



2018-2019  
Priority School Progress Plan  
for Loup County School





# 2018-2019 Priority School Progress Plan for Loup County 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.



## 2018-2019 Priority School Progress Plan for Loup County School

School Name: Loup County School	School District: Loup County School	
School Address: 608 Williams Street Taylor, Nebraska 68879		
School District Superintendent: Mr. Rusty Ruppert	Superintendent Signature: _____	Date: _____
Elementary Principal: Mrs. Kim Beran	Principal Signature: _____	Date: _____
Secondary Principal: Mr. Ken Sheets	Principal Signature: _____	Date: _____
Loup County Board of Education President: Mr. Deane Meeks	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: _____

# 2018-2019 Priority School Progress Plan for Loup County School

## Section 1: School Goals and Improvement Actions

### Indicator of an Effective School: Clear, Compelling Direction

#### Improvement Goal:

During the 2018-2019 school year, all employees will build and nurture collaboration with students, staff, parents and the community to ensure the well-being, safety and success of all as measured by stakeholder survey data.

#### Critical Elements

- **Community Collaboration:** All School Board members and community leaders will be able to articulate the school’s mission to ensure the mission and vision of the school are supported and advanced.
- **Family Engagement:** All employees will develop and implement processes for meaningful, relevant, structured, and planned opportunities for family engagement in academic, social, and athletic activities so that students' cognitive, physical, social and emotional growth is maximized.
- **Internal Collaboration:** All employees will be engaged in decision-making and the communication of information and implementation of decisions so that the school’s mission and vision are supported and advanced.

#### Rationale for Improvement Goal:

- April 2018 Staff and Community Input for continuous improvement
  - “Communication between staff and board is an opportunity for improvement. Provide timely updates of the board meetings; involve staff in the meetings.”
  - “Parent-teacher conferences help me know how my child is doing in school. I would like to be involved in elementary academic activities to enhance my child’s reading growth.”
- April 2018 Student Interviews
  - “We need to have more advanced notice for school events in multiple formats – social media, website calendar of events, flyers in school, announcements, phone calls/texts.”
  - “We need more input in decision-making at our school; especially when it impacts us directly.”

## 2018-2019 Priority School Progress Plan for Loup County School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
<p><b><u>CLEAR,</u></b> <b><u>COMPELLING</u></b> <b><u>DIRECTION</u></b></p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p><b>Positive Partnerships, Relationships, &amp; Student Success</b></p> <p>Transitions</p> <p><b>Educational Opportunities and Access</b></p> <p>Assessment</p>	<p>1. Continue to communicate the school vision, mission, core beliefs, core values and meeting norms so that a shared purpose and coherent effort is supported and advanced.</p>	<p>August 2018 – May 2019</p>	<p>School vision, mission</p> <p>Core beliefs, core values</p> <p>Examples of meeting norms</p> <p>Progress Plan goals and strategies</p>	<p>School Board</p> <p>Superintendent</p> <p>Principals</p> <p>School Staff</p>	<p>August 2018 Share the vision and mission with staff, School Board and student representatives</p> <p>September 2018 Re-establish core beliefs, core values and meeting norms</p> <p>October 2018-May 2019 Communicate the vision, mission, core beliefs and core values with the students, staff and community through multiple media outlets</p>	<p>Vision/mission updates</p> <p>Core beliefs, core values, and meeting norms</p> <p>Website</p> <p>Facebook page and other social media communication of shared purpose</p> <p>Posters/Flyers</p> <p>Staff/Student handbooks</p> <p>Meeting agendas/minutes</p>

