

# District

**Positive Partnerships, Relationships and Success--** identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Positive Partnerships, Relationships, and Success. PPRS

- I.a** The school district partners with community groups and support services for the academic success and healthy social and emotional development for all students. PPRS-1

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- I.b** The school district implements strategies to increase family attendance and participation at school activities. PPRS-2

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- I.c** School district leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders. PPRS-3

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- I.d** The school district implements data-informed strategies for measuring and addressing student engagement. PPRS-4

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- I.e** The school district implements strategies to support all students in monitoring and managing their own learning as well as meet curriculum competencies. PPRS-5

**Transitions--** identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Transitions. TRANS

- II.a** The school district follows a systematic process to support on-time grade completion for all students. TRANS-1

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- II.b** The school district follows a systematic process for addressing the educational needs of highly mobile students. TRANS-2

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- II.c** The school district follows a systematic process to identify and support students at risk of dropping out. TRANS-3

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- II.d** The school district implements processes to help all incoming students be prepared for elementary, middle, and high school. TRANS-4

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- II.e** The school district implements strategies to support the successful transition of all students from elementary to middle school, from middle to high school, and from high school to post-high school opportunities. TRANS-5

**EDUCATIONAL OPPORTUNITIES AND ACCESS--** identify which response option best describes the policies, practices, and procedures in your

- III.a** The school district offers students before school or after school opportunities for expanded learning. EDOP-1

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- III.b** The school district supplements in-person classroom instruction with digital learning opportunities for students. EDOP-2

school or district, in relation to Educational Opportunities and Access. **EDOP**

**III.c** The school district has an embedded process to develop, implement, review, and modify a Targeted Improvement Plan (TIP) within its school improvement process. **EDOP-3**

**III.d** The school district aligns educational opportunities to the needs of all students. **EDOP-4**

**III.e** The school district evaluates the effectiveness of new educational programs. **EDOP-5**

**COLLEGE, CAREER AND CIVIC READY--** identify which response option best describes the policies, practices, and procedures in your school or district, in relation to College, Career, and Civic Ready. **CCCR**

**IV.a** The school district utilizes a curriculum that is aligned to the Nebraska Content Area Standards for all content areas. There is a clearly defined and transparent process in place to develop, modify, review, and select curriculum and/or instructional materials, and the process is codified in school district policy. **CCCR-1**

**IV.b** The school district integrates the Nebraska Career Readiness Standards into all content areas. **CCCR-2**

**IV.c** The school district provides students with the opportunity to acquire and demonstrate the knowledge, skills, actions, and dispositions that citizens in a republic need to fulfill obligatory civic rights and responsibilities. **CCCR-3**

**IV.d** The school district partners with businesses and industries to provide students with workplace experiences to identify career opportunities in Nebraska and develop career-readiness skills. **CCCR-4**

**IV.e** The school district provides every student with classroom instruction and expanded learning opportunities that focus on career awareness, exploration, and preparation. **CCCR-5**

**ASSESSMENT--** identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Assessment. **ASSESS**

**V.a** The school district has a process to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed. **ASSESS-1**

**V.b** Teachers utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels. **ASSESS-2**

**V.c** Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large. **ASSESS-3**

**V.d** Written standards-driven grading policies are shared with students and parents. **ASSESS-4**

**V.e** The school district utilizes perceptual data about the thoughts of stakeholders (e.g., opinions, views, beliefs, convictions, sentiments) to inform and adjust practices, policies, and procedures **ASSESS-5**

**EDUCATOR EFFECTIVENESS--**  
**identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Educator Effectiveness. EDEFF**

**VI.a** The school district utilizes data-informed strategies for measuring and addressing teacher engagement. EDEFF-1

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**VI.b** The school district utilizes a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF). EDEFF-2

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**VI.c** The school district utilizes a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals. EDEFF-3

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**VI.d** The school district develops an annual professional learning plan that supports continuous improvement. EDEFF-4

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**VI.e** The school district technology infrastructure meets the teaching and learning needs of faculty and staff. EDEFF-5