2018-2019
Priority School Progress Plan
for Schuyler Community High School

2018-2019 Priority School Progress Plan for Schuyler Community High School

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 intervention and support of improvement efforts by Priority Schools. The AQuESTT domains of *Student Success and Access* and *Teaching and Learning* rely on the following AQuESTT 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

Within the framework for Priority School interventions, the following indicators of effective schools support the AQuESTT tenets and will guide the identification of improvement areas and assist in determining appropriate actions and strategies for improvement:

- *Clear, Compelling Direction*
- *Student and Staff Culture*
- *Instructional Leadership Capacity*

Goals, actions, and strategies for improvement aligned to one or more of these indicators will form the basis of the Progress Plan for Priority Schools. As such, these indicators will focus the improvement efforts of the Priority School on the domains and tenets of AQuESTT.

Priority School Progress Plan

The Progress Plan for Priority Schools under AQuESTT is intended to identify improvement areas; outline goals, actions, strategies for improvement, and measurable indicators of progress; establish time lines for improvement; identify resources to support improvement efforts; and cite evidence to monitor progress. The Progress Plan will include goals and strategies for improvement for the school and may also include goals and strategies for improvement for the district superintendent and the local board of education. Additional information (e.g., school data, reports, improvement plans, etc.) may accompany the Progress Plan in order to provide rationale(s) for improvement goals and to document progress efforts.

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2018-2019 Priority School Progress Plan for Schuyler Community High School

School Name: Schuyler Central High School	School District: Schuyler Community Schools	
School Address: 401 Adam Street Schuyler, Nebraska 68661		
School District Superintendent: Dr. Daniel Hoesing	Superintendent Signature:	Date:
High School Principal: Mr. Steve Grammer	Principal Signature:	Date:
Schuyler Board of Education President: Mr. Richard Brabec	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:

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Section 1: School Goals and Improvement Actions

Indicator of an Effective School: Clear, Compelling Direction

Improvement Goal: During the 2018-2019 school year, Schuyler Central High School and all stakeholders (i.e. district administrators school administrators, students, teaching and classified staff, local school board members, parents/guardians, community members) will engage in a systematic, clearly documented, inclusive and comprehensive process to communicate the school purpose and direction through a shared commitment to its vision, mission, beliefs, and core values in order to ensure student success, which includes meeting the cognitive, emotional, social and physical needs of each student as measured by perceptual survey data and artifacts (meeting agendas, data analysis, newsletters, revised vision/mission/values, interviews, etc.).

Rationale for Improvement Goal:

- May 2018 Executive Summary: Diagnostic Review indicated the following recommendation, "Work together with students, staff, parents and community to create and communicate a shared purpose and coherent effort of the core values, beliefs, mission, vision and goals of Schuyler Central High School."
- January 2018 AdvancED Review indicated the following, "A number of action items are associated with each goal in the strategic plan yet, the goals do not have a measure of success."

Indicators of Success:

- A sense of mission permeates throughout the school and community.
- Perceptual Survey data indicates all stakeholders engage in a shared purpose for school improvement and the success of all students.
- Artifacts indicate a communicated vision, mission, core beliefs, core values, and implementation of Progress Plan goals and strategies.

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
CLEAR, COMPELLING DIRECTION Educator Effectiveness College and Career Ready **Positive Partnerships, Relationships, & Student Success** Transitions **Educational Opportunities and Access** Assessment	1. Create and communicate a school vision, mission, core beliefs, core values and meeting norms so that a shared purpose and coherent effort permeates throughout the school and community	August 2018 – May 2019	School vision, mission School Beliefs, Core Values Progress Plan Goals and Strategies Common Meeting Norms	Superintendent Principals School Staff School Board	August 2018 – Revisit the vision and mission with staff, School Board and student representatives September 2018 – Establish core beliefs, core values and meeting norms October 2018 – Share the school vision, mission, core beliefs, core values and meeting norms with the School Board November 2018-May 2019 – Communicate the vision, mission, core beliefs and core values with the students, staff and community	Vision/mission updates (English and Spanish versions) Core beliefs, core values (English and Spanish versions) Meeting Norms Updated Website Facebook page and other social media communication of shared purpose Posters/Flyers Staff/Student handbooks Meeting agendas/minutes showing meeting norms

