

Board of Education Regular Meeting

Santee Community School Library

Tuesday, March 12, 2019 @ 5:00 PM Central

Santee Community School

Steve Moose: Present

Don Pike: Present

Lizzie Swalley: Present

Dewayne Wabasha: Present

Cindy Whipple: Present

Rosella Whipple: Absent

Present: 5, Absent: 1.

I. CALL THE MEETING TO ORDER - ROLL CALL

Absent: Rosella Whipple, **Present:** Steve Moose, Don Pike, Lizzie Swalley, Dewayne Wabasha, Cindy Whipple. Present: 5, Absent: 1.

II. PUBLIC COMMENT ON AGENDA ITEMS

III. BUSINESS AFFAIRS - CONSENT AGENDA

It was moved by Cindy Whipple and seconded by Don Pike to approve the Consent Agenda as presented.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

A. Approve minutes of the February regular board meeting and February special meeting

B. Treasurer Report

C. Outstanding Payables

IV. REPORTS

A. Superintendent

Ms. Daniels shared information about the student attendance, instructional hours and snow days, UNL MTSS mutual selection, MTSS conference in Norfolk and NAFIS. The UNL process was discussed. At this point we have preliminary information. So far we have moved forward with their requests and have implemented interventions. Dr. Frison was here on Monday visiting the school. The CSI process in relationship to attendance, graduation rate and gaps in education was discussed. Mr. Hoffman shared information about the work his team is doing on the CSI grant.

The Board asked questions about what efforts is the school putting forth towards improving kid's attendance. The Board would like to hear updates about what is being done on a regular basis.

1. Progress Plan Update

Mrs. Nagel shared information about the reading interventions, DIBELS, work with Dr. Head, MTSS workshops and the ELA pilot.

2. Principal

Mr. Hoffman shared information about teacher recruiting, the new art teacher, the industrial arts student teacher, RTEC classes, CSI progress, and priority plan status related to middle school.

B. Committee Reports

Superintendent search committee will meet tomorrow.

V. ACTION ITEMS

A. Approve Construction Manager at Risk

It was moved by Dewayne Wabasha and seconded by Don Pike to approve RaDec as the construction manager at risk for the building project.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

B. Student Information System

It was moved by Cindy Whipple and seconded by Dewayne Wabasha to approve PowerSchool.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Nay, Lizzie Swalley: Nay, Don Pike: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 3, Nay: 2, Absent: 1

Steve Moose: Nay, Lizzie Swalley: Nay

C. Superintendent Search

Tabled

D. Personnel

1. Resignations

Mykah Moeller and Jessica Steffen have resigned their position with the school.

It was moved by Dewayne Wabasha and seconded by Don Pike to accept resignations as presented.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

2. Hiring

It was moved by Don Pike and seconded by Cindy Whipple to approve the contract for Tori Snyder, art teacher for the 2019-2020 school year.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

E. Principal Contracts

It was moved by Cindy Whipple and seconded by Dewayne Wabasha to go into closed session at 7:44 PM to negotiate Principal contracts. Only board members present.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

It was moved by Don Pike and seconded by Dewayne Wabasha to come out of closed session at 8:08 PM.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

It was moved by Don Pike and seconded by Cindy Whipple to table Principal contracts.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

VI. DISCUSSION ITEMS

VII. COMING EVENTS

VIII. ADJOURN

It was moved by Cindy Whipple and seconded by Dewayne Wabasha to adjourn the meeting at 8:14 PM.

Roll call vote: Passed

Rosella Whipple: Absent, Steve Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

Santee Community School
Board of Education Regular Meeting
Tuesday, March 12, 2019

I. CALL THE MEETING TO ORDER - ROLL CALL

II. PUBLIC COMMENT ON AGENDA ITEMS

III. BUSINESS AFFAIRS - CONSENT AGENDA

III.A. Approve minutes of the February regular board meeting and February special meeting

III.B. Treasurer Report

III.C. Outstanding Payables

IV. REPORTS

IV.A. Superintendent

IV.A.1. Progress Plan Update

IV.A.2. Principal

IV.B. Committee Reports

V. ACTION ITEMS

V.A. Approve Construction Manager at Risk

V.B. Student Information System

V.C. Superintendent Search

V.D. Personnel

V.D.1. Resignations

V.D.2. Hiring

VI. DISCUSSION ITEMS

VII. COMING EVENTS

VIII. ADJOURN

Santee Community School
Board of Education Committee of the Whole Meeting
Tuesday, March 12, 2019

I. CALL THE MEETING TO ORDER - ROLL CALL

II. DISCUSSION ITEMS

II.A. Construction Manager at Risk Selection

II.B. Student Information System

II.C. Tower Program

II.D. 19-20 Student Handbooks

II.E. Superintendent Search

II.F. Incentive Trips

II.G. Paraprofessional Hiring

III. ADJOURN

Board of Education Special Meeting
Monday, February 4, 2019 @ 12:00 PM
Central

Santee Community School-Dakota Conference
Room

Santee Community School

Steven Moose: Present
Don Pike: Present
Lizzie Swalley: Present
Dewayne Wabasha: Present
Cindy Whipple: Absent
Rosella Whipple: Present
Present: 5, Absent: 1.

Cindy Whipple: Present
Present: 6.

I. CALL THE MEETING TO ORDER - ROLL CALL

Absent: Cindy Whipple, **Present:** Steven Moose, Don Pike, Lizzie Swalley, Dewayne Wabasha, Rosella Whipple.
Present: 5, Absent: 1.

II. ACTION ITEMS

II.A. Teacher Negotiations

The teachers accepted the 3% increase for 2019-2020 and 3% increase for 2020-2021. Also, FCCLA will be added beginning at 8%. Also, the insurance deductible move from \$600 to \$650.

It was moved by Rosella Whipple and seconded by Don Pike to to approve negotiations for 3% increase for 2019-2020 and 3% increase for 2020-2021, adding FCCLA beginning at 8% and moving the deductible from \$600 to \$650 for the insurance.

Roll call vote: Passed

Cindy Whipple: Absent, Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Rosella Whipple: Yea

Yea: 5, Nay: 0, Absent: 1

II.B. Superintendent Search

Present: Cindy Whipple. Present: 6.

Steve shared information regarding their meeting with NASB and the Superintendent search and Superintendent evaluation. There were five members present. They asked for NASBs help with the search and evaluation tool.

Option 1:

The evaluation tool would be online with a link that the Superintendent could use to self evaluate and Board members would be able to access the evaluation. The cost for the electronic evaluation tool would be \$200.

Option 2:

Design and identify Superintendent model for the school and electronic evaluation tool would be \$250.

Option 3:

NASB would do the background work and option 1 and option 2 and that would be \$2,500.

Discussion was held about selecting a closing date and beginning a reference check for the candidates. The closing date will be February 13, 2019.

It was moved by Cindy Whipple and seconded by Dewayne Wabasha to to go into closed session at 12:26 PM.

Roll call vote: Passed

Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea, Rosella Whipple: Yea

Yea: 6, Nay: 0

It was moved by Rosella Whipple and seconded by Don Pike to to come out of closed session at 12:45 PM.
Roll call vote: Passed
Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea,
Rosella Whipple: Yea
Yea: 6, Nay: 0

It was moved by Dewayne Wabasha and seconded by Lizzie Swalley to to approve Option II presented by
NASB for \$250.
Roll call vote: Passed
Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea,
Rosella Whipple: Yea
Yea: 6, Nay: 0

III. ADJOURN

It was moved by Cindy Whipple and seconded by Lizzie Swalley to adjourn at 12:57 PM.
Roll call vote: Passed
Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Dewayne Wabasha: Yea, Cindy Whipple: Yea,
Rosella Whipple: Yea
Yea: 6, Nay: 0

Board of Education Regular Meeting
Thursday, February 14, 2019 @ 12:00 PM
Central

Santee Community School Library

Santee Community School

Steven Moose: Present
Don Pike: Present
Lizzie Swalley: Present
Dewayne Wabasha: Absent
Cindy Whipple: Present
Rosella Whipple: Absent

Present: 4, Absent: 2.

I. CALL THE MEETING TO ORDER - ROLL CALL

Absent: Dewayne Wabasha, Rosella Whipple, **Present:** Steven Moose, Don Pike, Lizzie Swalley, Cindy Whipple.
Present: 4, Absent: 2.

II. PUBLIC COMMENT ON AGENDA ITEMS

The Committee of the Whole discussion will happen on Friday February 15. For the sake of time, the Board moved directly into the meeting so all important issues needing action could be addressed.

III. BUSINESS AFFAIRS - CONSENT AGENDA

It was moved by Cindy Whipple and seconded by Don Pike to approve the Consent Agenda as presented.

Roll call vote: Passed

Dewayne Wabasha: Absent, Rosella Whipple: Absent, Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley:

Yea, Cindy Whipple: Yea

Yea: 4, Nay: 0, Absent: 2

III.A. Approve minutes of the January regular board meeting

III.B. Treasurer Report

III.C. Outstanding Payables

IV. REPORTS

IV.A. Superintendent

IV.A.1. Progress Plan Update

IV.A.2. Principal

IV.B. Committee Reports

V. ACTION ITEMS

V.A. Personnel

It was moved by Cindy Whipple and seconded by Lizzie Swalley to go into Closed Session at 12:42 PM to discuss personnel.

Roll call vote: Passed

Dewayne Wabasha: Absent, Rosella Whipple: Absent, Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley:

Yea, Cindy Whipple: Yea

Yea: 4, Nay: 0, Absent: 2

It was moved by Cindy Whipple and seconded by Lizzie Swalley to come out of closed session at 12:51 PM.

Roll call vote: Passed

Dewayne Wabasha: Absent, Rosella Whipple: Absent, Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Cindy Whipple: Yea
Yea: 4, Nay: 0, Absent: 2

V.A.1.

Consider and act upon the proposed Settlement Agreement and Release regarding Jacob Schwartz's employment by the Santee Community Schools.

It was moved by Don Pike and seconded by Cindy Whipple to to approve the proposed settlement agreement and release regarding Jacob Schwartz employment as presented.

