# 2019-2020

# Priority School Progress Plans

# Santee Community Schools

## Santee Elementary School

## Santee Middle School

## Santee High School

DRAFT

| **School Name**: | **School District**: |
|---|---|

# 2019-2020 Priority School Progress Plans for Santee Community Schools

| | | |
|---|---|---|
| Santee Elementary School, Santee Middle School, Santee High School Santee Community Schools | | |
| **School Address**: 206 East Frazier Avenue Niobrara, Nebraska 68760 | | |
| **School District Superintendent**:<br>Mr. Justin Hayes | Superintendent Signature: | Date: |
| **Elementary Principal**:<br>Mrs. Cindy Nagel | Principal Signature: | Date: |
| **Secondary Principal**:<br>Ms. Manee Lor | Principal Signature: | Date: |
| **Board of Education President**:<br>Mr. Steve Moose | Board President Signature: | Date: |
| **Commissioner of Education**:<br>Dr. Matthew Blomstedt | Commissioner Signature: | Date: |
| **State Board of Education President**:<br>Mr. John Witzel | State Board President Signature: | Date: |

**Purpose**

# 2019-2020 Priority School Progress Plans for Santee Community Schools

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.

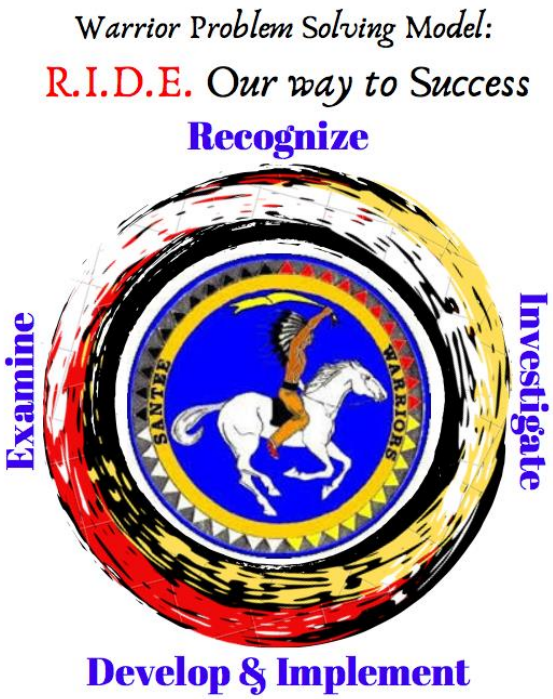
- Turnaround Leadership
- Instructional Transformation
- Culture Shift
- Talent Development

**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.

# 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.




**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%

* 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.

## 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% | Peers 35% | Peers 40% |
| State 50% | State 50% | State 54% |

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

# 2019-2020 Priority School Progress Plans for Santee Community Schools

## 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:**<br>By May 2020, 40% of students will meet grade level expectations in reading and 80% will meet projected growth expectations as measured by<br>• Elementary School- DIBELS and MAP and increase NSCAS proficiencies by 4%.<br>• Middle School-MAP and increase NSCAS proficiency by 4%.<br>• High School-MAP and increase ACT proficiency by 2% at HS.<br>Current Data:<br>• Elementary- DIBELS- 11%, MAP 13.8% on grade level, 41% met or exceeded projected growth<br>• Middle School- MAP 7% on grade level, 55% met or exceeded projected growth<br>• High School- ACT Junior composite score 13 | ☒ Educator Effectiveness<br>☐ Transitions<br>☐ Educational Opportunities & Access<br>☒ College, Career, and Civic Ready<br>☐ Positive Partnerships & Relationships<br>☒ Assessment<br>☐ Leadership |
| | | |
| | **Strengths and Growth Areas in Priority Outcomes/Indicators (Including student groups), Essential Core Practices** | |
| | **Strengths** | **Growth Areas** |
| | • Students have increased in MAP Growth<br>• Students receiving interventions have demonstrated growth (Corrective Reading in 4th grade)<br>• Literacy Framework was strong in 4th grade<br>• Intervention groups in place K-6 | • NSCAS Vocabulary<br>• Phonemic Awareness<br>• Nonsense Word Fluency<br>• MAZE<br>• Special Education student group |
| **ANALYZE**<br>**(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<br>• Lack of interventions<br>• Oral language is very low | |

