

Educational Resources Committee Meeting
Tuesday, October 1, 2019 1:45 PM
LPS Admin. Bldg.
5905 O Street
Lincoln, NE 68501

1. Call to Order
Committee Chair
2. Roll Call
Committee Chair
3. Agenda Item
Committee Chair
 1. High Quality Instructional Materials Fellowship
Cory Epler
 2. Special Populations
Committee Chair
 1. Nebraska Systems of Care (NeSOC)
Nathan Busch
 2. NDE Special Education Update
Steve Milliken
 1. Friday Newsblast
Committee Chair
 1. Friday Newsblast - September 6
Committee Chair
 2. Friday Newsblast - September 13
Committee Chair
 3. Friday Newsblast Addendum - September 13
Committee Chair
 4. Friday Newsblast - September 20
Committee Chair
 3. ESPD Report
Jean Anderson
 4. Behavioral Health
Committee Chair
 1. Mental Health Conference - Save the date
Committee Chair
 5. MIPS
Committee Chair
 6. Wade Fruhling - SRS Staff Report
Wade Fruhling
 1. Project Para
Wade Fruhling
 2. AAP
Wade Fruhling

3. SRS Report
Wade Fruhling
3. PDO (Professional Development Organization)
Committee Chair
 1. PDO Meetings
Committee Chair
 1. Review September PDO Event (September 10/11 - ESU #3)
Committee Chair
 2. NDE Updates
Russ Masco
 1. Update on updated NDE Strategic Plan
Russ Masco
 3. Monthly Talking Points
Executive Director
 4. Next Meeting Agenda Items
Committee Chair
 5. Adjournment
Committee Chair

Nebraska Open Meetings Act

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as: (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body; (b) Discussion regarding deployment of security personnel or devices; (c) Investigative proceedings regarding allegations of criminal misconduct; (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length. Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes. (4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the

agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if: (a) Reasonable advance publicized notice is given; (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used; (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference; (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and (e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing. Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if: (a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county; (b) Reasonable advance publicized notice is given which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section; (c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, or entity or pool or at a place which will accommodate the anticipated audience; (d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used; (e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call; (f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; (g) The telephone conference call lasts no more than five hours; and (h) No more than one-half of the board's, council's, governing body's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call. Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified Daily Documentation 1st Quarter in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

84-1412. Meetings of public body; rights of public; public body; powers

and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if: (a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction; (b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience; (c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance; (d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state; (e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; (f) Reasonable arrangements are made to provide viewing at other in-state locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and (g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the in-state location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised 6-3-19



PERRY, GUTHRY, HAASE & GESSFORD, P.C., L.L.O.
233 SOUTH 13TH STREET, SUITE 1400, LINCOLN, NE 68508
(402) 476-9200

jgessford@perrylawfirm.com
rschultze@perrylawfirm.com
gperry@perrylawfirm.com



Nebraska Council
of School Administrators

455 South 11th Street, Suite A
Lincoln, NE 68508
(402) 476-8055
nrsa.org



NAVIGATING THE TARGETED IMPROVEMENT PLAN

August 1, 2019

Office of Special Education
Nebraska Department of Education



Introduction

In building capacity for the scale-up of the MTSS framework and to support districts in an environment of strong local control, Nebraska has required each district to review their student data and establish a Targeted Improvement Plan (TIP). Each TIP is required to have (a) a focus for improvement, (b) a measurable goal with annual targets, (c) a student-centered, evidence-based strategy to affect the outcomes for students with disabilities, (d) an implementation plan, and (e) criteria to measure fidelity of the student-centered, evidence-based strategy selected. The TIP must be aligned to the overall general education improvement activities being implemented at the district.

Regulations and Procedures for Accreditation of all public schools can be found in Rule 10, Section 009 – Continuous School Improvement. Districts and schools may choose state accreditation using the Nebraska Framework model or they may choose to be accredited regionally by the Cognia/North Central Association accrediting body. Cognia, previously known as AdvancED, is the largest community of education professionals in the world. They are a nonprofit, nonpartisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential.

Either model of accreditation and school improvement is intended to assist Nebraska schools in aligning and coordinating the various school improvement initiatives that may be in progress in each district. These may include for example, TIPs, Title I Improvement Plans, technology plans, curriculum development activities, and plans for other local, state, or federal programs. Schools are encouraged to merge or align their various plans and goals so that local improvement activities will be mutually supportive and consistently aimed toward achieving school improvement goals.

Districts may choose the focus for improvement based on the data analysis conducted. Student performance data, and district implementation data is reported annually through the ILCD 3.0 site. Although districts may make changes to the (a) focus for improvement, (b) student-centered, evidence-based strategy/practice, or (c) implementation plan at any time, minimally all changes should be reflected in the TIP upon submission every December.



Getting Started

ILCD 3.0 can be accessed through the Portal. The activation code for the site should be provided by the district administrator for ILCD for the district (usually the superintendent). Once logged in, the Targeted Improvement Plan (TIP) can be found on the Program Improvement Tab.

The TIP contains four main components shown by colored arrows (see below). Each area can be accessed by clicking on the arrow needed.