Roll call vote: Passed

Dewayne Wabasha: Absent, Rosella Whipple: Absent, Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Cindy Whipple: Yea
Yea: 4, Nay: 0, Absent: 2

V.B. Authorize Lizzie Swalley as a signer on all Farmers & Merchants accounts

It was moved by Don Pike and seconded by Cindy Whipple to to approve Lizzie Swalley as an authorized signer on all Farmers and Merchant State Bank accounts for Santee Community School.

Roll call vote: Passed

Dewayne Wabasha: Absent, Rosella Whipple: Absent, Steven Moose: Yea, Don Pike: Yea, Lizzie Swalley: Yea, Cindy Whipple: Yea
Yea: 4, Nay: 0, Absent: 2

V.C. Student Information System

Mr. Hoffman presented the Board with information regarding the process the Resource Team had utilized to investigate new Student Information Systems. He also shared staff survey data. He expressed a need to change the system in order to better collect and review data. Powerschool was recommended as a result of the study. Cost information was also presented. PowerSchool would save the district annually after the implementation year. PowerSchool also has a friendly app that parents could access for information on their students. Teachers would be able to communicate with parents via the app as well. The Goedustar app was also discussed. It is new but has not yet been implemented at the school. Mr. Peter and Mrs. Romkema, Resource Focus Team leaders, shared information regarding about the efficiency and user friendly capabilities of PowerSchool versus GoEdustar.

The Board asked for a demonstration for the March meeting so they can see the functionality.

V.D. SPED Transportation Policy-First Reading

The policy will be reviewed at the March meeting.

VI. DISCUSSION ITEMS

VII. COMING EVENTS

VII.A. March Regular Board Meeting-March 12, 2019 5PM

VII.B. NAFIS-Washington D.C-March 16-20

VIII. ADJOURN

President Moose adjourn the meeting at 1:15 PM.

Santee Community Schools

Vendor Invoice Report

(Cycle Name): 'FY18-19', (InvoiceStatus): Not Equals paid; Created On: 3/6/2019 3:08:25 PM

Vendor Name	Invoice Code	Invoice Description	Invoice Total
Amazon Corporate Line	01-2-01100-610-001	English room	\$36.87
Amazon Corporate Line	01-2-01200-640-002	Language books for SPED	\$112.64
Amazon Corporate Line	01-2-01100-734-001	Tech	\$156.96
Amazon Corporate Line	01-2-01100-610-001	FCS-Textiles	\$209.05
Amazon Corporate Line	01-2-01100-640-001	Of Mice and Man	\$148.50
Amazon Corporate Line	01-2-01100-640-002	Math Book	\$99.80
Amazon Corporate Line	06-2-03100-610-000	Kitchen Supplies	\$68.61
Amazon Corporate Line	01-2-01100-610-001	Fabric	\$33.81
Amazon Corporate Line	01-2-01190-610-002	Storage for booster seats	\$100.99
Amazon Corporate Line	01-2-02510-610-000	Binders	\$31.25
Amazon Corporate Line	01-2-01100-610-002	Heyden headphones	\$104.93
Amazon Corporate Line	01-2-01100-610-001	Lights for classroom	\$15.99
Amazon Corporate Line	01-2-01100-640-001	HS Math books	\$28.25
Amazon Corporate Line	01-2-01100-610-002	Headphones for testing-library	\$299.80
Amazon Corporate Line	01-2-02610-610-000	Disinfecting wipes	\$299.80
Amazon Corporate Line	01-2-02510-610-000	Disinfecting wipes	\$149.80
Amazon Corporate Line	01-2-01100-610-001	FCS	\$54.59
Amazon Corporate Line	01-2-01100-610-001	Math books	\$9.44
Amazon Corporate Line	01-2-01100-733-001	Math tables	\$425.16
Amazon Corporate Line	01-2-01100-610-001	Music-reeds	\$185.96
Amazon Corporate Line	01-2-01100-640-001	The Great Gatsby	\$162.10
Amazon Corporate Line	01-2-01100-610-001	Music-reeds	\$105.88
Amazon Corporate Line	01-2-01200-610-001	Polarized glasses	\$43.95
Amazon Corporate Line	01-2-02510-610-000	STEM	\$4.15
Amazon Corporate Line	01-2-01100-610-001	Cord protector	\$23.99
Amazon Corporate Line	01-2-01100-610-002	STEM Supplies	\$168.09
Amazon Corporate Line	01-2-02610-610-000	Steffen-classroom door	\$50.17
Amazon Corporate Line	01-2-01100-610-002	Crossman-ball seats	\$116.58
Amazon Corporate Line	01-2-02510-610-000	Frame	\$17.59
Amazon Corporate Line	01-2-02610-610-000	Vac bags	\$106.90
Amazon Corporate Line	01-2-01100-610-001	Lamp less refund	\$0.28
Amplify	01-2-01100-640-002	Pilot program	\$750.00
Anderson & Bressman Law Firm	01-2-02310-317-000	Legal Service for January	\$4,792.50
Apple Computer Inc.	01-2-08700-610-000	Perkins I pads	\$798.00
Blue Cross Blue Shield	Multiple	March 2019	\$47,885.47
Blue Cross Blue Shield	Multiple	March 2019	\$13,261.74
Century Business Products Inc	01-2-02510-443-000	Copies	\$976.78
Ecolab	01-2-02310-420-000	Pest management	\$163.11
Educational Service Unit #1	01-2-02410-610-000	Lan Manager Meeting	\$20.00
Educational Service Unit #1	01-2-01100-580-001	ACT Winter Scoring Session	\$40.00
Ewell Education Services	01-2-02190-610-001	AET	\$165.00
RISEF	01-2-02310-610-000	RISEF-Lizzie Swalley	\$295.00
Fidelity Life Insurance Co	01-2-02310-201-000	March 19	\$380.16
Hefner, Dawn	01-2-01100-680-001	Sub 2/6, 2/8, 2/13-14, 2/19	\$197.20
Hometown Leasing	01-2-02510-443-000	Copier Lease	\$144.75
Jones, Harold G	01-2-01100-580-001	2/11-15, 2/19-22, 2/25-3/1	\$844.48
Kay, Julene J	01-2-06988-610-002	Afterschool program reimbursement	\$19.49
Larrys Heating And Cooling	01-2-02610-430-000	Replaced Ignition module unit	\$876.44
Larrys Heating And Cooling	01-2-02610-430-000	Air intake restricted	\$202.30
Larrys Heating And Cooling	01-2-02610-430-000	Commercial Diagnostic, hooked up remote access, check codes, unit not keeping up	\$634.74
Goeden, Megan	01-2-01100-580-001	ACT Writing Session	\$63.38
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS LLC	01-2-01100-640-002	EIR books	\$1,036.83
NETA	01-2-01100-580-001	NETA Registrations	\$598.00
Petals & More LLC	01-2-02190-610-001	Parent's night flower	\$216.00
Protex Systems Inc	01-2-02610-430-000	Repair	\$83.60
Quill Corporation	01-2-02510-610-000	Glue	\$47.36
Quill Corporation	01-2-02510-610-000	Expo markers	\$45.90
Quill Corporation	01-2-02510-610-000	Glue sticks	\$127.96
Seiler's On-site Service, LLC	01-2-02610-430-000	Cleaned and repaired propane vaporizer	\$250.00
Smolek, Nicole	01-2-02190-580-001	College Visit at Mount Marty	\$86.12
Snowdon, Mary	01-2-01100-580-002	Sub 2/13-15	\$69.60
Tessier Sheet Metal Works	01-2-02610-430-000	Repairs	\$833.23
Kestor, Tammy J	01-2-01100-580-002	Corrective Reading	\$167.04
Victors Service	01-2-02710-430-000	Oil changes, inspections, fuel	\$287.77
Wells Fargo Vendor Fin Serv	01-2-02510-443-000	Copier Lease	\$249.57
			\$70,602.72

Santee Community School
February 2019 Treasurer Report

FUND	Beginning Balance	Revenue	Expenditures	Ending Balance	2018-2019 Budget Expenditures	Expended to Date	Percentage Budget remaining
General Fund	\$ 5,013,573.35	\$ 1,972,325.47	\$ 544,024.31	\$ 6,441,874.51	\$ 10,038,253.40	\$ 3,400,813.96	66.12%
Lunch Fund	\$ (58,012.64)	\$ 3,903.71	\$ 25,140.01	\$ (79,248.94)	\$ 393,075.51	\$ 148,055.32	62.33%
Book Balance				\$ 6,362,625.57			
Cash on Hand				\$ 6,382,305.95			
Building Fund	\$ 3,126,423.05	\$ 3,946.49	\$ (25,423.27)	\$ 3,104,946.27	\$ 3,158,309.52	\$ 59,629.10	98.11%
Activity Fund	\$ 16,146.83	\$ 4,995.39	\$ 7,858.30	\$ 13,283.92	\$ 68,187.00	\$ 28,401.74	58.35%
Petty Cash	\$ 6,478.04	\$ 1,634.56	\$ 300.00	\$ 7,812.60			
Depreciation Fund	\$ 74,952.00	\$ -	\$ -	\$ 74,952.00	\$ 74,952.00		100.00%

