K-5 Literacy Program
Report to Board of Education
January, 2012

Key Elements:
1. Moving towards consistent data sets
2. Establishing a clear purpose consistent with Academic Goal of students working at Grade Level
3. Improving the use of available resources, including teacher aides and software.

You will see in the following building reports that there are many similarities in the approaches taken by each building for improving literacy performance of students, but a few subtle differences.

The most important components for the second semester of this school year will be the implementation of Discovery Education software for a more consistent and efficient way of measuring student reading. The ability to generate more viable and valuable reports compared to the approach we used with DRA2 will be stunning.

Changes in K-5 Literacy-Millikin

1) Reading interventionists are being used for students at all levels. In the past, reading specialists only serviced K-2. Determining student needs and funneling resources to meet those needs are the key factors of RtI. Seventy-two students were initially identified at Millikin through DRA2 and ISAT scores as being at risk. Thirty-one of the students were in 4th and 5th grade. By reallocating personnel and teaching to fill the gaps, students are achieving. After the 1st quarter: 15 students were dismissed; 5 students moved from Tier 3 to Tier 3 interventions; and 2 students moved from Tier 2 to Tier 3. At the end of 2nd quarter, three more students were dismissed and two are being tested for special education services.

2) The DRA2 as a tool to identify students' reading levels is no longer being used. DRA2's reliability and validity were in question with the number of teachers that were administering the test. Discovery Education has been purchased as a universal screener that will give the same and more information without teacher bias. Another positive is that the classroom teachers do not need substitute teachers for the administration of the tests or for the scoring of the tests. All is done on line with instant results. Third through fifth grade tests can be taken on the iPad. Beginning next school year, all levels will be iPad compatible with assessments being aligned with the Common Core Standards.

Changes in K-5 Literacy-SW Elementary

1- A New Formalized RTI Process
   a. All Students K-5 Universally Screened Using Discovery Education
   b. Students who are identified as needing extra literacy support now receive:
      i. A detailed <u>written plan with goals</u>
      ii. Additional <u>daily support</u> time (20-40min) outside the classroom with a reading aide and/or reading interventionist
      iii. Intervention support is <u>monitored consistently and graphed out</u> <u>in detail to show progress</u>
      iv. <u>A RTI team</u> once a qtr meets with teachers to review goals and progress of their students and make modifications/changes to student RTI plans.

2- Reading Aides and Reading Interventionist Use
   a. All Grades (K-5) now receive support from the reading aides and reading interventionist. (In the past aides were used in grades K-2 only)
   b. Reading Interventionist works with all grade levels now as well and provides <u>one-to-one support</u> for our most struggling readers.

3- Common Core Standards Development
   a. Grade levels have developed power standards and are currently writing new units and lessons of instruction that are aligned with the power standards. Will be transitioning to these new units and standards as a district.

4- Guided Reading Centers
   a. Teachers working on creating more consistent approach to guided reading centers that will align with CCS.
   b. All students in each grade will be exposed to <u>same types of centers</u> that focus on the <u>same types of skills</u>. Uniformity.
   c. <u>Scope and sequence</u> will be developed to make sure all skills are being consistently hit throughout the year.

5- Ipad Integration
   a. Ipads are being <u>used daily</u> to enhance Literacy Instruction K-5
   b. K-3 teachers use Ipads as part of normal guided reading center time daily.
   c. Ipads can/will be used for Discovery Education Screening.

6- Higher achieving students
   a. Students are being placed into reading groups that meet their individual needs that may be above their grade level.
   b. In the past-students would only be able to "peak" at a certain guided reading level for their grade- not any more.

Changes in K-5 Literacy-Northside

1) Instructional Aides are working with students K-5. Aides have ability to do progress monitoring of students' fluency and comprehension abilities through the use of EasyCBM testing. Aides are using Lexia on a regular basis and ensuring that students are using the program for the prescribed amount of time. Aides have background in a variety of reading strategies so that pinpointed assistance can be given if students are not using Lexia as the intervention. Results of testing are entered into Skyward. Aides conference with classroom teachers to keep them appraised of student progress and to learn how interventions are carrying over or not into the classroom. Scheduling of students has been challenging, but we are working to allow students to remain in at least one of two specials per week (two of three in PE).

2) Interventionists (former reading teachers) are instructing students in all grades through 5th grade. The ability to give grade 3-5 students additional assistance in small groups or individually has been a boon to the students and to the classroom teachers. These teachers are also using Easy CBM as a progress monitoring tool and entering results into Skyward.