The screenshot displays the ILCD 3.0 Portal interface. At the top, there is a navigation bar with the following links: [DASHBOARD](#), [PROGRAM IMPROVEMENT](#), [ACCOUNTABILITY](#), [DOCUMENTS](#), and [RESOURCES](#). Below the navigation bar, the page title is "EXAMPLEVILLE PUBLIC SCHOOLS" with the subtitle "Improving Learning for Children with Disabilities".

The main content area features a blue header that reads "SUBMIT YOUR TARGET IMPROVEMENT PLAN". Below this header, a message states: "All sections of the Target Improvement Plan must be saved in order to enable the Submit button. Please see below for a list of the sections that haven't yet been saved." A "CLICK HERE TO SUBMIT" button is present, along with a list of unsaved sections: "Creating the Profile Hasn't Been Saved", "Setting the Goals Hasn't Been Saved", "Planning to Improve Hasn't Been Saved", and "Implementing the Plan Hasn't Been Saved".

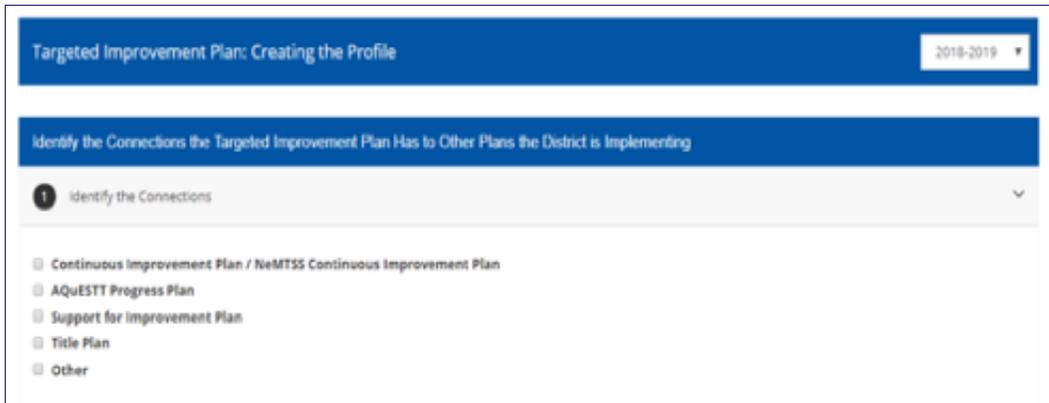
Below the submission section is a circular diagram illustrating the four phases of the Targeted Improvement Plan process:

- Phase I: Creating the profile** (Dark Blue arrow): Includes "Data Analysis of Impact Areas - phase I" and "click here!"
- Phase II: Planning to Improve** (Red arrow): Includes "Developing the Targeted Improvement Plan (Review Resources and Supports) - Phase II" and "click here!"
- Phase III: Implementing the Plan** (Green arrow): Includes "Implementing the Targeted Improvement Plan - phase III" and "click here!"
- Setting the Goals** (Orange arrow): Includes "Identifying a Focus - Phase I" and "click here!"

At the bottom of the page, there is a section for "Upload Documents For Targeted Improvement Plan" with a "File Name" input field.

REMEMBER: The TIP should be included in the work of continuous school improvement. As a result, if the district has completed a data analysis for one of the plans below, it can be uploaded into ILCD.

- Continuous Improvement Plan/NeMTSS Continuous Improvement Plan
- AQuESTT Progress Plan
- Support for Improvement Plan
- Title Plan
- Other

The screenshot shows a web interface for 'Targeted Improvement Plan: Creating the Profile' for the 2018-2019 school year. The main heading is 'Identify the Connections the Targeted Improvement Plan Has to Other Plans the District is Implementing'. Below this, there is a section titled '1 Identify the Connections' with a dropdown arrow. A list of options is provided, each with an unchecked checkbox: 'Continuous Improvement Plan / NeMTSS Continuous Improvement Plan', 'AQuESTT Progress Plan', 'Support for Improvement Plan', 'Title Plan', and 'Other'.

When uploading one of the above plans for the TIP, include in the narrative on ILCD the name of the document uploaded and the page reviewers should focus on to find the information.

Creating the Profile

Creating the Profile begins with identifying the connections the TIP has to other plans the district is implementing. Check the box next to the plan to which TIP is connected. You may choose as many, or as few plans with connections. Other is also an option in situations in which the plan is not already named. An example of “Other” would be the district’s strategic plan.

Creating the Profile contains three Impact Areas:

1. Impact Area I: Improving Developmental Outcomes and Academic Achievement (School Readiness) for Children with Disabilities – **REQUIRED**
2. Impact Area II: Improving Communication and Relationships Among Families, Schools, Communities and Agencies – **OPTIONAL**
3. Impact Area III: Improving Transitions for Children with Disabilities From Early Intervention to Adult Living – **OPTIONAL**

Although districts should review data related to each of the Impact Areas, for the purposes of improving outcomes for students with disabilities, the Office of Special Education requires districts to focus on and report information for Impact Area I only. Impact Areas II and III are OPTIONAL.

In Creating the Profile for Impact Area I, districts will do the following:

1. Summarize and Upload outcome and implementation data
2. Discuss strengths
3. Discuss challenges
4. Detail the district's infrastructure including their resources, supports, and initiatives.