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<p><b>CLEAR, COMPELLING DIRECTION</b></p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p><b>Positive Partnerships, Relationships, &amp; Student Success</b></p> <p>Transitions</p> <p><b>Educational Opportunities and Access</b></p> <p>Assessment</p>	2. Increase the frequency, clarity and variety of important information to all students, employees, families, community members, etc. in a timely and efficient manner so that meaningful, relevant, and purposeful participation will enhance engagement of appropriate stakeholders.	August 2018 – May 2019	<p>Important Dates document for Staff</p> <p>Monthly calendar of events updated on website</p>	<p>Superintendent</p> <p>Principals</p> <p>School Staff</p>	<p>August 2018 – May 2019 Weekly communication with students, staff, families, community members, etc.</p> <p>August 2018 – May 2019 Monthly newsletter for families and community members</p>	<p>Communication documents to include Important Dates for the school year, website updates, push notices about events at least 7 days prior to the event, etc.</p>
	3. Engage the Wildcat Improvement Team (WIT) and the Focus Teams in decision-making, implementation and communication of the Priority School Plan so that a shared commitment to improvement permeates throughout the school.	August 2018- May 2019	<p>Focus Teams’ responsibilities</p> <p>Calendar of WIT and Focus Teams’ meetings</p>	<p>Superintendent</p> <p>Principals</p> <p>School Staff</p>	<p>August 2018 Assign new staff to a Focus Team and share responsibilities; determine leaders of the teams</p> <p>September 2018-May 2019 Ensure protected time, agendas and minutes for monthly meetings of WIT and Focus Teams</p>	<p>Roster of WIT and Focus Teams</p> <p>Agendas/Minutes from WIT and Focus Teams’ meetings</p> <p>Artifacts for the Priority School Plan</p>

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<p><b>CLEAR, COMPELLING DIRECTION</b></p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p><b>Positive Partnerships, Relationships, &amp; Student Success</b></p> <p>Transitions</p> <p><b>Educational Opportunities and Access</b></p> <p>Assessment</p>	<p>4. Increase school safety measures by conducting monthly safety drills, locking outside doors and ensuring guests sign-in/out as prescribed in the Safety Plan so that students and staff are safe and prepared to react appropriately in case of emergencies.</p>	<p>August 2018 – May 2019</p>	<p>School Safety Plan</p> <p>Safety Reports</p> <p>Lockdown Safety Cards</p> <p>Medical Supplies</p> <p>Medicine Protocols</p>	<p>Superintendent</p> <p>Principals</p> <p>School Staff</p> <p>Students</p> <p>School Board</p>	<p>August 2018 – May 2019 Conduct safety drills monthly to include fire drills, tornado drills, etc.</p> <p>August 2018 Review safety protocols with staff and determine need for increased safety measures such as fire/tornado evacuation posters, lockdown cards, school entrance/exit sign-in and sign-out, etc.</p> <p>September 2018 – May 2019 Provide safety drill reports to the School Board quarterly</p>	<p>Back to School Agenda</p> <p>Drill Reports</p> <p>School Board Agendas</p>
	<p>5. Provide monthly Clear, Compelling Direction 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.</p>	<p>September 2018-May 2019</p>	<p>Progress Plan: Clear, Compelling Direction</p>	<p>School Board</p> <p>Superintendent</p> <p>Principals</p>	<p>September 2018 – May 2019 Provide Monthly Progress Plan progress to the School Board</p>	<p>School Board Meeting Agendas</p>

## 2018-2019 Priority School Progress Plan for Loup County School

### Indicator of an Effective School: Student and Staff Culture (High Expectations for Student Success in Rigorous Coursework)

**Improvement Goal:** During the 2018-2019 school year, Loup County 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:

- April 2018 Staff and Community Input for continuous improvement
  - “Offer and communicate an increased variety of online classes, dual credit courses and distance learning opportunities for students.”
  - “Provide student expectations for using PowerSchool when providing students with semester schedules at the high school level.”
  - “The Teaching Study was interrupted in the Spring. Complete activities we begin.”
  - “Access to the internet is often interrupted. We need access to that is reliable for our students, especially when the students are taking online courses.”
  - Cross-content connections need to be more intentional.”
- April 2018 Student Interviews
  - “Our teachers are great but often don’t give all of us work that challenges us. I don’t feel I was completely prepared to take the ACT. I did do a few of the practice tests but I didn’t score as well as I could have I don’t think.”
  - “It is frustrating when we are doing research and the internet is not working.”
  - “I don’t think our English class is set up where our teacher really checks to see if we understand. She will walk you through thinking for tests. We do a lot of Greek & Latin roots. We prefer literature. It is more challenging.”
  - “As a senior, I wasn’t able to retake the ACT test, I would have liked a class to help me study & retake the test.”