| | |
|---|---|
| | • "Summer slide" is a hurdle to overcome<br>• Social and emotional health of students is concerning<br>• Historical trauma around education<br>• Staff turnover<br>• Lack of student positive perception of testing<br>• 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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>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.<br><br>End Quarter 2:<br><br>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**<br>**Formative Check** | **Result (Goal) Outcome**<br>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.<br><br>End Quarter 2:<br><br>End Quarter 3: | |
| Develop unit assessments based on standards | Principal and Reading Teachers | Initiate Aug. – ongoing | | |
| Develop look-fors and use to provide feedback | Principal and Reading Teachers | Initiate Aug. – ongoing | | |
| **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**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>End Quarter 4 |
| Define Student-Centered Coaching framework | Consultant<br>Instructional coaches<br>Principal | Initiate Aug. – ongoing | End Quarter 1: Each coach will complete 2 coaching cycles.<br><br>End Quarter 2:<br><br>End Quarter 3: | |
| Implement Coaching Model | Principal and Instructional Coaches | Initiate Sept. – ongoing | | |
| Define look-fors to support fidelity of implementation | 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. | | | |
| **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** |

# 2019-2020 Priority School Progress Plans for Santee Community Schools

| | | | **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.<br><br>End Quarter 2:<br><br>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<br><br>End Quarter 2:<br><br>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. | | | |

# 2019-2020 Priority School Progress Plans for Santee Community Schools

## Santee High School

### Implement, Act and Reflect

| **Action Step:** | Implement the Santee Reading Across the Content Areas Framework | | | |
|---|---|---|---|---|
| **Activity** | **Staff Responsible** | **Timeline** | **Evaluation/ Reflection**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>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.<br><br>End Quarter 2:<br><br>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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>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.<br><br>End Quarter 2: | |
| Implement Coaching Model | Principal and Instructional Coaches | Initiate Sept. – ongoing | | |

# 2019-2020 Priority School Progress Plans for Santee Community Schools

| | | | | |
|---|---|---|---|---|
| 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:**<br>By May 2020, Santee Community Schools will reduce its chronic absenteeism rate by 5%.<br>• The chronic absenteeism rate will decrease from 38% to 33% at Santee Elementary School.<br>• The chronic absenteeism rate will decrease from 62% to 57% at Santee Middle School.<br>• The chronic absenteeism rate will decrease from 75% to 70% at Santee High School. | ☐ Educator Effectiveness<br>☒ Transitions<br>☒ Educational Opportunities & Access<br>☐ College, Career, and Civic Ready<br>☐ Positive Partnerships & Relationships<br>☐ Assessment<br>☒ Leadership |

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

| | Why do we believe we are seeing these results and how might we improve them? |
|---|---|
| **ANALYZE**<br>**(When? What? Why?)** | • Lack of school supports for teen parents<br>• Insufficient opportunities to engage parents and families specific to student engagement and attendance<br>• We haven't captured students' interests or shared the value of school. We haven't made school relevant<br>• The school has not fully explored the root cause of chronic absenteeism<br>• The school has not developed systematic processes and tools to support highly mobile students<br>• Lack of engagement within classrooms<br>• Lack of positive high expectations from teachers<br>• 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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>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.<br><br>End Quarter 2:<br><br>End Quarter 3: | |
| Identify one or two practices that will be implemented schoolwide | Principal and Staff | Sept. – Oct. | | |
| Continue study around selected strategy | Staff | Initiate Oct. – ongoing | | |
| 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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>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.<br><br>End Quarter 2:<br><br>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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>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.<br><br>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 | | |
| 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 | | |

# 2019-2020 Priority School Progress Plans for Santee Community Schools

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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<br>• 50% of Pre-K students meeting benchmarks on school (Kindergarten) readiness screener.<br>• 80% of middle school students on track to graduate.<br>• Increased their graduation rates to 50%. | ☐ Educator Effectiveness<br>☒ Transitions<br>☐ Educational Opportunities & Access<br>☒ College, Career, and Civic Ready<br>☒ Positive Partnerships & Relationships<br>☐ Assessment<br>☐ 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.<br>• Middle school group of girls wanting to start a drug/alcohol free program.<br>• 2019-20 school year: Freshman and sophomores are on track to graduate. | • Strengthening Pre-K transitions, including literacy<br>• Middle School chronic absenteeism rate is 62%.<br>• High school graduation rate of 32% (4 years) |
| **ANALYZE**<br>**(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.<br>• Lack of school supports for teen parents.<br>• Insufficient opportunities to engage parents and families specific to student engagement and attendance.<br>• 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. |