Data Summary and Upload

Summary and Upload Expectations

Districts should begin by uploading (without including student's or teacher's personal identification information) both outcome and implementation data. The data that is uploaded and summarized should tell the story about how students are achieving the outcomes the district has defined and how teachers are implementing the strategies and initiatives detailed within the plan.



After uploading both outcome and implementation data, the district should summarize what the data shows. (See example summary on the following page)

The following questions should be considered:

- To what extent did (an activity) produce a change in student outcomes?
- To what extent were milestones in implementation (number of sites, coaches employed, and implementers trained to criterion, proficiency of fidelity measures) reached on schedule?

If the district has a Continuous Improvement Plan, Support for Improvement Plan, Priority Plan, or another improvement plan that has been developed, it may be uploaded and referred to in the TIP. Examples are provided on the following page.

Summary and Upload Examples

Student Outcome Uploads

- MAP Assessment Data
- NSCAS Data
- AIMSweb Data
- SWISS Data

Teacher Implementation Uploads

- Aggregated Walk-through observation data
- Coaching Logs
- Fidelity Checks

Data Upload from another Plan

Remember, if the TIP has connections to other plans, the district may choose to upload the plan. In a case where the information requested is detailed in another improvement plan, the district may simply type in the text box "Please refer to [NAME ATTACHMENT] on page [#]."

Summary

There is a [##] gap in [READING/MATH/WRITING] proficiency between students with disabilities and general education students at DISTRICT. Although the DISTRICT has seen a [#] point increase/decrease in [READING/MATH/WRITING] scores from [20##-20##] to the [20##-##] school year on the [NAME ASSESSMENT] for general education students, students with disabilities have shown a [#] point increase/decrease during that same span. When looking at [ASSESSMENT 2] scores, [#] students with disabilities are above/below benchmark in [READING/MATH/WRITING] where [#] general education students are above/below.

The DISTRICT has been implementing [NAME STUDENT-CENTERED, EVIDENCE-BASED STRATEGY(s)]. As of DATE, [##] percent of teachers trained are implementing with [##] percent fidelity. The area in which teachers need additional support in order to implement the strategy with fidelity are [DESCRIBE COMPONENT(s) TEACHERS STRUGGLE WITH].

Strengths Narrative

The strengths narrative should highlight the strengths of the district's system and should cover the following points:

- Strengths of the system
- How components of the system are coordinated, e.g., school improvement and ILCD
- Evidence-based practices utilized by the district that result in improved outcomes

Strengths Narrative Example

The TIP is embedded into the district Strategic Plan, Title Plan, CIP, and most recently the NeMTSS Continuous Improvement Plan. Over the past several years, the district along with the ESU have provided [NAME TRAINING]. As a result of the [NAME TRAINING] staff is already well versed in [PRACTICE/STRATEGY] with [#] percent of the staff implementing [PRACTICE/STRATEGY] with [#] percent fidelity. Since the district started to implement [PRACTICE/STRATEGY], general education students' [CONTENT] scores have increased from [#] to [#] and special education students' [CONTENT] scores have increased from [#] to [#].

Challenges Narrative

The challenges narrative should highlight the challenges the district has faced and the impact those challenges have had on ensuring students are reaching the high level of outcomes expected. The challenges narrative should:

- Pinpoint additional evidence-based practices needed by the district
- Address the specific steps the district has taken to further align current initiatives and improvement plans that impact children with disabilities
- Identify areas for improvement within and across system components

Challenges Narrative Example

The district completed the NeMTSS Self-Assessment which revealed [INSERT RESULTS HERE]. This was further supported by the initiative inventory the district completed (see Infrastructure below). In the area of [CONTENT], staff were implementing [#] curricula with some only being implemented by [#] staff. With the high number of administrative changes, additional practices were implemented with none being discontinued. As the district looked at [CONTENT], and the percent of staff implementing each of the numerous curricula and practices, administration and the [TEAM] eliminated the practices and curricula not in use and communicated it to staff by [DESCRIBE METHOD]. The [TEAM] also looked at the selected curriculum and noticed that it was lacking [COMPONENT]. Professional development will be implemented to assist staff in supplementing [CONTENT] by [DESCRIBE WHAT WILL BE IMPLEMENTED].

Description of the District's infrastructure (resources, supports, and initiatives)

Review district system components including: administration/supervision, fiscal resources, quality standards (Cognia, curriculum, teacher quality), professional development provided, data, technical assistance and accountability (attaining goals, results). The description should include the following:

- Analysis of initiatives in the district, including general education and other areas beyond special education that can have an impact on improving results for children with disabilities
- Details about how decisions are made within the district and with other representatives that are involved in planning for systematic improvements in the district (e.g. agencies – NDE, DHHS, School Boards, other groups or individuals)
- Description of how the district is integrating and gaining from current improvement plans across the district (in general and special education), and how will this work specifically improve outcomes for children with disabilities?