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<b>STAFF AND STUDENT CULTURE</b>  <b>Educator Effectiveness</b>  <b>College and Career Ready</b>  <b>Positive Partnerships, Relationships, &amp; Student Success</b>  Transitions  <b>Educational Opportunities and Access</b>  Assessment	1. Provide ongoing professional development and coaching for teachers on research-based instructional practices that support differentiation and rigor so that students feel challenged in an academically safe environment.	August 2018 - May 2019	Differentiation and Rigor professional development  Fountas and Pinnell Guided Reading Continuum and other resources  Running Records	Principals  NDE Consultant  ESU 10	August 2018 Professional Development on Rigor/Differentiation and Fountas and Pinnel Reading Continuum  September 2018-May 2019 Professional Development on Webb's Depth of Knowledge	PD Rosters  PD Evaluations  Elementary Student Reading Levels  Coaching Logs
	2. Offer and communicate availability of additional online courses, distance learning courses and dual credit courses for high school students so that students have a wider selection of coursework that challenges and engages them in meaningful learning.	August 2018 - May 2019	Courses from Local and National University and Community Colleges  Distance Learning Courses	Superintendent  Secondary Principal  School Counselor  ESU 10  School Board	July 2018 and October 2018 Determine online courses available through local and national colleges; communicate opportunities to students  July 2018 and April 2019 Course Guide shared with School Board	Online courses taken by students  Course Guides highlighting additional courses added for the 2018-2019 and 2019-2020 school years

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					<b>Dates</b>	<b>Artifacts</b>
<b>STAFF AND STUDENT CULTURE</b>  Educator Effectiveness  College and Career Ready  Positive Partnerships, Relationships, & Student Success  Transitions  Educational Opportunities and Access  Assessment	3. Communicate scholarship opportunities and ACT dates to high school students so that students understand the criteria for available scholarships based on ACT scores, class rank, GPA, community involvement, etc.	August 2018- May 2019	University and Community College Websites  College Scholarship Calculator  Criteria from Regents Scholarship, Chancellor’s Scholarship, Deans Scholarship, Distinguished Scholarship, Legacy Scholarship, Young Scholars, etc.  ACT administration dates	Superintendent  Secondary Principal  School Counselor  ESU 10  NDE Liaison  School Board	August 2018 – February 2019 Inform Juniors and Seniors of scholarship opportunities and support application process for seniors  November 2018 – April 2019 ACT Administration dates communicated to students needing higher scores on ACT  May 2019 Report Scholarship Applications and Monetary Awards to School Board	Sample Scholarship Applications  ACT scores  ACT retake scores  Scholarship Awards reported in monetary figures

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<b>STAFF AND STUDENT CULTURE</b>  Educator Effectiveness  <b>College and Career Ready</b>  <b>Positive Partnerships, Relationships, &amp; Student Success</b>  <b>Transitions</b>  <b>Educational Opportunities and Access</b>  Assessment	4. Support 8 <sup>th</sup> – 12 <sup>th</sup> grade students in the completion and monitoring of 5 year academic plans with support practices such as resume building, interviewing skills, college essay writing, etc. so that students are able to map out core courses, dual credit courses and electives that will ensure an on-time high school graduation and post-secondary/career success.	August 2018-January 2019	Course Catalog  Electronic Academic Plan	Superintendent  Secondary Principal  School Counselor  Business Teacher  ESU 10  School Board	August 2018 – May 2019  12 <sup>th</sup> grade to 8 <sup>th</sup> grade academic plan creation; on-going updates to plans  December 2018 Superintendent Reviews Academic Plans for all 8 <sup>th</sup> -12 <sup>th</sup> grade students  January 2019 and April 2019 Share sample plans with School Board	Academic Plan samples from 8-12 <sup>th</sup> graders  Academic Plan monitoring tool
	5. Provide monthly Student and Staff Culture: High Expectations for Success in Rigorous Coursework 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: Student and Staff Culture	School Board  Superintendent  Principals	September 2018 – May 2019  Provide Monthly Progress Plan progress to the School Board	School Board Meeting Agendas

# 2018-2019 Priority School Progress Plan for Loup County School

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

**Improvement Goal:** During the 2018-2019 school year, 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 to ensure they are prepared for postsecondary education and their career of choice.