Santee Community Schools

March Vendor Invoice Report

Payment Vendor	Account Code	Invoice Description	Invoice Total
Amazon Corporate Line	01-2-01100-610-001	English room	\$36.87
Amazon Corporate Line	01-2-01200-640-002	Language books for SPED	\$112.54
Amazon Corporate Line	01-2-01100-734-001	Tech	\$156.96
Amazon Corporate Line	01-2-01100-610-001	FCS-Textiles	\$209.05
Amazon Corporate Line	01-2-01100-640-001	Of Mice and Men	\$148.50
Amazon Corporate Line	01-2-01100-640-002	Math Book	\$99.80
Amazon Corporate Line	06-2-03100-610-000	Kitchen Supplies	\$68.61
Amazon Corporate Line	01-2-01100-610-001	Fabric	\$33.61
Amazon Corporate Line	01-2-01190-610-002	Storage for booster seats	\$100.99
Amazon Corporate Line	01-2-02510-610-000	Binders	\$31.25
Amazon Corporate Line	01-2-01100-610-002	Heyden headphones	\$104.93
Amazon Corporate Line	01-2-01100-610-001	Lights for classroom	\$15.99
Amazon Corporate Line	01-2-01100-640-001	HS Math books	\$29.25
Amazon Corporate Line	01-2-01100-610-002	Headphones for testing-library	\$259.80
Amazon Corporate Line	01-2-02510-610-000	Disinfecting wipes	\$299.80
Amazon Corporate Line	01-2-02510-610-000	Disinfecting wipes	\$149.90
Amazon Corporate Line	01-2-01100-610-001	FCS	\$54.59
Amazon Corporate Line	01-2-01100-610-001	Math books	\$9.44
Amazon Corporate Line	01-2-01100-733-001	Math tables	\$425.16
Amazon Corporate Line	01-2-01100-610-001	Music-reeds	\$185.96
Amazon Corporate Line	01-2-01100-640-001	The Great Gatsby	\$152.10
Amazon Corporate Line	01-2-01100-610-001	Music-reeds	\$105.98
Amazon Corporate Line	01-2-01200-610-001	Polarized glasses	\$43.96
Amazon Corporate Line	01-2-02510-610-000	STEM	\$4.16
Amazon Corporate Line	01-2-01100-610-001	Cord protector	\$23.99
Amazon Corporate Line	01-2-01100-610-002	STEM Supplies	\$168.09
Amazon Corporate Line	01-2-02610-610-000	Steffen-classroom door	\$50.17
Amazon Corporate Line	01-2-01100-610-002	Crossman-ball seats	\$116.58
Amazon Corporate Line	01-2-02510-610-000	Frame	\$17.99
Amazon Corporate Line	01-2-02610-610-000	Vac bags	\$106.90
Amazon Corporate Line	01-2-01100-610-001	Lamp less refund	\$0.28
Amplify	01-2-01100-640-002	Pilot program	\$750.00
Anderson & Bressman Law Firm	01-2-02310-317-000	Feb Legal	\$5,668.89
Anderson & Bressman Law Firm	01-2-02310-317-000	Legal Service for January	\$4,792.50
Apple Computer Inc.	01-2-06700-610-000	Perkins Ipads	\$798.00
Avera Medical Group	01-2-02710-890-000	KN Physical	\$150.00
Blue Cross Blue Shield	Multiple	March 2019	\$47,885.47
Blue Cross Blue Shield	Multiple	March 2019	\$13,251.74
Century Business Products Inc	01-2-02510-443-000	Copies	\$976.78
Country Pride	01-2-02610-410-000	750.9 @ 1.24	\$931.12
Drobny, Shawna L	01-2-01200-580-002	Intensive Non-Verbal Training	\$62.29
Ecolab	01-2-02610-420-000	Pest management	\$163.11
Ecowater	01-2-02610-430-000	Tanin Management filter	\$2,956.90
Educational Service Unit #1	01-2-02410-810-000	Lan Manager Meeting	\$20.00
Educational Service Unit #1	01-2-01100-580-001	ACT Winter Scoring Session	\$40.00
Embassy Suites La Vista	01-2-02310-580-000	Board Retreat	\$2,078.63
Ewell Education Services	01-2-02190-810-001	AET	\$165.00
Fidelity Life Insurance Co	01-2-02310-201-000	March 19	\$380.16
First Bank Card	Multiple	March 2019 charges	\$731.77
FISEF	01-2-02310-810-000	FISEF-Lizzie Swalley	\$295.00
Goeden, Megan	01-2-01100-580-001	ACT Writing Session	\$53.36
Great Plains Communications	01-2-01100-382-000	Internet and Telephone	\$987.09
Hefner, Dawn	01-2-01100-580-001	Sub 2/6, 2/8, 2/13-14, 2/19	\$197.20
Hometown Leasing	01-2-02510-443-000	Copier Lease	\$144.75
Jalayne Keyes	01-2-02230-352-000	Feb Tech	\$3,383.75
Jones, Harold G	01-2-01100-580-001	2/11-15, 2/19-22, 2/25-3/1	\$844.48
Kay, Julene J	01-2-06968-610-002	Afterschool program reimbursement	\$19.49
Kester, Tammy J	01-2-01100-610-002	SAT Reimb March 19	\$33.00
Kester, Tammy J	01-2-01100-580-002	Corrective Reading	\$167.04
Kuchar, Bridget	01-2-01200-580-001	Transition Conference	\$277.62
Larrys Heating And Cooling	01-2-02610-430-000	Apt repairs	\$159.70
Larrys Heating And Cooling	01-2-02610-430-000	Replaced ignition module unit	\$876.44
Larrys Heating And Cooling	01-2-02610-430-000	Air intake retracted	\$202.30
Larrys Heating And Cooling	01-2-02610-430-000	Commercial Diagnostic, hooked up remote	\$634.74
Mastercard Service Center	Multiple	March 2019 Charges	\$6,259.59
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS LLC	01-2-01200-640-002	Corrective Reading	\$428.28
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS LLC	01-2-01100-640-002	EIR books	\$1,036.83
National FFA Organization	01-2-02190-610-001	Jacket, pins	\$94.00

Payment Vendor	Account Code	Invoice Description	Invoice Total
NE Association Of School Board	01-2-02310-810-000	Budget and Finance Workshop	\$65.00
NE Dept. of Health & Human Services	06-2-03100-630-000	Commodities	\$1,107.25
Nebraska Safety Center @ UNK	01-2-02710-890-000	Newcomb bus training	\$200.00
NETA	01-2-01100-580-001	NETA Registrations:	\$598.00
Oriental Trading Co	01-2-01100-610-002	Title Night	\$103.60
Petals & More LLC	01-2-02190-610-001	Parent's night flower	\$216.00
Protex Systems Inc	01-2-02610-430-000	Repair	\$83.60
Purchase Power	01-2-02510-531-000	Postage	\$193.31
Quill Corporation	01-2-02510-610-000	Glue	\$83.96
Quill Corporation	01-2-02510-610-000	Ink	\$3,795.70
Quill Corporation	01-2-02510-610-000	Glue	\$47.38
Quill Corporation	01-2-02510-610-000	Expo markers	\$45.90
Quill Corporation	01-2-02510-610-000	Glue sticks	\$127.96
Santee Utility Commission	01-2-02610-410-000	Water and Sewer	\$1,120.00
Seier's On-site Service, LLC	01-2-02610-430-000	Cleaned and repaired propane vaporizer	\$250.00
Smolek, Nicole	01-2-02190-580-001	College Visit at Mount Marty	\$66.12
Snowdon, Mary	01-2-01100-580-002	Sub 2/13-15	\$69.60
Social Studies School Service	01-2-02220-640-001	Books	\$199.75
Tessier Sheet Metal Works	01-2-02610-430-000	Repairs	\$833.23
Thompson Company Inc	Multiple	Feb Charges	\$13,646.68
Toms Family Foods	06-2-03100-630-000	Afterschool snacks	\$132.04
Victors Service	01-2-02710-430-000	Oil changes, inspections, fuel	\$287.77
Voyager Sopris	01-2-01200-640-001	SPED books	\$120.89
Wells Fargo	01-2-02220-640-001	March charges	\$29.95
Wells Fargo Vendor Fin Serv	01-2-02510-443-000	Copier Lease	\$249.57
			\$124,893.48

3/12/19 Update

EIR –

12 staff certified and classified were trained on Early Intervention Reading

- K – 1 grades - all students meet 2x daily
- 2 grade – two groups of students meet 2x daily

Corrective Reading –

10 staff certified and classified were trained on Corrective Reading for grade 3 – 8 grade – student's meet 40 minutes in small groups one time daily

- 2 groups (2 students in each group) are receiving 60 min corrective reading
5th grade

DIBELS – Universal Screener – Progress monitor Intensive students weekly

- Strategic students bi-weekly
- Benchmark students – monthly
- Monitor students' progress in their intervention groups
- Mrs. Biehl meets with teachers bi-biweekly to discuss data, lesson plans, and next steps

Dr. Head – During her four-day visit – she did “Literacy Look For” in our K-6 classroom observing the pilot implementation, we did 30 second feedback with staff, 5 min feedback with one staff member, K- 3 staff did mini PD (during common planning time) on the science of teaching for two days.

K-6 will meet Wednesday with Mrs. Biehl to discuss the ELA pilot and Friday with Mrs. Nagel

MTSS Workshops - (Members from District MTSS Team)

March 13th – The I's of Family Engagement – Mrs. Nagel and Ms. Daniel

March 14th – MTSS at the Secondary Level – Mrs. Tucker and Mrs.

Romkema

March 14th – Non-Responders to Interventions K-5 – Mrs. Nagel and Ms.

Daniels

March 26th – Building and Refining Meeting – District Team

Santee Community Schools
Construction Manager at Risk – Selection Committee
CM@R Evaluation – March 11, 2019
FINDINGS AND RECOMMENDATIONS AND RANKINGS

1. IDENTIFICATION OF PROJECT. The school construction project that is the subject of this selection process for a Construction Manager at Risk for such project under the Nebraska Political Subdivisions Construction Alternatives Act, §§ 13-2901, is described as follows:

Pre-construction services and construction management at risk services proposed additions and renovations to the existing Santee Community Schools building project (the Project).

2. SELECTION COMMITTEE FINDINGS. The Selection Committee examined the proposals and supporting documentation submitted by the Proposers for the position of CM@R, namely (alphabetical order), RaDec Construction Co., Inc., and W. A. Klinger, L.L.C. (individually referred to as “Proposer” or collectively referred to as “Proposers”).

The Selection Committee reviewed in detail the submitted proposals from the Proposer firms. Upon such review the Selection Committee met on February 25, 2019. Because there were only two (2) proposers, the Selection Committee decided not to rank the Proposer firms at that time but instead seek further information from the two (2) Proposer firms through interviews to assist in ranking of those firms. The interviews were held on March 5, 2019 in the administration office located at 206 Frazier Avenue East, Niobrara, Nebraska. Each of the Proposers interviewed were provided approximately fifty minutes to make their presentation and allow for questions from the Selection Committee.