Description of the District's Infrastructure Example

The district has completed an initiative inventory and learned that teachers had an overabundance of curricular, intervention, and support materials, but none of them were used consistently. The most widely used materials were [NAME OF MATERIALS]. After multiple meetings with staff to discuss the pros/cons of the materials, the staff agreed to implement [NAME OF MATERIAL/PROGRAM] and are in the process of developing fidelity measures. Because only [#] percent of the staff were already using [NAME OF MATERIAL/PROGRAM], additional trainings will be provided. Staff were also asked to stop using [NAME OF MATERIAL/PROGRAM]. Administration will begin [TIMEFRAME] walk-throughs to ensure staff are implementing [NAME MATERIAL/PROGRAM] and that staff are no longer implementing [NAME MATERIAL/PROGRAM]. With the support of the school board, and the ESU, the district anticipates that streamlining initiatives and weeding out practices that are no longer in use, will provide additional time for staff to focus on [PRACTICE/STRATEGY].

Setting the Goals

Based on the data analysis conducted by the district, a focus for improvement should be selected. Districts may change the focus for improvement as data show a change is needed. However, remember that data is slow to change. A district that changes the focus for improvement on an annual basis may not see improved outcomes for students with disabilities.

Current General Focus for Improvement

Current general focus for improvement: Districts should select the one focus for improvement it has chosen to work on through the TIP. Choose ONE of the following focus options:

- Improve Reading
- Improve Math
- Improve Writing
- Improve LRE
- Improve Transition Outcomes
- Improve Behavior/Reduce Suspensions and Expulsions
- Improve Graduation Rate

After selecting the general focus for improvement, the district will indicate if that focus has changed from the previous year. For districts that continue to work on the same focus for improvement, no additional information is required. For districts that have changed the focus for improvement, a rationale is required. Rational options include the following:

- Training and/or hiring of new leadership staff
- Purchase of new curricular materials
- Change to coincide with other continuous improvement framework
- Other

If “Other” is selected, districts are asked to explain the circumstances for the change in focus.

Specific Measurable goal with annual targets

After the general focus for improvement is identified, the district is required to write a specific goal. For example, a district that has selected “Improve Reading,” may write a goal specific to vocabulary, comprehension, or fluency. The measurable goal should include the details of what student outcome measures will be used to set targets and measure performance. The table that follows the written description of the goal is limited. As a result, a description of the numbers that are used (MAP RIT scores, number or percentage of students meeting benchmark, number or percentage of students meeting/exceeding standards on NSCAS, etc.) should be included with the goal statement.

Measurable Goal Example

Currently [#] of students are meeting benchmarks in reading on the [NAME ASSESSMENT]. [DISTRICT'S] goal is to increase the number of students meeting benchmark on [NAME ASSESSMENT] by [#] students annually so by 2021 [#] of students are meeting benchmarks.

Year	Target	Performance
2018-2019	#	#
2019-2020	#	
2020-2021	#	
2021-2022	#	
2022-2023	#	
2023-2024	#	

Target Met

Districts are required to indicate if they met the target for the previous school year. Districts who met the target may select “yes” and no other information is required. Districts who did not meet the target will be asked to explain why the target was not met. There are no consequences for districts who do not meet the target rather, the expectation is that districts analyze why the target was not met and adjust the TIP to assist them in making the target in the future.

Student-Centered, Evidence-Based Strategy/Practice Selected

In order to get improved outcomes for students with disabilities, it is critical that practices and strategies implemented by districts are proven to be effective. Selecting student-centered strategies or practices that are diverse (can be used with any content area) and have a strong evidence-base are more likely to improve outcomes than strategies or practices that are considered to have mixed or insufficient evidence. Although “off the shelf” products can be considered evidence-based, purchasing new curriculum to support students is not required. It is preferred that the districts choose high-leverage practices (regardless of the curriculum) during core instruction and interventions to ensure students have access to effective instruction throughout the day. Examples of high leverage, evidence-based practices include but are not limited to the following:

- Using explicit instruction
- Providing scaffolded supports
- Teaching cognitive and metacognitive strategies to support learning and independence
- Using flexible grouping
- Using strategies to promote active student engagement
- Providing positive and constructive feedback to guide students’ learning and behavior
- Using assistive and instructional technology

Planning to Improve

List and describe the professional development/technical assistance that will be made available to implement the specific evidence-based practice selected.

It is understood that districts provide a multitude of professional development activities for staff on a regular basis. The list of professional development/technical assistance should be specific to the implementation of the specific student-centered, evidence-based practice (EBP) selected. In addition to including a list of relevant professional development, the district should also consider the following:

- How does the district evaluate the effectiveness of the professional development?
- If the professional development is determined to be ineffective, what is the process for making adjustments?
- How is the data collected used to make decisions about what staff need to be instructional leaders in using EBPs?



Identify how the district will support the staff in implementing the EBP selected.

When assisting staff in the implementation of a new strategy (professional development), there are six quality indicators which research has shown to be effective in the development of teacher skills/practices.

- **Coaching:** Practice-based opportunities integrate explicit coaching and feedback for staff regarding their practice and provide them with the means for improvement.
- **Modeling:** Demonstration of how to design, enact, and evaluate instruction if provided to staff through multiple means (e.g., faculty or peer demonstration, videos).
- **Spaced Learning:** Staff are provided sustained and repeated opportunities to practice knowledge and skills acquired in coursework. Opportunities are scaffolded to deepen knowledge and skills over time.
- **Varied Learning Opportunities:** Staff are provided practice-based opportunities in which they are expected to employ strategies in varying contexts, with a diverse range of students, and under different leadership support.
- **Analyzing and Reflecting:** Practice-based opportunities establish expectations and processes for staff to analyze and reflect upon their practice, their impact on student learning, and any necessary modifications.
- **Scaffolding:** Staff are provided with guidance and support for improving practice, both of which are incrementally removed to promote independence and foster the development of expertise over time.