| **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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>End Quarter 4 |
| Use the early literacy screener | Pre-K Director | August | End Quarter 1: Screener and GOLD data<br><br>End Quarter 2:<br><br>End Quarter 3: | |
| Analyze GOLD data in order to determine supplemental resources | Pre-K Director and Principal | Aug. - ongoing | | |
| **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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>End Quarter 4 |
| Research career options for students in the area | Principal and Staff | Sept. - Oct. | End Quarter 1: Surveys completed by students<br><br>End Quarter 2: | |
| Develop process for career planning and exploration | Principal and Staff | Initiate in Sept. - ongoing | | |
| 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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>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:**<br>**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<br>☐ Transitions<br>☐ Educational Opportunities & Access<br>☐ College, Career, and Civic Ready<br>☐ Positive Partnerships & Relationships<br>☐ Assessment<br>☒ Leadership |

| | **Strengths and Growth Areas in Priority Outcomes/Indicators (Including student groups), Essential Core Practices** | |
|---|---|---|
| | **Strengths** | **Growth Areas** |
| | • Want the best for Santee Students<br>• Commitment to Santee<br>• Desire to see Santee serve all students<br>• Provide opportunities for all students | • Consistent attendance at BOE meetings<br>• Use of policy to drive decision making |
| **ANALYZE**<br>**(When? What? Why?)** | **Why do we believe we are seeing these results and how might we improve them?** | |
| | • Board members lack of training<br>• Lack of consistent BOE policies<br>• 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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>End Quarter 4 |

# 2019-2020 Priority School Progress Plans for Santee Community Schools

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|---|---|---|---|---|
| BOE retreat with NASB | BOE and Superintendent | By end of August | End Quarter 1:<br><br>End Quarter 2:<br><br>End Quarter 3: | Santee will have regular consistent BOE meetings with attendance by all BOE members |
| Board structure | BOE and Superintendent | Ongoing | | |
| Board agendas | BOE and Superintendent | Ongoing | | |
| 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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>End Quarter 4 |
| BOE policy review and update | BOE and Superintendent | Ongoing | End Quarter 1:<br><br>End Quarter 2:<br><br>End Quarter 3: | 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 | | |
| Develop schedule for policy review | | | | |
| **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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>End Quarter 4 |

# 2019-2020 Priority School Progress Plans for Santee Community Schools

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|---|---|---|---|---|
| BOE retreat | BOE and Superintendent | End of Aug. – ongoing | <u>End Quarter 1</u>:<br><br><u>End Quarter 2</u>:<br><br><u>End Quarter 3</u>: | 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 | | |
| **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:**<br>**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<br>☐ Transitions<br>☐ Educational Opportunities & Access<br>☐ College, Career, and Civic Ready<br>☒ Positive Partnerships & Relationships<br>☐ Assessment<br>☒ Leadership |

| | **Strengths and Growth Areas in Priority Outcomes/Indicators (Including student groups), Essential Core Practices** | |
|---|---|---|
| | **Strengths** | **Growth Areas** |
| | • Building relationships<br>• Community support<br>• Creating partnerships | • Familiarizing with BOE policies<br>• Supporting new curriculum areas<br>• Building trust of all staff |
| **ANALYZE**<br>**(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<br>• Previous lack of leadership that involved all stakeholders | |

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

# 2019-2020 Priority School Progress Plans for Santee Community Schools

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|---|---|---|---|---|
| Monthly Newsletter | Superintendent | End of each month | End Quarter 1: Awards, newsletters<br><br>End Quarter 2:<br><br>End Quarter 3: | Santee will have improved communication to all stakeholders<br><br>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" |
| 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 | | |
| Conduct regularly scheduled meetings with community stakeholders (Tribe, administrators, teachers, support staff) | Superintendent | Ongoing | | |
| 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**<br>**Formative Check**<br>(What worked/didn't? Interim Data Points?) | **Result (Goal) Outcome**<br>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

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|---|---|---|---|---|
| Attend community organization meetings (tribal, etc.) | Superintendent | Ongoing | <u>End Quarter 2</u>:<br><br><u>End Quarter 3</u>: | 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 | | |
| **Evidence/Artifacts:** | List of events attended by the superintendent. Review of administrative calendars and attendance at events. | | | |