The Selection Committee then met on March 11, 2019, to evaluate the Proposers and rank them in order of preference as required by statute and board policy and procedure. The Selection Committee deliberated regarding the evaluation of the Proposers submitting proposals for the position of CM@R for the Project and ranked the Proposers with regard to each of the criteria in the Request for Proposals. Generally, the Selection Committee finds that both Proposers did an excellent job in the preparation and presentation of the submittal materials, and that the Proposers interviewed provided varied and informative presentations and responded completely to questions presented by the Selection Committee members. It was the general consensus of Selection Committee that each of the Proposers has the ability to provide the construction management at risk services required in the Request for Proposals to provide the services required of the position; however, the Selection Committee is required to rank the Proposers in order of preference based upon the selection criteria set forth in the Request for Proposals. On that basis, the Selection Committee makes the following findings, recommendations and rankings under the specified selection criteria and overall rankings for the position as CM@R for the Projects in order of preference based thereon.

The Selection Committee has given full and fair consideration to the information presented to the Selection Committee by each of the proposing firms. The Selection Committee is exercising its good faith judgment, acts from honest convictions, based upon facts, and as it believes for the best interests of the School District and its patrons and without favoritism, ill will, fraud, or collusion but with honest motives and for the purpose of promoting the public good and protecting the public interest.

3. SELECTION COMMITTEE FINDINGS.

a. Introductory Finding: The following Selection Committee findings are based upon the submittals of each of the Finalist Proposers, and investigation of references and listed prior projects

provided by Proposers. The interviews of the Finalist Proposers were conducted by the Selection Committee from which additional information was sought were held on March 5, 2019. The ratings and rankings set forth below reflect the application of the selection criteria to each of the Finalist Proposers in relation to the proposed Project with the submitting firms compared to one another. The ratings and rankings should not in any manner be construed to place any firm in an unfavorable light, as all Finalist Proposers are qualified to perform the services of construction manager at risk for the Project.

All Finalist Proposers have experience in capital construction projects with varying levels of prior and current projects involving the construction of school buildings. The Selection Committee has considered the selection criteria enumerated in the Request for Proposals with an emphasis on the recent school facility projects completed or in progress by each firm with a budget and complexity similar to the Project with added weight given to those projects involving the project team (Project Executive, Project Manager, and Site Superintendent(s)) proposed for the Project. Considering the volume of information provided, the Selection Committee has focused these findings and recommendations and rankings on the characteristics that distinguish a firm positively under each selection criteria with an emphasis on the firm that provides relevant advantage or special value to the Project and to the School District.

The Selection Committee members individually ranked each firm based upon the total of the eight selection criteria. After discussion with regard to each criterion, each member provided the points awarded by such member under each criterion; points for each of the eight criteria were received from the Selection Committee members using a rotating order process. The criteria points from each Selection Committee member were then added to arrive at a point total for each firm by each Selection Committee member. The points for each firm from each Selection Committee member were then totaled and averaged among the Selection Committee members to give composite point scores. In addition, each firm was given a rank, with the highest point total given the lowest rank and the lowest point total given the highest rank. The rankings for each firm were then totaled and averaged among the Selection Committee members to give a composite rank for each firm. The final ranking of Finalist Proposers was made based on the point total methodology; the point total scores were compared to the rank total scores for statistical comparison purposes only.

b. Ranking Summary: Upon application of the above process, the Selection Committee determined the ranking of the interviewed firms in order of preference are as follows:


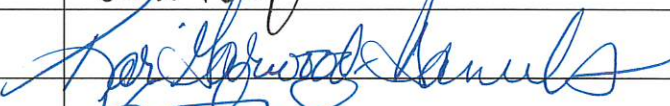




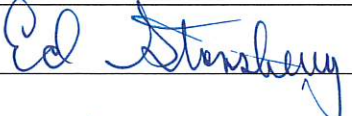
Name of Firm	Ranking
RaDec	1
Klinger	2

4. SELECTION COMMITTEE RECOMMENDATION.

Based on its objective evaluation, the Selection Committee recommends to the Board of Education for Santee Community Schools the foregoing ranking of the firms submitting proposals for the position of CM@R for the Project and further recommends that RaDec be the highest ranked submitting firm for negotiations.

Dated this 11th day of March, 2019.

**CONSTRUCTION MANAGER AT RISK
SELECTION COMMITTEE, APPOINTED
BY THE BOARD OF EDUCATION FOR
SANTEE COMMUNITY SCHOOLS**

Name	Signature
Don Pike	
Kari Daniels	
Kristy Mackeprang	
Tony Hoffman	
Doug Hauze	
Mike Pike	
Ed Stansberry	



Recording Secretary for the Selection Committee

School District:	Grade Level(s)	ELA_EL		ELA_HS		Adoptio n_ELEM		Adoption HS		Other_ELE		Assessm ent_Read		Math_ MS		Math_ HS		Adoptio n_ELEM		Adoptio n_M		Comments
		EM	ELA_MS	ELA_HS	2017	Did not report	Did not report	Did not report	Key Links used with our Literacy Framework - Abrams Learning Trends	We implemented a Literacy Framework - Our resources are for the Oral Language, Shared Reading, Guided Reading, and Independent Reading. We use Phonics A-Z, Reading A-Z, CORE Phonics, and Writing A-Z as additional resources.	DIBELS Next	Saxon Math (Houghton Mifflin Harcourt)	Did not report	Did not report	?	?	?	?	?	?		
SANTEE COMMUNITY SCHOOLS 54-0505	Elementary School (K-5)	Other	Did not report	Did not report	2017	Did not report	Did not report	Key Links used with our Literacy Framework - Abrams Learning Trends	We implemented a Literacy Framework - Our resources are for the Oral Language, Shared Reading, Guided Reading, and Independent Reading. We use Phonics A-Z, Reading A-Z, CORE Phonics, and Writing A-Z as additional resources.	DIBELS Next	Saxon Math (Houghton Mifflin Harcourt)	Did not report	Did not report	?	?	?	?	?	?	?	As a priority school we are looking at Tier 1 instruction and resources - 50% of our student population falls in Tier 2 or Tier 3 for Math. Instruction and that was not addressed in our Priority plan until we added MTSS. As the state moves forward with Priority Plan tenants and goals I think you need to look at student demographics within test scores to address all Tiers of learning not just Tier 1.	
		Other	Did not report	Did not report	2017	Did not report	Did not report	Key Links used with our Literacy Framework - Abrams Learning Trends	We implemented a Literacy Framework - Our resources are for the Oral Language, Shared Reading, Guided Reading, and Independent Reading. We use Phonics A-Z, Reading A-Z, CORE Phonics, and Writing A-Z as additional resources.	DIBELS Next	Saxon Math (Houghton Mifflin Harcourt)	Did not report	Did not report	?	?	?	?	?	?	?	As a priority school we are looking at Tier 1 instruction and resources - 50% of our student population falls in Tier 2 or Tier 3 for Math. Instruction and that was not addressed in our Priority plan until we added MTSS. As the state moves forward with Priority Plan tenants and goals I think you need to look at student demographics within test scores to address all Tiers of learning not just Tier 1.	

Other was reported because Santee's program was not listed as an option (Reading Mastery)

Only K-5 data was reported

Red on Ed Reports (Does not meet expectations for alignment)

Frison, Deborah

From: Blomstedt, Matt
Sent: Friday, February 15, 2019 11:09 AM
To: Frison, Deborah
Subject: Priority School Law

79-760.07. Priority school; intervention team; members; duties; expenses; develop progress plan; contents; compliance required; review; school board; duties; Commissioner of Education; report; contents.

(1) For each school designated as a priority school, the Commissioner of Education shall appoint an intervention team. The intervention team shall assist the school district with diagnosing issues that negatively affect student achievement in the priority school, designing and implementing strategies to address such issues through the progress plan, and developing measurable indicators of progress.

(2) The intervention team shall be composed of up to five people with the education and experience to carry out the responsibilities of the team. Any member of the intervention team may receive pay for work performed in conjunction with his or her duties as a member of such team. Such pay shall be determined and provided (a) by the State Department of Education for any member of the intervention team who is not an employee of the school district containing the priority school for which such intervention team is appointed or (b) by the school district containing the priority school for which the intervention team is appointed for any member of the intervention team who is an employee of such school district. Any member of the intervention team who is eligible to receive pay from the department pursuant to subdivision (a) of this subsection shall also be eligible for reimbursement of actual and necessary expenses incurred in carrying out his or her duties as a member of such team as provided in sections 81-1174 to 81-1177. Reimbursement of actual and necessary expenses for any member of the intervention team who is an employee of the school district containing the priority school for which the intervention team is appointed shall be provided in accordance with the policies and procedures of such school district.

(3) The intervention team, in collaboration with the priority school staff and the administration and school board of the school district with control of the priority school, shall develop a progress plan for approval by the State Board of Education. Any progress plan shall include specific actions required by the school and the district in order to remove its classification as a priority school, including any required level of progress as indicated by the measurable indicators.

(4) Compliance with progress plans shall be a requirement to maintain accreditation for any school district that contains a priority school. The state board shall annually review any progress plans and determine whether any modifications are needed. If a school has been designated as a priority school for the third consecutive school year, the state board shall reevaluate the progress

|| Nebraska Principal Effective Practices Framework

EFFECTIVE PRACTICE (1) Vision for Learning: The principal uses multiple sources of information and engages key school community members to establish and communicate a shared vision and set of core values for teaching and learning that results in improved student achievement, reduction of achievement gaps, and enhanced student well-being.

- Collaborates with and engages school staff and the community to build commitment to the vision and core values of the school.
- Widely communicates the vision and core values in order to establish high expectations for student performance and well-being.
- Effectively uses the vision and core values to develop rigorous and measurable goals for teaching and learning.
- Designs and implements instructional and organizational practices aligned to the vision and core values of the school.
- Models and pursues the school's vision and core values in all aspects of leadership, and uses them as a basis for decision-making.
- Ensures that the vision and core values are aligned to district, state, and federal policies.
- Systematically reviews the vision and core values and revises as appropriate.
 - Analyzes varied sources of information about the school's demographics, current practices, and outcomes to inform the vision and core values of the school.