Use of the above indicators can lead to better outcomes and implementation quality of the evidence-based strategy/practice. The use and measurement of the implementation of these six quality indicators becomes supporting evidence of implementation to fidelity and the effectiveness of the professional development offered.

Districts may select as few or as many supports that are provided. Districts may also select “Other.” If “Other” is chosen, a description of what supports are provided is required.

Describe the criteria for measuring the successful implementation of the EBP.

- What are the criteria for successful implementation for the specific EBP selected that will be measured?
- What is the plan for evaluation of the EBP?
- What is the district’s system for collecting valid and reliable implementation data and data related to the focus of improvement?

Describing the Criteria Examples

The administrative team will perform walk-through observations on a [TIME PERIOD (ex. monthly, quarterly, etc.)] basis to ensure teachers are implementing [STRATEGY] with fidelity. A copy of the walk-through form is attached and shows that the district is looking to ensure all staff are [LIST THE CRITERIA HERE]. The district will know that the strategy is implemented with fidelity when the staff reach [DESCRIBE LEVEL OF PERFORMANCE].

Implementing the Plan

Describe how the district is implementing the strategy within the selected framework.

Provide details about the activities the district engaged in to implement the student-centered, evidence-based strategy selected and to achieve the goal documented in “Setting the Goals.” Activities should be tied to the Essential Elements (<http://nemtss.unl.edu/essential-elements/>) of MTSS.

The narrative to describe the implementation of the strategy or practice should include the following:

- A.** Protocol for implementing the strategy detailed.
- B.** People trained in strategy identified and trainer is identified.
- C.** Training schedule provided. Opportunities for spaced and varied learning opportunities provided.
- D.** Frequency of fidelity checks and tool to measure fidelity provided. Additional trainings provided to scaffold skills.
- E.** Criteria for successful implementation described.

Description of How the District is Implementing Example

- A.** Leadership Team will meet with staff to review expectations with strategy implementation [defining what implementation looks like/doesn't look like]. Training schedule established with follow-up training. Coaching/modeling schedule established. Meetings or regularly scheduled targeted reflection and analysis time provided.
- B.** All six elementary teachers trained by ESU trainer
- C.** Initial training provided August 1, 2018, follow-up training provided September 1, 2018, individual coach training implemented September 15, etc.
- D.** Fidelity checks made bi-monthly with all staff trained. Each teacher must demonstrate 50 percent accuracy to protocol by November 24, 2018. Follow-up coaching (group or individual, as determined by data) is provided for any teachers in need of additional support, as identified through fidelity checks, etc.
- E.** Eighty percent of teachers trained must demonstrate 80 percent accuracy to protocol by May 2019, ongoing support for teachers provided until criteria are met, etc.

Districts may also choose to use a chart similar to the one below.

Action Step:		
Activity	Staff Responsible	Timeline

Based upon a review of the implementation data (fidelity data, coaching, data, etc.), what adjustments have been implemented and what future adjustments are planned?

A critical point in continuous improvement is using outcome and implementation data to determine next steps. An examination of the outcome and implementation data should guide districts to make changes to how the plan is implemented to ensure staff are getting the training and support needed to ensure students achieve improved outcomes. Questions districts should consider when responding include the following:

- What is the process that the district will use to make modifications to the TIP as necessary?
- What changes have been made to the TIP based on the data collected?

Adjustments Planned Example

Only 30 percent of teachers trained are implementing with 80 percent fidelity. The team identified that all trainings were provided as described. Leadership team reviewed fidelity data to determine patterns/weaknesses and identified additional training, coaching, modeling, and scaffolding as areas needing improvement. The leadership team determined that trainings were spaced too far apart and one of the coaches needed additional modeling to work more effectively with changing teacher practices. The leadership team noted that the original professional development around the strategy/practice did not effectively address all of the components of implementation that the team agreed to and have developed a more effective professional development to address previous deficit.





*Save
the
Date!*

To register, visit:

<http://cvent.com/d/d6qxvx>

30th Annual
NEBRASKA



**PARAEDUCATOR
CONFERENCE**

The Link to Meaningful Connections

NOVEMBER 19, 2019

Younes Conference Center • Kearney, NE

Traumatic Brain Injury Training – Monday, October 21, 2019

Do you have a student on an IEP with a Traumatic Brain Injury (TBI), as outlined in Rule 51?

Are you in need of insights that would benefit your IEP development, monitoring, or accommodations/modifications for students with TBI?

Is your district's Return to Learn process working?

Have you accessed any of the five regional Brain Injury Resource School Support Teams (BIRSST)?

If you answered YES to any of the above questions regarding a **Traumatic Brain Injury (TBI)**, you may directly benefit from attending a training by Dr. Karen McAvoy, held at **ESU 10 in Kearney, Nebraska on Monday, October 21st, 2019**. Dr. McAvoy is back by popular demand to share content from Colorado's Building Block's support materials for students in special education with brain injuries.