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CLEAR, COMPELLING DIRECTION Educator Effectiveness College and Career Ready **Positive Partnerships, Relationships, & Student Success** Transitions **Educational Opportunities and Access** Assessment	2. Increase the frequency, clarity, and variety of two-way communication in a timely and efficient manner so that all stakeholders (i.e. students, staff, parents/guardians, community) will increase their knowledge of and commitment to the school vision, mission, core values, and goals.	August 2018 – May 2019	Various forms of communication including paper, electronic, up-to-date websites, social media, face-to-face conversations Stakeholder surveys Important Dates for Staff	Superintendent Principal Assistant Principal School Staff School Board Members Student Council Representatives	August 2018 – May 2019 Weekly communication with students, staff, families, community members, etc. April 2019 Stakeholder survey	Website Updated Weekly Meeting Agendas sent ahead of scheduled meetings Social Media Email Stakeholder Survey results
	3. Complete a comprehensive review of programs implemented at Schuyler Central High School so that the school can measure the return on investment and the effectiveness of each program as it relates to the school's goals	August 2018 – May 2019	ESU 7 Comprehensive Review Process	SCS Teaching and Learning Director ESU 7 Principal	October 2018 List of programs provided to ESU 7 by Teaching and Learning Director November 2018 – March 2019 Comprehensive Review by ESU 7	Results of Comprehensive Review and Recommendations

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CLEAR, COMPELLING DIRECTION Educator Effectiveness College and Career Ready **Positive Partnerships, Relationships, & Student Success** Transitions **Educational Opportunities and Access** Assessment	4. Ensure families are included in the decision-making process to inform students' academic and behavioral plans and goals by encouraging participation in conferences at least once each semester so that families are empowered to be partners in their student's education.	August 2018 – May 2019	Conferences with Families/Students (may be in a variety of formats to include student-led, family/teacher conferences, Individual Education Plans, Etc.) Protocols for families to understand whom to contact with questions, concerns, etc.	Superintendent Principal Assistant Principal School Counselor School Board	October 2018 –May 2019 Scheduled conferences for each student's family at least once per semester December 2018 and May 2019 Report conference participation to the School Board	Schedule of meetings, conferences, etc. Published protocols for Whom to Contact in English and Spanish School Board Agendas
	5. Provide monthly Clear, Compelling Direction implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	September 2018 – May 2019	Progress Plan: Clear, Compelling Direction	Superintendent Principal	September 2018 – May 2019 Monthly School Board Updates on Progress Plan Implementation	School Board Meeting Agendas

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Indicator of an Effective School: Student and Staff Culture

Improvement Goal: During the 2018-2019 school year, Schuyler Central High School will establish, implement and communicate a climate of high expectations for teaching and learning while ensuring the academic, emotional and physical safety for students as measured by stakeholder perceptual survey data.

Rationale for Improvement Goal:

- May 2018 Executive Summary: Diagnostic Review indicated the following recommendations
  - "Create a climate of high expectations and communicate an attitude that rigorous learning is not an option; it is required of all students and staff."
  - "Individual coaching for each teacher would be helpful."
- January 2018 AdvancED Review rated the following standards as needs improvement:
  - Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.
  - The learning culture promotes creativity, innovation and collaborative problem-solving.
  - Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.
- The January 2018 AdvancED Review noted Improvement Priority #2 as "Develop and Implement an aligned curriculum that includes rigorous academic expectations for all students while promoting creativity and innovation."
- A Perceptual Needs Survey conducted at Schuyler Central High School indicated that only 40% of the staff agreed or strongly agreed that the instructional program at the school is challenging. Forty-nine percent of the students indicated the work at their school was challenging.

Indicators of Success:

- Rigorous coursework successfully completed by students
- Perceptual survey data completed by parents and students
- Perceptual survey data of increased teacher efficacy for High Probability Strategies and providing and receiving feedback

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
STAFF AND STUDENT CULTURE **Educator Effectiveness** College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions **Educational Opportunities and Access** Assessment	1. Provide ongoing coaching and professional development for teachers on evidence-based instructional practices that support student mastery so that students feel academically safe to take risks with learning.	August 2018 - May 2019	High probability strategies professional development Coaching model, peer coaching/ observing Time for PD and coaching Accountability for scales and their implementation Instructional coaches	Central Office Administrators Principal PLC Leaders ESU 7 NDE Consultants	August 2018 Professional Development on Clear Learning Targets/Proficiency Scales September 2018-May 2019 Professional Development on Marzano and other High Probability Strategies	PD Rosters PD Evaluations PLC Agendas Engagement Data Coaching Logs