EFFECTIVE PRACTICE (2) Developing Relationships: The principal develops and supports productive relationships with students, staff, families, and the community in an effort to support and enhance each student's academic success and well-being.

- Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships and to advocate publicly for the importance of education, student needs, and educational priorities.
- Is approachable, accessible, and welcoming to families and members of the community.
- Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school.
 - Seeks a range of diverse perspectives on school issues.
- Works effectively with students, staff, families, and others to create an environment of respect and understanding within the school.
- Encourages active family and community participation in the learning process to support student academic success and well-being.
 - Promotes the school as a community center and resource for families and community members.
 - Maintains a strong presence in the community in order to understand its strengths and needs, and engage its resources for the school.
 - Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning.
 - Makes use of the community's cultural, social, and intellectual resources to strengthen the school and promote student learning and school improvement.
 - Creates strategic partnerships with business, religious, political, and other community leaders to promote student learning and well-being.

EFFECTIVE PRACTICE (5) Staff Leadership: The principal builds a professional community within the school and develops the professional capacity and practice of personnel by recruiting, selecting, developing, retaining, supporting, and leading teachers and staff in accord with the school's vision and core values.

- Establishes clear expectations for all staff.
 - Empowers teachers and support staff with the responsibility for meeting the academic, physical, social and emotional needs of each student.
 - Consistently holds staff accountable for student success based on high expectations and professional standards.
- Uses effective personnel practices aligned with the school's vision and core values to recruit, select, develop, and retain high-quality professional and support staff.
 - Manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Fosters workplace conditions that promote a professional community emphasizing professional development, sound instructional practices, and student learning.
 - Engages in continuous learning and professional growth opportunities.
 - Creates a collaborative team culture that encourages continuous individual growth and leadership development.
 - Develops staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
 - Provides effective mentoring opportunities to build staff leadership.
 - Implements an effective performance evaluation system, supervising and evaluating each staff member to consistently provide timely feedback and targeted support.

EFFECTIVE PRACTICE (6) Systems Management: The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

- Manages and monitors operations and administrative systems that promote the vision and core values of the school.
- Effectively allocates financial, material, time, and human resources to support curriculum, instruction and assessment; the student learning community; professional capacity and community, and family and community engagement.
 - Consistently acts as a responsible, ethical, and accountable steward of the schools monetary and non-monetary resources.
 - Engages in effective budgeting and accounting practices.
 - Manages staff resources competently assigning staff to roles that optimize their professional capacity to address student needs.
- Consistently and effectively monitors the school's site, facilities, services, and equipment.
 - Maintains a relatively extensive amount of data in order to deliver actionable information for classroom and school improvement.
- Effectively identifies and resolves problems and manages conflicts.
- Communicates at a proficient level with community agencies to provide a safe school environment.
- Develops school-wide procedures for the effective use of technology within the school.
- Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.
- Ensures compliance with local, state, and federal mandates.
- Monitors at the proficient level the impact of school law and regulations on the school community.

Figure 6.1 Elements of success; School board standards and characteristics found in highly effective school boards

Technical Elements

ELEMENT #1 Vision-Directed Planning. Boards engage communities and staff in the development of a shared vision focused on student learning. The vision is the foundation of the mission and sets goals that direct board policy making, planning, resource allocation, and activities.

ELEMENT #2 Community Engagement. All members of the community are stakeholders in the success of their schools. Community engagement is a reciprocal advocacy process that creates and sustains meaningful conversations, systems connections, and feedback loops with all groups in the community. Successful community engagement results in collaborative partnerships and new types and levels of community participation in schools.

ELEMENT #3 Effective Leadership. Board leadership is proactive, integrated, and distributed. Boards establish focus, direction, and expectations that foster student learning. Across the district, boards develop and implement collaborative leadership models and practices that are guided by shared student learning goals. Within the district, boards align authority and responsibility so decisions can be made at levels close to implementation.

ELEMENT #4 Accountability. Boards have high expectations for the learning of all students and hold themselves and their organizations accountable for reaching those results. Boards align policy, resource allocation, staffing, curriculum, professional development, and other activities with the vision and goals for student learning. The accountability process includes recognition of successes and support where improvement is needed.

ELEMENT #5 Using Data for Continuous Improvement. Continuous Improvement is the antithesis of complacency. Boards use data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they seek even better ways to do things the organization is already doing well.

Adaptive Elements

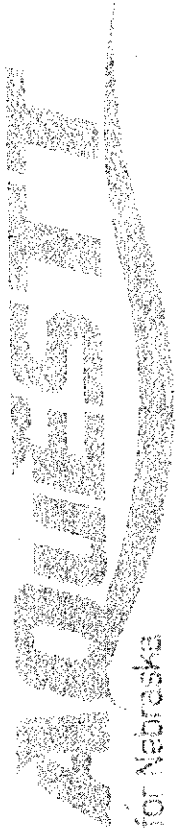
ELEMENT #6 Cultural Responsiveness. The cultural diversity of a community has many facets—social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, and gender. Boards develop an understanding of this diversity and uphold perspectives that reflect the cultures in their community. Effective community engagement and expectancy strategies build on the strengths of a community's cultural diversity.

ELEMENT #7 Climate. Boards create a climate of the expectations that all students can learn at high levels. Board policy making and activities foster a positive and safe learning climate that supports the vision for student learning. The board models professional relationships and a culture of mutual respect.

ELEMENT #8 Learning Organizations. A learning organization is a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. Boards encourage professional development that empowers staff and nurtures leadership capacity across the organization.

ELEMENT #9 Systems Thinking. Systems thinking allows boards to break out of the box of single district thinking and act on an integrated view of education within and across systems and levels (e.g., K-12, ESD, community college, and university). Boards that practice systems thinking open the door for collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

ELEMENT #10 Innovation and Creativity. Innovation and creativity are assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. Innovation and creativity are not predictable, but can flourish when boards align vision throughout the organization, engage in collaborative partnerships, and encourage dialogue, new ideas, and differing perspectives.



2016-2019
Priority School Progress Plan
for Santee Community School





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 will include goals and strategies for improvement for the Priority School and may also include goals and strategies for improvement for the district Superintendent and the local Board of Education. The Progress Plan will also include processes for monitoring the progress of improvements through updates and reports to Nebraska Department of Education (NDE) and the State Board of Education. Additional information (e.g., school data, AQuESTT Diagnostic Review report, external accreditation review reports, improvement plans, etc.) may accompany the Progress Plan in order to provide rationale(s) for improvement goals and to document progress efforts. The Progress Plans for schools designated as Priority Schools in 2015 were originally submitted to the State Board for approval on August 5, 2016. An update to the 2016 State Board approved plan will be submitted for approval on August 3, 2017.

The Process

After a comprehensive review of multiple data points to include student achievement, perception, demographic, and school process data, Santee Middle School was designated as a Priority School on December 4, 2015. Numerous site visits and conversations led by the Nebraska Commissioner and Deputy Commissioner of Education with Santee Board of Education members and school leaders occurred beginning in January 2016, to explain the priority school designation and seek understanding and commitment from district leaders regarding the improvement process. A Diagnostic Review was completed by KLIK Consulting, Inc. on March 11, 2016, in order to gather qualitative data to inform the review. As part of the process, on-site interviews were conducted with the principal, elementary and secondary students, teachers, non-certified staff, parents, and community members associated with the Santee Community School. Additionally, data from classroom visits on two occasions informed the commendations and recommendations summarized in the report.

Following the Diagnostic Review, the Deputy Commissioner of NDE spent March 14-16 on the Santee Community Schools' campus in order to continue to foster relationships, observe teaching and learning, and seek clarity of school improvement needs. Conversations with students, teachers, staff, administration, parents, and community members solidified the designation as a Priority School and their commitment to school improvement.



In order to improve the direction, culture, and teaching and learning, the Administrative Team at Santee Community Schools recognizes the need to develop their own instructional and leadership capacity. Thus, Administrators from Santee Community Schools, Educational Service Unit 1, and the NDE have participated in several professional learning opportunities during the month of July to include APL Associates Instructional Strategies and Management training, NDE Teacher Evaluation Development training, and Coaching Champions training.

The Santee Community School Leadership Team welcomed teachers to the 2016-2017 school year on August 9, 2016 in anticipation of students beginning the new school year on August 15, 2016. Numerous successes were experienced during the 2016-2017 school year and laid the foundation for the Santee Community School Leadership Team empower teachers and students to achieve the vision and mission of the school. A new superintendent, Ms. Kari Garwood-Daniels, was hired in June 2017 by the Santee Community School Board of Education to lead the efforts of improving the education for the students of Santee. The Leadership Team welcomed teachers to the 2017-2018 school year on August 14, 2017 with students beginning on August 16, 2017.

During the spring of 2018, the Santee Leadership Team solicited input from internal and external stakeholders for the purpose of continuous improvement:

April 30: Seniors and Teachers

May 16-21: Elementary and Middle School Students

May 23: Parents, Guardians, Community Members

On May 24, 2018, the Leadership Team evaluated the strategies and goals of the 2017-2018 Priority School Progress Plan and will present the artifacts and updated Priority School Progress Plan with the Nebraska Department of Education on June 4, 2018.