The daylong conference is FREE but limited to 85 attendees. Teachers, administrators and support personnel serving students with a TBI are invited to attend along with the representatives from the five regional BIRSST groups. The event will begin at 8:30 am and conclude no later than 4:30 pm. Participants will receive copies of the Colorado Department of Education Building Blocks materials along with exceptional insights from Dr. McAvoy, a national expert in special education programming for students with a TBI.

Registration inquiries should be sent to Mark Draper at markcdraper@gmail.com or by calling 402 680 2470 with participant information.

Don't miss this learning opportunity! The networking, access to support materials, and a national trainer in a small group setting will be well worth it!



NEBRASKA SCHOOL MENTAL HEALTH CONFERENCE

Advancing HOPE: Health, Opportunities, Partnership, Equity

Save the Date for: Nebraska School Mental Health Conference

June 4-5, 2020

Embassy Suites La Vista Conference Center
12520 Westport Parkway
La Vista, Nebraska, 68128

More details coming soon!

Hosted by:



www.thekimfoundation.org | (402) 891.6911

info@thekimfoundation.org

13609 California Street | Omaha, NE 68154

ESUCC Special Education Committee Update October

AAP Website

- No Progress to Report
 - Focus has been on SRS Zend Framework 3 Conversion

Project Para

- Transition from FilemakerPro to MySQL database
- Have received a large number of new registrations this year
- Project Para Conference will be held on November 19th at Younes Conference Center in Kearney

SRS

- Zend Framework 3 conversion
 - We continue to fix bugs on a daily basis
 - Progress on this front has slowed over the past two weeks as we have shifted our focus toward building the ADVISER features
 - We have been providing frequent updates on our progress toward fixing bugs
- ADVISER Progress
 - We have divided development tasks amongst Scott, Mike, and Teodor
 - Mike – Collecting and coding data from SPED documents
 - Teodor – Building reports and updating form changes
 - Scott – Code to interact with the ADVISER system
 - Wade – System design, testing, gathering information
 - Our goal is to release these new features on October 1st
 - Overview of the System
 - Workflow
 - Initially, we will upload all active records, and records which have been exited on or after July 1, 2019
 - As new forms become finalized, updated information will be transmitted to ADVISER within two hours
 - ADVISER will analyze data as it is submitted and will either accept it or reject it
 - Users can refer to a report on SRS to see the status of all of their students and to make corrections to their data as needed
 - Reports
 - ADVISER Report – Will show what data has been transmitted, and whether the data was accepted or rejected.

- We will have a data override form that districts can use to quickly and easily made data corrections as needed
- Not on ADVISER Report – This report will show which students were NOT on the ADVISER Report and why
 - No State ID#
 - Exclude from Ed-Fi checkbox is checked
 - Missing IEP data
 - Missing MDT data



*To lead and support the preparation of all
Nebraskans for learning, earning, and living.*

2017-2026 STRATEGIC VISION AND DIRECTION

Nebraska State Board of Education and Nebraska
Department of Education

12/02/16

Nebraska State Board of Education

The State Board of Education is an elected, constitutional body that is the policy forming and evaluative body for the state school program (79-301 (2) R.R.S.) in addition to ensuring the State Department of Education functions effectively within the framework developed by the state Legislature and the Board. The Board is elected on a non-partisan ballot, with one member from each district. Board members serve four-year terms.

District 3: Rachel Wise, President

District 1: Lillie Larsen, Vice President

District 2: Glen Flint

District 4: John Witzel

District 5: Patricia Timm

District 6: Maureen Nickels

District 7: Molly O 'Holleran

District 8: Patrick McPherson

Nebraska Department of Education

The Nebraska Department of Education (NDE) is a constitutional agency comprised of services, programs, Vocational Rehabilitation (Nebraska VR), and Disabilities Determination Section (DDS). The NDE operates under the authority of an elected State Board of Education (Board) and the Commissioner of Education (Commissioner). The NDE is organized into teams that carry out the duties assigned by state and federal statutes and the policy directions of the Board. Teams are organized around distinct functions and responsibilities that encompass leadership and support for Nebraska's system of early childhood, primary, secondary, and postsecondary education; direct services to clients; and internal support to the agency.

The NDE carries out its duties on behalf of Nebraska students and parents involved in public and nonpublic school systems. The NDE staff interacts with schools, parents, businesses, community partners, and institutions of higher education to develop, coordinate, and improve educational programs and services.

Commissioner of Education: Matthew L. Blomstedt, Ph.D.

Strategic Vision and Direction – 2017-2026

Introduction

In January of 2016, the Board and the NDE initiated the development of a Strategic Plan to guide the vision and direction of education in Nebraska for the next ten years. Nebraska's Strategic Plan to be known as **Nebraska Quality Education Systems for Today and Tomorrow (NEQuESTT)** represents the evolution of a philosophical and practical approach to supporting education in Nebraska. This commitment unifies and strengthens positive outcomes for each and every Nebraskan through bold and achievable goals. **NEQuESTT** not only outlines the critical needs and strengths within the system, but also reflects innovative approaches to ensure each Nebraskan has equitable access to opportunities and are ready for success in postsecondary, career, and civic life. **NEQuESTT** is the educational journey that puts forth a new vision and bold agenda for the system of education in Nebraska. This vision will require new and different ways of working together, stretching beyond the status quo, and engaging stakeholders through collaborative processes. The strategic plan defines a direction for accountability and a system of services and supports without losing sight of the importance of ensuring compliance with state and federal policies.