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	**Artifacts**
STAFF AND STUDENT CULTURE **Educator Effectiveness** College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions **Educational Opportunities and Access** Assessment	2. Develop common expectations regarding teacher use of evidence-based strategies and proficiency scales so that classroom instruction is engaging and high expectations for student learning are upheld consistently throughout the building.	August 2018-May 2019	Coaching and follow up of implementation of strategies Proficiency Scales Professional Development Expectations Coaching Tools Time used during PLC meetings to discuss implementation of strategies	Superintendent Principal School Improvement Team PLC Leaders Teachers ESU 7 NDE Consultants	August 2018 Discussion of Instructional Expectations (High Probability Strategies) and Professional Learning needed by School Improvement Team September 2018 Communicate Implementation Expectations and Professional Learning Plan for High Probability Strategies Implementation October 2018 – May 2019 Professional Learning and Implementation of High Probability Strategies	Common Expectation Guidelines Communicated in Writing for High Probability Strategy Implementation Survey of Implementation Completed Proficiency Scales PLC Minutes, discussion and reflection Coaching Log

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
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STAFF AND STUDENT CULTURE **Educator Effectiveness** College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions **Educational Opportunities and Access** Assessment	3. Develop a culture of constant feedback for teachers through coaching, observation, PLC discussions, and peer interactions so that teachers develop a collective sense of efficacy focused on creating and implementing a common instructional language within the school.	August 2018-May 2019	Feedback coaching models for principal assistant principal, peers, etc. Professional Learning for providing quality feedback Professional Learning for high probability strategies Released Time for Observation and Feedback NDE Consultants	Superintendent Principal PLC Leaders Teachers Coaches ESU 7 NDE Consultants	August 2018 Develop feedback protocols August 2018 – May 2019 Professional Learning on Coaching Models for Administrative Team October 2018 – May 2019 Coaching by Administrators November 2018 – April 2019 Teaching Studies	Coaching Log and Samples of Coaching Documents Professional Learning feedback PLC minutes Teaching Studies schedule

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
STAFF AND STUDENT CULTURE **Educator Effectiveness** College and Career Ready **Positive Partnerships, Relationships, & Student Success** Transitions Educational Opportunities and Access Assessment	4. Develop and implement school-wide norms for PLC collaboration so that all meetings have purpose and direction.	August 2018-May 2019	Sample Meeting Norms Staff Input for creating norms	Administration All Staff PLC Leaders	August 2018 Create Meeting Norms September 2018 Prior to first PLC meeting of 2018-19 school year, PLC Leaders will review meeting norms October 2018 – May 2019 Meeting Norms communicated to the staff at the beginning of each meeting	PLC attendance PLC agenda minutes Meeting Norms document
	5. Provide monthly Student and Staff Culture Progress Plan implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	September 2018-May 2019	Progress Plan: Clear, Compelling Direction	Superintendent Principal	September 2018 – May 2019 Monthly School Board Updates on Progress Plan Implementation	School Board Meeting Agendas

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Indicator of an Effective School: Instructional Leadership (College and Career Readiness)

Improvement Goal: All students will be challenged and supported to achieve a high standard of academic performance and growth and will demonstrate proficiency in globally competitive skills such as critical thinking, innovation, problem solving, communication and collaboration to ensure they are prepared for postsecondary education, careers, etc. as measured by assessment data, certifications, dual credit coursework, graduation rate, etc.

Rationale for Improvement Goal:

- May 2018 Executive Summary: Diagnostic Review indicated the following recommendations:
  - From students, "Go back to having study hall or time we meet with counselors or plan for our future instead of Focus. In other days, we have to play games. It gives us less time to work on homework. Playing games isn't that fun."
  - From teachers/staff, "Clear direction on "Focus. Make a plan and use it.
  - From parents, Kids are constantly streaming in and it's a huge challenge. We have to teach to everyone wherever they are. Subject matter hasn't changed, but we have to look at how we educate those kids. We have to figure out what their abilities are and where they need to be."
- January 2018 AdvancED Review rated the following standards as needs improvement:
  - Improvement Priority #1 Evaluate and implement instructional strategies to include differentiation and personalize learning.
  - In a Student Perceptual Survey, 68% of students indicated they spend their time in class listening to their teachers talk.