The Future

The Leadership Team will welcome new staff to the 2018-2019 school year on August 9, 2018 and veteran staff on August 13, 2018. Students will begin their new school year on August 15, 2018. Working together, there is no doubt the Santee community will accomplish the Progress Plan goals and strategies which focus on Clear, Compelling Direction; Student and Staff Culture; and Instructional Leadership. Creating a positive emotional

School Name: Santee Community Schools	School District: Santee Community Schools
School Address: 206 East Frazier Avenue Niobrara, Nebraska 68760	
School District Superintendent: Ms. Kari Garwood-Daniels	Superintendent Signature: Date:
Elementary Principal: Mrs. Cindy Nagel	Principal Signature: Date:
Secondary Principal: Mr. Tony Hoffman	Principal Signature: Date:
Loup County Board of Education President: Mr. Steve Moose	Board President Signature: Date:
Commissioner of Education: Dr. Matthew Blomstedt	Commissioner Signature: Date:
State Board of Education President: Mr. John Witzel	State Board President Signature: Date:

2016-2019 Priority School Progress Plan for Santee Community School

AQU/ESTT 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. Continue to utilize the Warrior Improvement Team Decision-Making/Collaboration Structure so that the Priority Plan is implemented throughout the school and collaboration is enhanced.	August 2016 – May 2019	Time (monthly or semi-monthly) for planning and work related to Progress Plan implementation ESU 1 Professional Development (PD) Staff Priority Plan	Principals Superintendent Warrior Improvement Team	August 2018 – Determine new team members and meeting schedule August 2018 – New Team members meet for orientation and work detail October 2018 – June 2019 – Progress Plan updates to School Board and NDE	Calendar showing meeting dates/Agendas/published minutes and WIT Goal Sheet/periodic status reports on progress for full staff and School Board Progress Plan updates submitted to School Board and NDE
	2. Establish a sense of urgency with the School Board to make organizational changes that include clarifying board members' roles in the operation of the school and implementing Board goals so that obstacles are removed and time is provided for priority efforts focused on student achievement.	August 2016- May 2019	Meetings with School Board members NDE Leadership Steering Committee NDE Staff	Superintendent Principals School Board NDE Staff	April 2016 – June 2019 Meetings with Commissioner/Deputy to discuss organizational structure/roles October 2016 – June 2019 Updates to State Board	Scheduled meetings with School Board members, steering committee; meeting minutes School Board roles and goals Local/District/School Organizational Chart



2016-2019 Priority School Progress Plan for Santee Community School

AQUEST Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	Artifacts
Alignment CLEAR, COMPELLING DIRECTION Educator Effectiveness College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions Educational Opportunities and Access Assessment	5. Define, operationalize monitor school-wide and classroom rules and procedures so that students and staff understand and contribute to a learning environment that promotes student success.	September 2016 – May 2019	School Safety Plan Safety Reports Lockdown Safety Cards Medical Supplies Medicine Protocols	Principals Instructional Facilitator ESU 1 PD Staff NDE Consultant(s) Heather Robbins Behaviorist	June 2018 - October 2018 – Define classroom rules and procedures and plan for implementation October 2016 - May 2019 – Progress Plan updates to School Board and NDE	School-wide Procedures and Routines defined and communicated GoEduStar Data Implementation plan for student behavior expectations
	6. Communicate the mission, vision, and core beliefs with a focus on the Dakota culture and cardinal virtues so that sustainable structures, policies, procedures, and processes support the purpose of Santee Community Schools.	September 2016-May 2019	Report of the External Review Team Current mission and vision statement	Warrior Improvement Team (WIT) Staff Tribal Entities	August 2018 – Purpose and Direction Focus Team will communicate revised mission/vision/belief statements with staff. August 2018 – Share updated beliefs, mission and vision statements with school board.	Mission and vision; core beliefs.

2016-2019 Priority School Progress Plan for Santee Community School

AQUEST Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
STUDENT AND STAFF (CULTURE) Educator Effectiveness College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions Educational Opportunities and Access Assessment	1. Continue to utilize the established meeting norms/expectations at all staff and student gatherings so that communication is shared and clear and outcomes are accomplished.	August 2016 - May 2019	Santee Community Schools meeting expectations document Student expectations Models to support positive student behavior and expectations for staff interactions and meeting norms	Principals Instructional Facilitator Teachers Staff Students	April 2016 and August 2019 - discuss and set meeting expectations November 2016 and 2019 - Report progress to WIT August 2018 - June 2019 - Report progress to the School Board	Santee Community Schools meeting expectations document Meeting agendas from WIT and School Board
	2. Administer and analyze results of Advanced stakeholder surveys so that data can be used to improve outcomes that lead to increased student achievement.	August 2018 - May 2019	2016-2017 stakeholder surveys	Principals WIT	August 2018 Administer Survey and analyze results. May 2019 Administer Post-Survey and compare results	Survey results and recommendations for improvement



2016-2019 Priority School Progress Plan for Santee Community School

AQU/ESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
<p>STUDENT AND STAFF CULTURE</p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities and Access</p> <p>Assessment</p>	<p>5. Provide monthly opportunities to celebrate and learn about the Dakota culture so that students and staff recognize how cultural rituals, traditions, and competencies support student success.</p>	<p>August 2016- May 2019</p>	<p>Community members</p> <p>School Board</p> <p>Tribal Entities</p> <p>School Staff</p>	<p>Superintendent</p> <p>Principals</p> <p>School Staff</p>	<p>August 2018 – May 2019</p> <p>Ensure Dakota cultural rituals and traditions are supported daily for students</p>	<p>Opening Ceremony, Morning Meetings with Tribal Entities, Award Ceremonies, Feathering Ceremony (Graduation)</p> <p>School Board Meeting Agendas</p>



2016-2019 Priority School Progress Plan for Santee Community School

AQUEST Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
STUDENT AND STAFF CULTURE Educator Effectiveness College and Career Ready Positive Partnerships, Relationships, & Student Success	1. Continue to engage the Resource Focus Team to examine data relating to behavior, academics, and social-emotional well-being so that decisions are aligned to the MTSS structure to meet the needs of all students.	August 2017- May 2019	MAPS data AIMSWeb Plus Behavior Referrals NDE Consultants ESU #1 Student Engagement Project (UNL)	Principals SAT Coordinator School Psychologist DAC School Counselor	August 2018 – May 2019 Monthly data reviews and reports to WIT January 2019 Report progress to the School Board	Academic Data, Behavior Data and Attendance Data Meeting agendas from Warrior Improvement Team and School Board Implementation plan for student and staff expectations implementing school-wide procedures and routines
	2. Continue to utilize the Student Assistance Team (SAT) so that Tier 2 and 3 supports can be implemented and monitored based on individual student needs.	August 2018- May 2019	School Calendar Staff Professional Development Student Data and Referrals NDE Consultants	Principals SAT Coordinators Teachers	August 2018 - June 2019 – Report progress to Warrior Improvement Team, Santee School Board and NDE	SAT meeting minutes Progress monitoring records for Tier 2 and Tier 3 students
Transitions Educational Opportunities and Access Assessment						



2016-2019 Priority School Progress Plan for Santee Community School

AQR/EST Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
Alignment STUDENT AND STAFF CULTURE Educator Effectiveness College and Career Ready Positive Partnerships Relationships & Student Success Transitions Educational Opportunities and Access Assessment	5. Participate in MTSS professional development a. Team representing K-2 will participate in Building and Refining (B & R) MTSS training provided by ESU 1/UNL partnership to build the MTSS implementation plan b. Effective instructional practices (EI training) c. Participate in data-based coaching training to support implementation of evidence-based practices d. Participate in onsite Technical Assistance e. Participate in intervention training provided by ESU 1	July 2018-May 2019	ESU 1 UNL Implementation Support Team MTSS Implementation Plan Template Handouts and documents from training sessions	Team (Elementary administrator, teacher representative, SPED representative, Title teacher, etc.) Instructional Coach Title I Teacher	Team B & R training: • Sept 25, 2018 • Jan 24, 2019 • Mar 26, 2019 • Apr. 15, 2019 May 8, 2019 Admin/Teachers EI Practices July 30 & 31, 2018 Inst. Coach and Admin. Data-based Coaching training: Oct. 23, 2018 Dec. 5, 2018 Team and Teachers Monthly onsite TA beginning in September – May Title I Teacher July 23 & 24, 2018 August 2, 2018 October 2, 2018	Training attendance Student assessment data: AIMSweb+; MAP Growth Action plan Communication plan MTSS Evaluation plan EI Observation data - student engagement MTSS Self-Assessment

2016-2019 Priority School Progress Plan for Santee Community School

Indicator of an Effective School: Instructional Leadership (Educator Effectiveness)

Improvement Goal:

During the 2016-2019 school years, Santee Community Schools will develop instructional and leadership capacity among all staff to ensure individual students have meaningful and engaging opportunities to learn from creative and energetic teachers and support staff that make learning interesting and meaningful as measured by data (i.e., Nebraska Teacher/Principal Performance Framework, instructional coaching logs, curriculum documents, pacing guides, lesson plans, classroom observations, perceptual data, instructional coaching records, student achievement, etc.).

Rationale/Evidence for Improvement Goal:

- Staff and administrative feedback for school improvement efforts - February 2016:
 - Develop a common language for instruction.
 - Provide more culturally relevant learning activities for students and staff.
 - Provide professional development on utilizing technology and resources.
- 2016 AQuESTT Diagnostic Review Recommendations:
 - Ensure alignment of standards, curriculum, daily instruction, assessment, and professional learning.
 - Expect high quality instruction by:
 - Planning purposeful, directed lessons aligned to Nebraska standards;
 - Posting and referencing daily, student friendly, learning targets that contain the thinking level and skill students are expected to master during the lesson in every classroom.
- 2012 Advanced External Review Recommendations:
 - Create alignment documents and practices, scope and sequence guides, and instructional pacing and grade level benchmarks with full stakeholder involvement.
- Engage in a formal process to develop a long-term sustainability plan to include full implementation of reading, math, and behavioral programs so that grade-level student achievement becomes a reality.