### Rationale for Improvement Goal:

- April 2018 Staff and Community Input for continuous improvement
  - “Work together on projects; example: marketing plan between business and Ag.”
  - “Increase access to online college classes.”
  - “Kids are interested in business courses. Expanding our coursework would engage students more because of their interests.”
  - “ACT support is needed for students.”
  - “We should allow students to job shadow for career exploration opportunities.”
  - “Offer more career ready options for students.”
- April 2018 Student Interviews
  - “Only lecture, not fun, talk at you, we don’t understand it, nothing visual & expect you to know it all; doesn't prepare us for the real world in some classes.”
  - “We need more hands and meaningful work; project based activities with the ability to work with others.”
  - “I would like the ability to pick more of my classes instead of them being selected for me; need more choices & opportunities, like journalism and college classes which I can’t do it as a freshman.”
  - “Help students to understand why we are learning about this & bring in real-life, more relevant to life.”
  - “Need more literature; grammar is good for us, & realized how much you learn in college but literature helps us to apply the grammar.”
  - “A Home Economics class would be nice; we need courses that will help us in life like things like small engine repair and electrician type courses.”

## 2018-2019 Priority School Progress Plan for Loup County School

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<b>INSTRUCTIONAL LEADERSHIP</b>  <b>Educator Effectiveness</b>  <b>College and Career Ready</b>  <b>Positive Partnerships, Relationships and Student Success</b>  <b>Transitions</b>  <b>Educational Opportunities and Access</b>  <b>Assessment</b>	1. Identify and communicate a set of attributes, referred to 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 Loup County School students are future ready.	August 2018 – May 2019	Research on Future Ready graduate profile attributes  Community Business Leaders  Labor Market Information/Workforce Data	Superintendent  Principals  Teachers  Student Council  ESU 10  School Board members	August 2018  Research attributes of future ready graduate  September – October 2018  Future Ready Graduate Attributes Defined, Published and Communicated	Loup County School  Future Ready Graduate Attributes marketing messages  Loup County School  Future Ready Graduate Attributes
	2. Evaluate the current College and Career Course Offerings and supports provided to students so that the high priority changes needed for improvement are identified and plan of action is created and approved by the Superintendent and School Board.	June 2018 – May 2020	Content Standards  Future Ready Graduate attributes  Industry Recommended Credentials  ACT Expectations  Loup County High School Course Guide Mobile STEM Lab	Superintendent  Principals  Teachers  Student Council  ESU 10  School Board members	June 2018  reVISION application  August 2018- March 2019  reVISION application  June 2019 – May 2020  Implement reVISION grant	reVISION grant application  reVISION action plan

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<b>INSTRUCTIONAL LEADERSHIP</b>  Educator Effectiveness  <b>College and Career Ready</b>  <b>Positive Partnerships, Relationships and Student Success</b>  <b>Transitions</b>  <b>Educational Opportunities and Access</b>  <b>Assessment</b>	3. Develop strategies designed to strengthen ACT preparation and add the strategies to long range plans so that students are afforded opportunities to increase their ACT scores.	August 2018 – May 2019	College admission standards  ACT Prep course  The Official ACT Prep Guide book  Pre-ACT Assessment Results	Secondary Principal  Teachers of Core Subjects  ESU 10  School Guidance Counselor	August 2018 Student scheduling  September 2018 Review student results of 2018 ACT  October 2018 - March 2019 ACT Preparation support  March – April 2019 Review student results of 2019 ACT	ACT Scores  ACT Prep class syllabus  ACT strategies added to long range plans
	4. Utilize the Superintendent’s reach to provide guidance, support and resources to the principal and staff while communicating college and career readiness expectations with the School Board so that the community is informed and supportive to ensure Loup County School graduates are future ready.	June 2018 – May 2020	Future Ready Graduate attributes  Community and Business Leaders	Superintendent  Secondary Principal  School Board members	October 2018 Communicate LCS Future Ready Graduate definition to the School Board	School Board agenda  Newsletter articles