Indicators of Success:

- % of students meeting or exceeding MAP Growth Goals
- % of students meeting or exceeding MAP Grade Level Norms
- % of students scoring at or above the State Norm on the ACT
- % of students meeting expectations on the ELPA21 assessment
- % of students participating in and scoring a B or higher in dual credit courses
- Identified licensure opportunities

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
INSTRUCTIONAL LEADERSHIP Educator Effectiveness **College and Career Ready** **Positive Partnerships, Relationships and Student Success** **Transitions** **Educational Opportunities and Access** Assessment	1. Identify and communicate a set of attributes, referred to as a graduate profile, that are critical for success and inspire, motivate, and guide the work of students, teachers, administrators and the School Board so that Schulyer Central High School students are future ready.	August 2018 – May 2019	Evidence-based Practices on Future Ready graduate profile attributes Community Business Leaders	Leadership Team Teachers School Counselors Student Council School Board members	August 2018 – Evidence-based attributes of future ready students September – October 2018 – Future Ready Graduate Attributes Defined November 2018 Future Ready Graduate Attributes Published and Communicated	Evidence-based Practices Schuyler Central High School Future Ready Graduate Attributes

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INSTRUCTIONAL LEADERSHIP Educator Effectiveness **College and Career Ready** **Positive Partnerships, Relationships and Student Success** **Transitions** **Educational Opportunities and Access** Assessment	2. Evaluate current Career Education System so that the high priority changes for improvement and alignment to community needs are identified and a plan of action is created to ensure students are future ready.	August 2018 – May 2019	NE Content Standards Future Ready Graduate definition Industry Recognized Credentials Dual Credit Courses Business and Industry Departments of Labor and Economic Development Postsecondary Institutions	Principal Content Area/CTE Teachers School Counselors ESU 7 Coaches	August – November Self-evaluation of current CE system, including Career Development, Stakeholder Engagement, January – May 2019 Develop reVISION Action Plan 2019-2020 Implement Year 1 of reVISION Action Plan	Evidence-based notes reVISION Action Plan reVISION Action Grant application

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
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Instructional Leadership Educator Effectiveness **College and Career Ready** Positive Partnerships, Relationships, & Student Success **Transitions** **Educational Opportunities and Access** Assessment	3. Develop a strategy to utilize FOCUS time more effectively so that college and career development efforts focus on individual student strengths.	August 2018 - May 2019	Future Ready Graduate definition ReVISION Process Business Partners	Principal Assistant Principal All Teachers/staff School Counselors Student Council	August 2018 – November 2018 Evaluate, explore options of FOCUS time November 2018 – January 2019 – Develop a plan for FOCUS February 2018 – May 2019 Implement new FOCUS plan	Evidence-based Notes Stakeholder Input FOCUS Plan
	4. Provide monthly Instructional Leadership: Career and College Readiness Plan implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	September 2018 - May 2019	Progress Plan: Instructional Leadership: Career and College Readiness	Superintendent Principal	September 2018 – May 2019 Monthly School Board Updates on Progress Plan Implementation	School Board Meeting Agendas

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Indicator of an Effective School: Instructional Leadership (English Learners)

Improvement Goal: During the 2018-2019 school year, EL students will develop language acquisition and cognitive academic language skills in order to grasp the academic, social and cultural aspects of the English language to be successful students and members of society as evidenced by multiple data sources to include ELPA21 scores, ACT scores, student perceptual data, etc.

Rationale for Improvement Goal:

- 2016-2017 ELPA21 scores during the 2016-2017 school year indicated the following:
  - Of the 42 ninth graders assessed, 0% were determined proficient
  - Of the 41 tenth graders assessed, 0% were determined proficient
  - Of the 31 eleventh graders assessed, 0% were determined proficient
  - Of the 18 twelfth graders assessed, 0% were determined proficient
- In 2016-2017 80 new students enrolled at Schuyler Central High School
  - 44 were LDE students
  - 32 were new to the country
  - 16 previously had less than an eighth-grade education
- In 2017-2018 55 of 129 EL students (42.6%) are living with guardians who may or may not be relatives. Of the 55 EL students, 8 students are supporting themselves while trying to earn a diploma.