NEQuESTT guides the Board and the NDE to address some of the most urgent priorities within Nebraska. With an intentional and comprehensive focus on ensuring a reduction in educational inequities for the most vulnerable populations, this strategic plan directs focus on student- or client-centered outcomes, high quality opportunities, and a strong system of support **for every student, every day**.

NEQuESTT and AQuESTT

NEQuESTT aligns with Nebraska's accountability system, Accountability for a Quality Education System Today and Tomorrow (**AQuESTT**). The six critical tenets of **AQuESTT** holistically address accountability and quality education in Nebraska. Originally designed to meet statutory accountability requirements, **AQuESTT** has quickly grown beyond and guides the NDE and its work.

AQuESTT provides a fundamental focus on achievement and opportunity gaps and ensures strategies produce equitable outcomes for each and every learner. As a result, **NEQuESTT** includes goals with benchmarks that measure disaggregated data to ensure equity and access.

Roles:

In order to support strategic priorities, a suite of approaches is utilized that reflects the nuance of the work and the many stakeholders, systems, and partners that intersect to support a state education system. The various roles are:

Champion - NDE actively leads the strategic vision, goals, and policy direction to support learning, earning, and living by:

- Engaging key stakeholders and partners on emerging needs in the educational landscape and corresponding policy advocacy approach
- Exercising policy leadership and proactively engaging and partnering with the Unicameral and Governor on priority issues
- Advocating for necessary resources to meet needs and/or address issues to execute the vision

Regulator - NDE leverages policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations by:

- Assuring access to fair, equitable, and high-quality education and services
- Monitoring school and districts to ensure adherence to regulations and setting expectations beyond compliance for accountability and growth in learning
- Promoting best practices for leadership and using data and resources to ensure effective continuous improvement

Capacity Builder - NDE directs technical assistance and professional development opportunities and promotes the sharing of best practices by:

- Providing technical assistance and professional development opportunities for educators, staff, and community providers
- Actively engaging with priority and needs improvement schools as well as continuing to support the improvement of all schools
- Identifying schools and districts across the state with effective educational practices to gather data on successful practices
- Acting as a facilitator to connect schools to highlight learnings, share lessons learned, and communicate best practices
- Developing, maintaining, and leveraging strong working relationships with education and community partners to extend and enhance capacity across the state

Connector - NDE helps bridge the divide between learning, earning, and living, connecting schools, families, business, and communities by:

- Connecting, convening, and partnering with schools, businesses, out-of-school programs, postsecondary education, state agencies, and community providers to create a more comprehensive approach to education and service delivery
- Supporting other agencies and organizations in active engagement and relationship building amongst individuals, parents, and families

Change Agent - NDE explores and supports promising new innovations by:

- Researching, promoting, and providing support for promising new initiatives and innovations in education across the state and nation (e.g., promising activities in rural areas, blended learning, personalized learning, adult basic education)
- Providing ongoing training, support, and resources to drive the adoption of new practices and to assure implementation

Strategic Direction:

To realize the new strategic vision it can no longer be business as usual.

	FROM	TO
ORGANIZATIONAL STRUCTURE	<ul style="list-style-type: none"> Organizational structure primarily oriented around subject area silos Decision-making authority mostly concentrated in hands of senior agency leadership 	<ul style="list-style-type: none"> More cross-functional, with collaboration and communication across teams More distributed decision-making authority, where staff closer to the issue is empowered to make relevant decisions
PERSONNEL & STAFFING	<ul style="list-style-type: none"> Staff with very specific skills focused primarily on content knowledge Traditional focus on regulation and compliance 	<ul style="list-style-type: none"> Broader staff expertise, including both content knowledge and breadth of experiences (e.g., relationship building, background in business, work with underserved communities) Focus on leadership, innovation, and learning
STAKEHOLDER ENGAGEMENT	<ul style="list-style-type: none"> Sporadic engagement on an as-needed basis Limited engagement with specific populations or cultural communities 	<ul style="list-style-type: none"> Consistent and tailored stakeholder engagement plans for specific audiences, allowing authentic relationships and dialogue to develop
DATA & SYSTEMS	<ul style="list-style-type: none"> Limited publicly accessible data Focus on accountability and compliance Cumbersome website 	<ul style="list-style-type: none"> Readily available data for all stakeholders from an easy to use, up-to-date platform Focus on performance management User-friendly website and an online portal with lessons learned and best practices for practitioners

Moving Forward:

The Board has taken into account the multiple roles of the NDE in the development of this strategic plan and in the expectations set forth for the NDE. This recognition is coupled with the expectation of providing quality, equitable support through a multi-faceted system under the charge of the NDE. The shared responsibility of leadership between the Board and the Commissioner includes developing this plan, monitoring goals, and implementing strategies through the NDE's programs and supports for schools, students, systems and clients across the state. The Board carries out this strategic plan through direction to the Commissioner. The Commissioner has the responsibility to build an implementation plan that makes **NEQUESTT** a living document utilizing the aforementioned roles and strategic direction outlined for organizational structure; personnel and staffing; stakeholder engagement; and data and systems.

The strategic plan is multi-layered.