2016-2019 Priority School Progress Plan for Santee Community School

AQUEST Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
Instructional Leadership	<p>2. Expect high quality instruction so that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level by:</p> <ul style="list-style-type: none"> a. Participating in training and implementation of APL Associates Instructional Skills and Management model b. Developing standard special education processes that ensure follow-through with fidelity c. Planning purposeful, directed lessons aligned to Nebraska standards d. Posting and referencing daily student learning targets that contain the thinking level and skill students are expected to master during the lesson in every classroom. 	May 2016- May 2019	Attend NDE Teacher Evaluation Development Grant Training (Summer 2016) APL Training and videos ESU 1 PD Staff NDE Consultant(s) Professional Learning data and processes	Principals Instructional Facilitator Teachers NDE Consultant	August 2018 New staff trained in APL strategies; veteran staff participate in a review of APL strategies September 2018 – January 2019 Work with NDE and UNL to develop special education processes and protocols September 2016 - May 2019 Update to School Board on lesson planning, APL implementation, walk-throughs and coaching, and special education processes. October 2018 Descriptive Feedback PD	Curriculum Documents Lesson plans aligned to curriculum Walk-through and coaching logs Student perceptual survey data Special Education process documents Sample posted learning targets
Educator Effectiveness						
College and Career Ready						
Positive Partnerships Relationships & Student Success						
Transitions						
Educational Opportunities and Access						
Assessment						



2016-2019 Priority School Progress Plan for Santee Community School

AQU/EST/ 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	d. Differentiation of instruction e. Rigorous learning expectations f. Cooperative learning g. Brain-based learning strategies h. Literacy strategies i. Mental models (e.g., anchor charts, graphic organizers) j. Project-based learning k. Technology 4. Continue to utilize the teacher/principal evaluation system so that instructional coaching is aligned to the Nebraska Teacher and Principal Performance Framework.	June 2016 – May 2019	NDE Educator Effectiveness Evaluation Development Grant training (Summer 2016) NDE Consultant(s) ESU 1 PD Staff	Principals Superintendent Instructional Facilitator Teaching Staff NDE Staff	June/July 2016 Attend training October 2018-May 2019 Teacher and principal evaluations December 2018 and June 2019 Report progress to School Board and NDE	Implementation plans Samples of evaluation documents Instructional coaching logs



2016-2019 Priority School Progress Plan for Santee Community School

AQUESTT Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
Alignment	6. Establish an elementary literacy framework to include the following strategies so that students receive comprehensive instruction to support reading achievement: a. Whole group instruction that includes mini-lessons focused on grade-level standards in the areas of phonetic awareness (grades K-2), phonics, vocabulary, fluency, and comprehension. b. Guided reading groups where the teacher meets with every student every day (time is the variable) to provide differentiated support for students. c. Independent practice of skills at the students' independent levels.	September 2016- May 2019	NDE Teaching and Learning Specialists ESU 1 PD Staff NDE Consultant(s) Nebraska English Language Arts (ELA) content area standards Professional development opportunities	Principal Teaching Staff Instructional Facilitator NDE Consultant	August 2018 – May 2019 weekly lesson plan checks August 2018 – May 2019 monthly reports to NDE Consultant regarding K-6 students' reading levels August 2018 – June 2019 Progress updates to Santee Board	Elementary Teacher Schedules posted outside classroom doors Curriculum guides Lesson plans depicting the components of the literacy framework Professional development logs Progress monitoring documentation
Educator Effectiveness	7. Conduct a basal adoption process and implement an evidence-based reading program so that elementary teachers have aligned resources to support the teaching of reading.	September 2018- May 2019	EdReports Reading Companies	Elementary Principal Elementary Teachers NDE Consultant	September 2018 Review materials November 2018 Adopt a basal December 2018 Implement the reading program	Materials review documentation Adoption Process Adopted Reading Program



2016-2019 Priority School Progress Plan for Santee Community School

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

Improvement Goal:

During the 2017-2019 school years, Santee Community Schools in partnership with Santee Sioux Tribal entities will ensure college, career, and citizenship readiness by implementing a unified CTE Academy to offer students a three-course pathway within identified clusters as measured by course offerings, student schedules, follow-up graduation survey.

Rationale/Evidence for Improvement Goal:

1. Staff and administrative feedback for school improvement efforts – April 2017:
 - a. Increase need for purpose and relevance of educational experiences.
 - b. Enable students to acquire technical, academic and employability skills.
 - c. Build positive student attitudes, increase self-esteem and empower students to excel in life.
 - d. Contribute to the development of soft skills such communication, time management, teamwork, interpersonal abilities, etc.
2. Improved student attendance as a result of student interest in their work.



2016-2019 Priority School Progress Plan for Santee Community School

AQUEST 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 & Student Success	2. Implement career exploration opportunities and vocabulary preK-12 th grade so that students connect purpose, relevance, and value in their educational experience.	September 2018- May 2019	STEM Lab Purposeful lesson planning with connections to real life Project-based Learning Professional Learning Opportunities Nebraska CTE Standards	Principals School Counselor CTE Teachers Futures Focus Team STEM Lab Facilitators	August 2018 – September 2019 Identify career exploration opportunities and communicate to students August 2018 – September 2018 Identify vocabulary important to career and determine how the vocabulary will be taught and learned	List of career exploration opportunities Communication documents Vocabulary
	3. Embed CTE problem-based learning that contributes to transdisciplinary learning (i.e. Math, Science, ELA) so students are able to apply their knowledge in a creative manner in order to connect new knowledge and deeper understanding to real life experiences.	September 2018- May 2019	Interest Inventories Personal Learning Goals with students Nebraska CTE Standards	Secondary Principal School Counselor Secondary Teachers Futures Focus Team CTE Coordinator	May 2018 Career Fair 2 nd -12 th Grade June 2018 Facilitator Training July 2018 Building Open House	Problem-based learning sample lessons Survey data from students
Transitions Educational Opportunities and Access Assessment						



2016-2019 Priority School Progress Plan for Santee Community School

AQUESTT Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
Alignment	6. Recruit and retain CTE educators in identified pathways utilizing CTE permits and online instruction so that diverse CTE offerings ensure educational purpose for students based on their personal learning plans.	September 2017- May 2019	Job Descriptions Job Advertisements CTE Pathways	Futures Focus Team Secondary Principal CTE Teachers School Counselor CTE Coordinator	Spring 2018-June 2019 Advertise available CTE Positions, Interview and Hire CTE positions; Update Course Guide	Additional CTE Positions
Instructional Leadership	7. Enhance CTE programming and support career pathways through the establishment of student organizations (i.e. FFA, Skills USA,) so that students build educational purpose.	September 2017- May 2019	Futures Focus Team Student Council School Counselors Community Partners	Secondary Principal CTE Teachers Students Community Partners Futures Focus Team Student Organization(s) Officers	August 2018- December 2019 Establish Student Organizations February 2019- June 2019 Progress Plan updates to School Board by student organizations	Student Organizations and Membership and Officers
Educator Effectiveness						
College and Career Ready						
Positive Partnerships, Relationships, & Student Success						
Transitions						
Educational Opportunities and Access						
Assessment						

2016-2019 Priority School Progress Plan for Santee Community School

Section 2: Superintendent Goals and Improvement Actions

Priority School Progress Plan for Santee Community Schools Superintendent

Indicator of an Effective School: Clear, Compelling Direction

Improvement Goal:

During the 2016-2019 school years, the Superintendent of the Santee Community Schools, will ensure the effective operation and instructional efficiency of the PreK-12 school by developing, managing, evaluating, and supporting all resources essential to increasing student achievement as measured by perceptual survey data and artifacts (e.g., local and state board update reports, meeting agendas and minutes, etc.).

Improvement Goal:

During the 2016-2019 school years, the Superintendent of the Santee Community Schools will provide support to the principals and teachers in order to improve school operations and carry out the policies of the Board of Education as measured by regular update reports to the local and state boards of education.

Rationale/Evidence for Improvement Goal:

- No acting Superintendent for Santee Community Schools – 2015-2016; Interim Superintendent January 2016 through May 2017; New Superintendent hired for the 2017-2018 school year
- Priority School Designation of Santee Community Schools – December 2015
- Input from the Santee Community Schools Board of Education – January-July 2016; January-June 2017
- Superintendent of Santee Community Schools Job Description – 2016-2018

2016-2019 Priority School Progress Plan for Santee Community School

AQIES I Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
<p>Clear, Compelling Direction</p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p>Positive Partnerships, Relationships, & Student Success</p> <p>Transitions</p> <p>Educational Opportunities and Access</p> <p>Assessment</p>	<p>the Progress Plan.</p> <p>a. Initiate and maintain effective and timely communication with school administration, teaching and classified staff, local school board members, community programs/directors, parents/guardians, all relatives, elders, and tribal council community regarding student achievement and school programs.</p> <p>b. Support school-based, parent outreach programs, and strategies to engage parents in student learning.</p> <p>c. Act as an advocate for the Santee Community Schools.</p> <p>d. Oversee the management and response to parent complaints and participate in parent meetings.</p> <p>e. Support the alignment of functions between the schools, the Santee Board of Education and NDE.</p> <p>f. Provide agendas and participate in all Board of Education meetings and</p>				<p>organizational structure/roles</p> <p>September 2016- May 2018</p> <p>Quarterly meetings with NDE representatives</p>	<p>Schedule of meetings with School Board</p> <p>School Board Meeting Agendas and Minutes</p> <p>Newsletters</p> <p>Website</p> <p>Social media</p> <p>Weekly Email updates to School Board</p> <p>Communication documentation log</p>



2016-2019 Priority School Progress Plan for Santee Community School

AQUEST Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
<p>Alignment</p> <p>Clear, Compelling Direction</p> <p>Educator Effectiveness</p> <p>College and Career Ready</p> <p>Positive Partnerships, Relationships & Student Success</p> <p>Transitions</p> <p>Educational Opportunities and Access</p> <p>Assessment</p>	<p>3. Provide support and evaluation of Santee Community Schools budgets through the following activities so that resources for the improvement of teaching and learning are provided:</p> <ul style="list-style-type: none"> a. Review, approve, monitor the development/implementation of school site budgets, Title I, etc. to ensure effective use of allocated funds within approved budget. b. Work with the School Board to review school expenditures and how the expenditures improve student achievement. c. Supervise preparation of the annual budget and recommend it to the School Board at its regular meeting for budget approval. d. Supervise preparation of the budget for the public hearing in accordance with Nebraska statutes 	<p>August 2016 - August 2019</p>	<p>Budgets</p> <p>Principal Input on Instructional Needs to inform budget spending</p> <p>NDE Leadership</p>	<p>Superintendent</p> <p>School Board</p> <p>NDE staff</p>	<p>June 2016 through June 2019</p> <p>Meetings with Office School Board members, Office Manager, and Principals to define budget needs</p> <p>2016-2019</p> <p>Local School Board Budget Approval Process and Timeline Adherence</p> <p>September 2016</p> <p>May 2019</p> <p>Quarterly meetings with NDE/NDE representative to provide budget updates</p>	<p>Minutes from budget input sessions</p> <p>Quarterly budget updates to the School Board and NDE representatives</p> <p>2018-2019 Approved Budget</p>