Indicators of Success:

- % of students determined proficient on ELPA21 will increase
- EL student ACT ELA and Math scores will increase
- Student Perceptual data will indicate at least 80% of English Learners feel supported in language acquisition

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
<u>Instructional Leadership</u> **Educator Effectiveness** College and Career Ready **Positive Partnerships, Relationships, & Student Success** Transitions **Educational Opportunities and Access** Assessment	1. All teachers, administrators and School Board members will participate in professional learning related to the stages of language acquisition so that teachers, school board members and administrators develop competencies to support English language development across the curriculum and support student cultural identity.	October 2018	NDE EL Staff ESU 7 Language Acquisition Research	School Board Superintendent and District Administrators Principal Assistant Principal Classroom Teachers EL Teachers	August 2018 – September 2018 Prepare a focus plan of EL professional learning needed for all teachers October 2018 Language Acquisition Training for all teachers and leaders	EL Professional Learning Plan Professional learning agendas and sign-in sheets
	2. All teachers will learn and implement effective EL strategies in their classrooms so that EL students are receiving consistent strategies that are purposeful, intentional, explicit and provide meaningful access to English Language proficiency and content standards with appropriate scaffolds and supports.	August 2018 - May 2019	EL Professional Learning Plan Focus teacher evaluation model (with EL considerations) ESU 7 Consultants NDE EL Staff	Principal Assistant Principal Classroom Teachers EL Teachers Schuyler Community Schools' Teaching and Learning Department	November 2018 – May 2019 Professional Learning for all teachers on effective EL strategies to include a combination of face-to-face training on identified strategies then break out into PLCS to discuss implementation	EL Strategy of Focus/PD presentations Results in progress towards English proficiency (ELPA21) and content knowledge (MAP Growth/class assessment/grades) PLC notes

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AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
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<u>Instructional Leadership</u> **Educator Effectiveness** College and Career Ready **Positive Partnerships, Relationships, & Student Success** Transitions **Educational Opportunities and Access**	3. Coach and ensure implementation of EL strategies in all content areas throughout the year so that all EL models of instruction are implemented with fidelity and ensure that resources are allocated effectively to implement strategies and program models.	August 2018 - May 2019	EL Professional Learning Plan PLC Notes NDE EL Department ESU 7 Consultants	Superintendent Principal Assistant Principal Classroom Teachers SCS Teaching and Learning department EL Teachers NDE EL Department	September 2018 – May 2019 Provide coaching support to teachers to ensure EL strategies are implemented daily October 2018 – May 2019 Quarterly walk throughs by NDE staff to determine implementation of EL strategies in classrooms and support coaching for administrative team	Coaching Log Classroom observations and notes for commendations and recommendations
	4. Determine onboarding procedures, pedagogical scaffolds and academic plans for Newcomers so that students can reach their full potential.	August 2018 – December 2018	NDE EL Department ESU 7 Consultants	Superintendent Principal School Counselors EL Teachers	August 2018 Onboarding Procedures for Newcomers August 2018 – May 2019 Academic Plans for Newcomers	Onboarding Procedures Academic Plans

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2018-2019 Priority School Progress Plan for Schuyler Community High School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
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<u>Instructional Leadership</u> **Educator Effectiveness** College and Career Ready **Positive Partnerships, Relationships, & Student Success** Transitions **Educational Opportunities and Access**	5. Provide monthly Instructional Leadership: English Learners implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	September 2018 – May 2019	Progress Plan: Instructional Leadership: English Learners	School Board Superintendent Principal	September 2018 – May 2019 Monthly School Board Updates on Progress Plan Implementation	School Board meeting agendas

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2018-2019 Priority School Progress Plan for Schuyler Community High School

Indicator of an Effective School: Instructional Leadership (Alignment of Curriculum, Instruction and Assessment to Nebraska Standards)

Improvement Goal: By May 2020, students at Schuyler Central High School will have equitable access to a high-quality education to achieve their full potential as a result of universal instruction aligned to Nebraska standards, strong Tier 2 and Tier 3 academic supports as needed and personalized learning opportunities as evidenced by multiple measures to include growth indicators on the MAP assessment, ACT data, perceptual data, etc.