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<b><u>Instructional Leadership</u></b>  Educator Effectiveness  <b>College and Career Ready</b>  <b>Positive Partnerships, Relationships, &amp; Student Success</b>  Transitions  Educational Opportunities and Access  Assessment	5. Expect and receive quarterly updates on the reVISION process so that all members of the School Board remain informed and are able to articulate the attributes of a future ready graduate as well as inform the community of the structures implemented by LCPS to ensure students are ready for post-secondary education or a career.	August 2018 - May 2020	Future Ready Graduate attributes  reVISION Plan	School Board  Superintendent  Secondary Principal	October 2018 Future Ready Graduate Attributes Defined, Published and Communicated	School Board Agenda and Minutes  Future Ready Graduate Attributes  reVISION grant action plan

# 2018-2019 Priority School Progress Plan for Loup County School

## Indicator of an Effective School: Instructional Leadership (Equitable Access to a High-Quality Education)

**Improvement Goal:** By May 2019, students at Loup County School will have equitable access to a high-quality education to achieve their full potential as a result of receiving universal instruction aligned to Nebraska standards, strong Tier 2 and Tier 3 (RTI model) 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:

- April 2018 Staff and Community Input for continuous improvement
  - “Expand our use of technology tools.”
  - “Need to update materials for our courses.”
  - “Need to learn more about how to use MAP data to inform instruction and communicate with parents.”
  - “Interventions are needed at the high school level for students not mastering the content.”
  - “Enjoyed the Teaching Studies; ours was interrupted but hopeful we can pick it back up in the Fall.”
- April 2018 Student Interviews
  - “More in life learning opportunities, like accounting - how to write a check, etc. Personal finance needs to be before Accounting, it doesn’t work the way it is.”
  - “Computers don’t work & can’t turn in online. When we have tech errors, we are sent to Ms. Meeks & she sends us to Ms. Koinzan. Need better technology.”
  - “AR hate it, can’t stand it. Agree with having kids read, but you shouldn’t punish kids for not doing it but can earn points for doing it. Makes us hate reading, forcing us to read. Plenty of books in the library. If I really want a book, the librarian will order it. It may take some time. I hate because we can’t take an AR test on To Kill a Mockingbird because we read it in class.”



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<b>Instructional Leadership</b>  <b>Educator Effectiveness</b>  College and Career Ready  <b>Positive Partnerships, Relationships, &amp; Student Success</b>  Transitions  <b>Educational Opportunities and Access</b>  <b>Assessment</b>	1. Align materials, instruction and assessments to Nebraska Content Area Standards so that daily lessons are enhanced to support the learning needs of each student. <ul style="list-style-type: none"> <li>Nebraska Content Area standards, ACT Standards, MAP Skills are used to create pacing guides for each subject/course;</li> <li>Academic vocabulary will be determined for each grade/course;</li> <li>Use a common lesson plan template to create and deliver lessons aligned with long range plans;</li> <li>An audit of available instructional materials to include textbooks, manipulatives, novels, digital resources, equipment, etc. will be conducted to ensure materials are aligned to Nebraska standards;</li> <li>Formative assessments will be developed and administered to determine gaps in student learning; and</li> </ul>	August 2018 - May 2020	Nebraska Content Area Standards  Nebraska ACT College and Career Standards  MAP Assessment Skill Gaps  Nebraska Content Area Tables of Specifications  Long Range Planning Guide Template  Materials Audit Process  EdReports	Superintendent  Principals  Teachers  Librarian/Media Specialist (K-12 Technology Skills)  NDE Teaching and Learning Department Content Area Experts  ESU 10 Consultants  NDE Consultant(s)	August 2018 Review of Content Area Standards, ACT Standards and MAP Skill Gaps with ESU 10/NDE Content Experts  September 2018 May 2020 Creation and review of Content Area Long Range Plans  July 2018-May 2019 Audit of Materials  August 2019 – May 2020 Creation and review of formative assessments	Long range plans for subjects/courses  Lesson plan template  Academic vocabulary expectations for each grade/course  Materials audit  School Board Policy on Timeline for Materials Adoption  Formative assessments examples