2016-2019 Priority School Progress Plan for Santee Community School

AQWEST Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
Alignment Clear, Compelling Direction Educator Effectiveness College and Career Ready Positive Partnerships, Relationships & Student Success Transitions Educational Opportunities and Access Assessment	1. Establish a sense of urgency with the local school board to make organizational changes that include clarifying board members' roles in the operation of the school and writing School Board goals so that obstacles are removed and time is provided for priority efforts focused on student achievement.	August 2016 - August 2019	Meetings with school board members NDE staff	Superintendent School Board NDE staff	April-July 2016 and July 2019 Meetings with Commissioner/Deputy Commissioner to discuss organizational structure/roles June 2017 through June 2019 Update to State Board July 2016 and 2019 - School Board Retreat with NDE staff as needed	Scheduled meetings with School Board, Steering Committee/ meeting minutes School Board roles and goals School Board/District/School Organizational Chart
	2. Increase frequency, clarity, and variety of two-way communication among all stakeholders so that there is increased knowledge and commitment to the school's vision, mission, cardinal virtues and goals for improvement.	August 2016- August 2019	School vision, mission, cardinal virtues, goals Progress Plan	Superintendent Principals School Board members	August 2016 and August 2019 Share vision, mission, cardinal virtues, goals with staff, students, parents and community members October 2016 through June 2019 Progress Plan updates to School Board and NDE	Meeting agendas from Parent/Community Nights, student assemblies, staff meetings School newsletters Social Media Staff and Student handbooks



2016-2019 Priority School Progress Plan for Santee Community School

AQUAST Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
STUDENT AND STAFF CULTURE Educator Effectiveness College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions Educational Opportunities and Access Assessment	1. Provide opportunities to celebrate and learn about the Dakota culture so that students and staff recognize how cultural rituals, traditions, and competencies support student success.	August 2016 - August 2019	School staff Community members Tribal Entities	Superintendent	Monthly: August 2016 through May 2019 List of Opportunities Provided to Celebrate the Dakota culture	Dakota Culture Celebration Artifacts School Board updates and reports NDE updates and reports
	2. Build "a winning team" of key school personnel so that proper information flows through leadership, including established goals and action steps: <ol style="list-style-type: none"> Coach and build capacity in order to ensure the success of principals and teaching staff. Advocate change within the schools. Collaborate with peers to develop a consistent approach for cultivating a successful team. 	August 2016 - August 2019	Staff members Relationship Building Activities NDE staff NDE Consultant(s)	Superintendent	August 2016 - May 2019 Communicate Positive Information to build Principal, Teacher and Staff Efficacy	Teambuilding Activities Coaching Log Peer collaboration reflections Book study journal Positive Communication Examples

ARREST

2016-2019 Priority School Progress Plan for Santee Community School

ACuESTT Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress: Monitoring Dates	Progress: Monitoring Artifacts
Alignment Instructional Leadership Educator Effectiveness College and Career Ready Positive Partnerships, Relationships, & Student Success Transitions Educational Opportunities and Access Assessment	1. Provide support and guidance to school leadership so that teachers receive clear expectations for instruction and students receive high quality instruction in every classroom: a. Provide leadership, direction, support and accountability to principals so that instructional and curricular programs are fully and appropriately implemented and evaluated in all subject areas. b. Supervise, train, and evaluate the performance of principals based on school performance, academic growth and operations management. c. Provide professional and leadership development to principals and leadership teams.	August 2016 - August 2019	NDE staff NDE Consultant(s) Nebraska Teacher/Principal Performance Framework ESU 1 PD staff	Superintendent	October 2016 through June 2018 Weekly meetings with Principals to report on instruction and Progress Plans December 2018 and June 2019 Principal Evaluations	Progress Plan and instructional updates from principals Program evaluations Training agendas/presentations Observation paperwork and monthly notes Principals evaluations and documentation Teacher evaluations

2016-2019 Priority School Progress Plan for Santee Community School

AQUEST Tenet	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
Alignment	c. Ensure implementation of federal, state, and local mandated programs.		Federal and state mandated programs such as Special Education, Title I, Title II, etc.	Superintendent	August 2018 – May 2019	Program Implementation Updates to School Board
STUDENT AND STAFF CULTURE	d. Build instructional coherence within the schools.		Course Guide Classroom Schedules Rule 10		Program updates from principals and business manager; Superintendent updates to School Board	Course Guides Teacher Schedules ensuring Rule 10 is followed
Educator Effectiveness						
College and Career Ready						
Positive Partnerships, Relationships, & Student Success						
Transitions						
Educational Opportunities and Access						
Assessment						



2016-2019 Priority School Progress Plan for Santee Community School

Rationale/Evidence for Improvement Goals:

- 2016 AQuESTT Diagnostic Review Recommendation:
 - Work together with staff, students, and community to create and communicate a shared purpose and coherent effort of the
 - core values, beliefs, mission, vision, and goals of the Santee Community Schools.
- 2012 AdvancED External Review Recommendations
 - Develop a process that ensures participation of all stakeholders as the mission statement is developed.
 - Continue to work with stakeholders to create a school-wide vision that will focus on how the school goals will be met.
- Priority School Designation of Santee Middle School – December 2015
- Input from Santee Community Schools Board of Education – January to June 2016



2016-2019 Priority School Progress Plan for Santee Community School

AQUEST 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	3. Improve and maintain ongoing and effective two-way communication with the school superintendent, community, parents/guardians, all relatives, elders, tribal council community and Nebraska Department of Education Commissioner/Deputy Commissioner regarding student achievement and school programs so that School Board members are viewed as advocates for the Santee Community Schools and there is increased knowledge and commitment to the school's vision, mission, cardinal virtues and goals for improvement.	August 2016- August 2019	Superintendent Principals Scheduled meetings for the 2016-2019 school years Communication Plan	School Board Superintendent Principals	September 2018- Receive Communication Plan from Superintendent of Important Dates, Surveys, Parent Meetings, etc. September 2016 – May 2019 Quarterly meetings with NDE	Meeting reports by School Board members Communication Plan Website and social media – Publish meeting dates/minutes Email
	4. Provide support and evaluation of the Santee Community Schools budgets through the following activities so that resources for the improvement of teaching and learning are provided:	July 2016 through July 2019	School budget Committee meetings and minutes	School Board Superintendent NDE staff	September 2016 - June 2019 Receive regular reports from the Superintendent regarding expenditures	Budget updates submitted to School Board Scheduled meetings with School Board; meeting minutes

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

2016-2019 Priority School Progress Plan for Santee Community School

Priority School Progress Plan for Santee Community Schools

Board of Education

Indicator of an Effective School: Student and Staff Culture

Improvement Goal:

During the 2016-2019 school years, the Board of Education from the Santee Community Schools will establish structures and processes to support an academically, physically, emotionally, and socially safe school learning environment that promotes high expectations for student and staff success and recognizes and celebrates cultural rituals, traditions, and competencies as measured by data (e.g., stakeholder perceptual surveys; number of students returning to the Santee Community Schools from neighboring districts; student, staff, family, community engagement activities, etc.).

Rationale/Evidence for Improvement Goal:

- 2016 AQuESTT Diagnostic Review Recommendation:
 - Establish and implement norms, rituals, traditions, and cultural competencies in order to shape the desired collaborative culture for staff and students.
- 2012 AdvancED External Review Recommendations:
 - Incorporate a diversity class for the staff to help the new staff to gain an understanding of the Dakota culture, history, and language.
 - Continue to review the professional development plan that supports the target goals.
- Staff and administrative feedback for school improvement efforts - February 2016 and April 2017:
 - Improve student and staff culture.
 - Develop policies and procedures to support consistency of expectations and accountability for student and staff behaviors.
 - Create opportunities for community members to collaborate with school staff to provide presentations and other opportunities for students to learn about the Dakota language and culture.



2016-2019 Priority School Progress Plan for Santee Community School

AQUEST Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring Dates	Artifacts
STUDENT AND STAFF CULTURE Educator Effectiveness College and Career Ready Positive Partnerships, Relationships, & Student Success	b. Develop and communicate policies and procedures to support consistency of expectations and accountability for student and staff behaviors and well-being. c. Establish a procedure for a periodic review of existing policies. d. Collaborate with peers to develop a consistent approach for cultivating a successful team by attending meetings and conferences for local school boards.					
Transitions Educational Opportunities and Access Assessment	3. Provide leadership and direction to improve the overall learning environment so that all areas of the Santee Community Schools campus including the health, safety, security and happiness of students and staff are supported.	August 2016 – May 2019	School Board Committee to focus on the health, safety, and welfare of students and staff Community resources School Discipline Plan	School Board Superintendent NDE staff	August 2016 - June 2019 Monthly School Board Meeting Review of Attendance data, school discipline data, academic data, out of district students, etc.	Board of Education agendas Committee meetings School Board reports Discipline Reports



2016-2019 Priority School Progress Plan for Santee Community School

Priority School Progress Plan for Santee Community Schools Board of Education

Indicator of an Effective School: Instructional Leadership

Improvement Goal:

During the 2016-2017 and 2017-2018 school years, the Santee Community Schools Board of Education will increase instructional leadership capacity in school leaders and provide support to the Superintendent in order to improve school operations and carry out the policies and procedures as measured by successful implementation of action steps and strategies in the Priority School Progress Plan.

Rationale/Evidence for Improvement Goals:

- Staff and administrative feedback for school improvement efforts- February 2016 and April 2018:
- Develop a common language for instruction.
- Provide more culturally relevant learning activities for students and staff.
- Provide professional development on utilizing technology and resources.



2016-2019 Priority School Progress Plan for Santee Community School

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	2. Monitor curriculum and instructional programs of the schools so that students receive coherent instruction on State standards: a. Receive reports related to school achievement data and implications for curriculum and instructional needs. b. Receive reports related to classroom implementation of state content standards and lesson planning/delivery frameworks. c. Ensure implementation of federal, state, and local mandated programs.	August 2016- May 2019	Progress Plan Achievement data NDE staff	School Board Superintendent	October 2016 through June 2018 Updates to School Board regarding student achievement data August 2018-May 2019 Receive quarterly reports regarding standards and teaching alignment	School Board agenda reports