Rationale for Improvement Goal:

- 2017-2018 Graduation Requirements – 40 credits in English; 30 credits in Math and 5 credits in Personal Finance
- 2016-2017 ACT ELA score average at SCHS – 14.7
- 2016-2017 ACT Math score average at SCHS – 16.4
- 2016-2017 ACT Science score average at SCHS – 16.1
- The 2015 Nebraska College and Career Ready Standards for Math Grade Bands changed to Grades 9-11 and "Advanced Topics" which appear at Grade 12. All students are expected to master the K-11 standards, and the NSCAS Math assessment is given at the end of 11th grade. Many colleges and universities require four years of high school mathematics for admission, and some of the content reflected in the Advanced Topics (Grade 12) standards may be recommended for particular majors in postsecondary education. Therefore, students entering postsecondary education are encouraged to take additional math courses that will help them become college and career ready through the Advanced Topic standards.

Indicators of Success:

- Completed Pacing Guides for all Core Courses
- % of students scoring at or above the State norm on the ELA, Math and Science ACT will increase
- % of students meeting or exceeding the ELA, Math, and Science MAP Grade Level Norm will increase
- % of students meeting or exceeding their ELA, Math and Science MAP Growth Goal will increase

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<u>Instructional Leadership</u> **Educator Effectiveness** College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions **Educational Opportunities and Access** Assessment	1. Align materials, instruction and assessments to the Nebraska Content Area Standards so that daily lessons are enhanced to support the learning needs of each students. • Nebraska Content Area Standards, Nebraska ACT Standards, MAP Skills will be unpacked to determine priority standards and used to create pacing guides for each subject/course; • Create learning targets based on upacking of priority standards and proficiency scales; • Develop curriculum maps for each content area which include academic vocabulary, core skills and content, proficiency scales, resources and assessments;	August 2018 - May 2020	SCS Teaching and Learning Department NDE Content Specialists ESU 7 Nebraska Content Standards ACT Standards MAP Skills Nebraska Content Area Tables of Specification	Principal Assistant Principal Classroom Teachers SCS Teaching and Learning Department ESU 7 NDE Content Specialists	August 2018 Review of Nebraska Standards and ACT Standards during PLCs September 2018 – January 2019 Unpack standards to determine priority standards and create pacing guides September 2018 – May 2019 Create, post and articulate clear and measurable learning targets for each content area January 2019 – March 2020 Develop Curriculum Maps for content areas	Pacing Guides for Content Areas Examples of Learning Targets from each content area Curriculum Maps

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Instructional Leadership **Educator Effectiveness** College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions **Educational Opportunities and Access** Assessment	• Audit alignment of current instructional materials to the Nebraska Standards to include textbooks, manipulatives, novels, digital resources, equipment, etc. to ensure use of high quality, aligned instructional materials; and • Use a common lesson plan template to create and deliver lessons aligned with pacing guides and curriculum maps.	August 2018 - May 2020	SCS Teaching and Learning Department NDE Content Specialists ESU 7 EdReports What Works Clearinghouse	Principal Assistant Principal Classroom Teachers SCS Teaching and Learning Department ESU 7 NDE Content Specialists	April 2020 – May 2020 Audit Report and Recommendations for Budgetary Considerations January 2019 – March 2020 Create and utilize a common lesson plan template for intentional planning	Instructional Materials Audit Budget Recommendations for Instructional Materials Lesson Plan Template
	2. Provide release time for teachers on scheduled workdays to align curriculum, instruction and assessment to Nebraska Standards so that adequate time is available to intentionally plan engaging lessons for students.	August 2018 – May 2020	School Calendar	School Board Superintendent Principal	August 2018 – May 2020 Review school calendar to determine dates/times teachers can participate in alignment work	Professional Learning Calendar

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<u>Instructional Leadership</u> **Educator Effectiveness** College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions **Educational Opportunities and Access** Assessment	3. Provide professional development, implementation accountability and coaching follow up on high probability instructional strategies so that a common instructional language is created within the school in every classroom	September 2018 - May 2020	High Probability Strategies from Marzano and others PLCs Coaching Models	Principal Discovery Education Coaches NDE Consultants	August 2018 – May 2020 Professional Learning and Coaching of High Probability Strategies	Discovery Education Reports Professional Learning Opportunities and Sign-in sheets Coaching Log
	4. Provide monthly Instructional Leadership: Alignment of Curriculum, Instruction and Assessment implementation reports to the School Board so that the School Board is supportive and kept abreast of the implementation of strategies from the Priority School Progress Plan.	September 2018 – May 2020	Progress Plan: Instructional Leadership: Alignment of Curriculum, Instruction and Assessment	School Board Superintendent Principal	September 2018 – May 2020 Monthly School Board Updates on Progress Plan Implementation	School Board Meeting Agendas

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