Operational Approach:

NEQUESTT provides a framework for measuring multiple levels and processes to ensure success through standard, quantifiable metrics, artifacts, and evidence-based analyses utilizing a three-tiered approach:

- **NDE Accountability** – Process, regulations, support, interagency collaboration, data systems, fiscal responsibility, and evaluation
- **Service Accountability** – Quality and success of services provided by the agency
- **District and School Accountability** – School and agency progress and improvement

Strategic Priorities, Outcomes, and Goals:

The Board and Commissioner will regularly review these goals as organized by the strategic priorities and outcomes. The NDE goals will include Commissioner and Board activities necessary to build the department's system of accountability and support for services and schools. The NDE will track progress on these goals and other metrics required by state and federal law. The Commissioner will annually report progress on these goals and other measures to report progress and performance to the Board.

Implement, Monitor, and Evaluate:

The Board and the Commissioner share the responsibility to:

- champion and lead the strategic vision and goals.
- serve as change agents and capacity builders.
- ensure progress on the strategic priorities.

The Board and the Commissioner will be responsible for implementing this plan including the development of strategies, and activities, and monitoring on an annual basis. A review will be presented by the Commissioner and appropriate NDE personnel annually or as directed. An objective external review of **NEQUESTT** will be conducted by an impartial third-party reviewer two years after adoption and thereafter as determined by the Board with results being presented to stakeholders.

MISSION

To lead and support the preparation of all Nebraskans for learning, earning, and living

GUIDING PRINCIPLES

NDE will:

- Create a dynamic vision that drives change through proactive leadership to support learning;
 - Build connections amongst stakeholders to take action in support of success for all learners;
 - Provide all Nebraskans significant opportunity to receive fair, equitable, and high-quality education and services to close achievement gaps;
 - Allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life;
 - Ensure all educators are effective in instructional strategies and monitoring student progress using multiple measures of proficiency; and
 - Prepare all learners to be college, career, and civic-ready.
-

STRATEGIC PRIORITIES

Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life

OUTCOME STATEMENTS

Leadership

Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.

Success, Access, and Support

Positive Partnerships and Student Success – Increase student, family, and community engagement to enhance educational experiences and opportunities.

Transitions – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

Educational Opportunities and Access – Ensure that all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Teaching, Learning, and Serving

College, Career, and Civic Ready – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

Assessment – Use assessments to measure and improve student achievement and inform instruction.

Educator Effectiveness – Assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Leadership

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that enhance the success of educational systems in Nebraska.

- Goal 1.1** By 2018, the NDE will be organized through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska.
- Goal 1.2** By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.
- Goal 1.3** By 2020, 100% of teachers, service providers, school leaders and local school board members will have access to quality professional learning opportunities through an NDE facilitated professional learning directory.
- Goal 1.4** By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

Success, Access, and Support

Positive Partnerships, Relationships, and Success

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Increase student, family, and community engagement to enhance educational experiences and opportunities.

Goal 2.1 By 2019, the NDE will develop a system to regularly engage and survey clients, schools, and stakeholders to gather input, and measure engagement and satisfaction.

Goal 2.2 By 2026, the dropout rate of all Nebraska students including subgroups will be less than 1%.

Goal 2.3 By 2026, 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan.

Goal 2.4 By 2026, there will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%.

Success, Access, and Support

Transitions

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

- Goal 3.1** By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.
- Goal 3.2** By 2026, the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup.
- Goal 3.3** By 2026, the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.
- Goal 3.4** By 2026, 100% of Nebraska schools will fully implement a systematic process for supporting the needs of highly-mobile students.

Success, Access, and Support
Educational Opportunities and Access

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Goal 4.1 **By 2020, NDE will develop a statewide digital course and content repository.**

Goal 4.2 **By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.**

Goal 4.3 **By 2026, 95% of Nebraska elementary schools would be able to identify at least one high-quality early childhood educational program accessible to all of the school's resident preschool age population.**

Teaching, Learning, and Serving
College, Career, and Civic Ready

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

- Goal 5.1** **By 2018, the State Board will adopt a comprehensive approach to define and measure civic readiness.**

- Goal 5.2** **By 2020, all Nebraska elementary schools will provide evidence-based interventions for any students not on grade level in reading and/or math.**

- Goal 5.3** **By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration, and preparation.**

- Goal 5.4** **By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating from high school.**

Teaching, Learning, and Serving

Assessment

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Use assessments to measure and improve student achievement and inform instruction.

- Goal 6.1** By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11th grade achievement, including goals for subgroups.

- Goal 6.2** By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.

- Goal 6.3** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.

- Goal 6.4** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.

- Goal 6.5** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%.

Teaching, Learning, and Serving

Educator Effectiveness

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Goal 7.1 By 2018, NDE will develop and implement a statewide teacher equity plan.

Goal 7.2 By 2020, 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certificated staff as aligned to Rule 10.

Goal 7.3 By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.

ACKNOWLEDGMENT

The Nebraska State Board of Education and the Nebraska Department of Education give special thanks to the many partners who have provided input in the development of this strategic plan. We also recognize and appreciate the grant support of the Peter Kiewit Foundation and the Sherwood Foundation. The NDE is excited to continue collaboration in leading and supporting the preparation of all Nebraskans for learning, earning, and living.