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<b>Instructional Leadership</b>  <b>Educator Effectiveness</b>  <b>College and Career Ready</b>  <b>Positive Partnerships, Relationships, &amp; Student Success</b>  Transitions  <b>Educational Opportunities and Access</b>  Assessment	<ul style="list-style-type: none"> <li>Professional learning needs will be identified by LCPS and shared with ESU 10 and NDE Teaching and Learning Department to support the planning of instruction aligned to Nebraska standards.</li> </ul>				June – July 2018	Professional development attendance log
	2. Provide release time for teachers on scheduled work days to plan lessons in their classrooms so that adequate time is available to intentionally plan engaging lessons for students.	August 2018-May 2019	School Calendar	Superintendent Principals Teachers	August 2018-May 2018	Workday Agendas/Schedules
	3. Increase teacher and student technology skills and ensure computers and the internet (Wi-Fi) are functional so that teachers and students use digital resources daily to collaborate and engage in authentic, personalized learning.	July 2018-May 2019	ISTE Standards/Nebraska Technology Standards  Professional Development on Digital Learning Tools	Superintendent Principals Librarian/Media Specialist Teachers ESU 10	July 2018 Update Wi-Fi system  July 2018-December 2018 Purchase laptops  August 2018 – May 2019 Professional Development on Digital Tools	Updated internet service  1-1 laptop budgeted expenses  Digital Learning Professional Development Topics

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<b>Instructional Leadership</b>  <b>Educator Effectiveness</b>  College and Career Ready  <b>Positive Partnerships, Relationships, &amp; Student Success</b>  Transitions  <b>Educational Opportunities and Access</b>  <b>Assessment</b>	4. Analyze individual student assessment data and use the data for progress monitoring and to inform instruction so that students are able to close the teaching and learning gaps quickly.	August 2018- May 2019	MAP Assessment Results 3x per year (Fall, Winter Spring)  Elementary Students' Running Records  Fountas and Pinnell Reading Continuum  MAP Reading and Math Continuums  AIMS Web Progress Monitoring data  IEPs  Intervention Groups	Superintendent  Principals  Classroom Teachers  Title I Teacher  Special Education Teacher  ESU 10  NDE Consultants	September 2018, January 2019 and May 2019 Administer the MAP assessment to K-10 students; analyze results and utilize the MAP Continuum to inform instruction  August 2018-May 2019 Elementary Running Records data analyzed and used for progress monitoring and to determine instructional reading levels <ul style="list-style-type: none"> <li>• Monthly – on or above grade level students</li> <li>• Weekly – below grade level students</li> </ul>	MAP data analysis  Lesson Plans  Running Records  Reading Levels  Intervention Groups  IEP goals and skills

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<b><u>Instructional Leadership</u></b>  Educator Effectiveness  College and Career Ready  <b>Positive Partnerships, Relationships, &amp; Student Success</b>  Transitions  Educational Opportunities and Access  <b>Assessment</b>	5. Provide monthly Instructional Leadership: Alignment of Curriculum, Instruction and Assessment 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: Alignment of Curriculum, Instruction and Assessment  MAP and ACT Assessment Results	School Board  Superintendent  Principals	September 2018 – May 2019 Provide Monthly Progress Plan progress to the School Board  September 2018 January 2019 May 2019 Provide Assessment Results to School Board	School Board Meeting Agendas  Assessment Results