3) RtI District Team and Anne Sammons – This group has been working to make sure that students who are not responding to interventions are working through the process to collect appropriate data towards a special education domain meeting or referral process. Anne has met with me an classroom teachers during our quarterly RtI meetings. She has shared good ideas with teachers for interventions that can happen in the classroom, as well as encouraged teachers regarding tier placement based on a combination of classroom and CBM data points.

4) Progress monitoring through EasyCBM has given us a reliable tool to base a portion of our decision making for placement, modifications or discontinuation from RtI. The new Discovery and AimsWeb tools will take the place of this assessment, and training will be important as well as the time it takes to enter data. New interventions data will need to entered into Skyward. This takes a considerable amount of time and record keeping, but is very effective in making teacher discussions meaningful. 5th grade teachers are using IPads to test students with the Houghton Mifflin Basal program unit tests, and using the Discovery Learning program to assess students' progress over the year.

5) Parents of students who are having difficulties in reading are notified of placements in RtI. This parental information has resulted in several meetings with teachers and parents and administration that would not have happened in the past. I consider this a positive change in our literacy program – more parental information and communication. Likewise, the ability to do more monitoring and discussions with staff about student progress have led to two students at Northside being accelerated to the next grade level this year. The ability to be flexible and to teach students at their appropriate instructional level is paramount to our literacy program.

Discovery Individual Student Report

**School: SOUTHWEST ELEMENTARY SCHOOL**

Grade 5
School Year: 2011-2012
IL Reading Grade 5 (ABC)
Generated: January 6, 2012

Proficiency by Subject
- Below Standards
- Meets Standards
- Exceeds Standards

Determined by # correct

Proficiency by Skill
- Below Standards
- Meets Standards
- Exceeds Standards

Growth: Comparison to School & District

District
99.05% of B Completed

School
98% of B Completed

Student
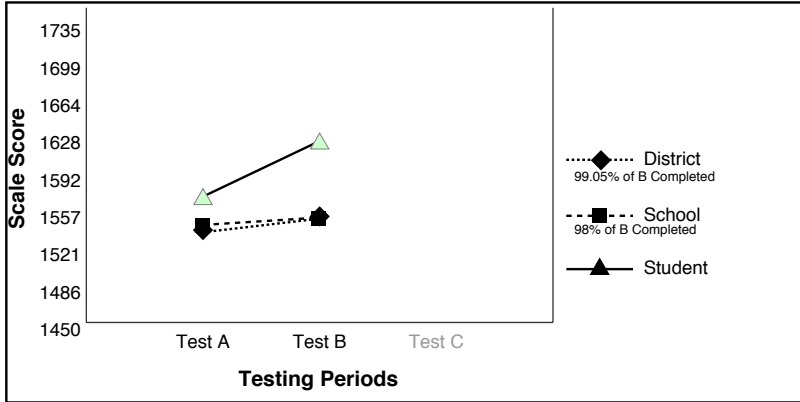
Overall Subject Summary

Reading/Language Arts			
	Test A	Test B	Test C
Number Correct	24	26	n/a
Total Questions in Test	32	32	n/a
Percent Correct	75%	81%	n/a
Scale Score	1570	1623	n/a
State Percentile	81	n/a	n/a
Current Subject Proficiency: Exceeds Standards			
State Proficiency Score: Unavailable			
State Proficiency Level: Unavailable			

Performance by Standard Summary

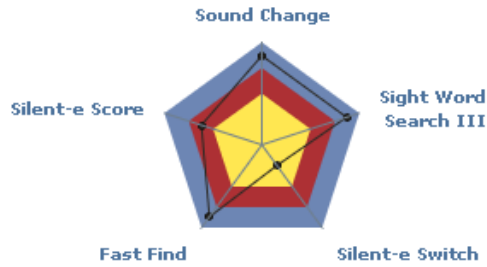| Reporting Category	Reporting Sub-Categories by Test		
	Test A	Test B	Test C
Vocab/Rd St STANDARD 1A Apply word analysis and vocabulary skills to comprehend selections. STANDARD 1B Apply reading strategies to improve understanding and fluency.	1.5.01 Meaning of Unknown Word 1.5.04 Antonyms 1.5.05 Multiple Meaning Word in 1.5.06 Homonyms/Idioms/Analog 1.5.09 Use Tables/Maps/Charts 1.5.11 Minor/Significant Details	1.5.02 Meaning of Word Using C 1.5.05 Multiple Meaning Word in 1.5.07 Purpose for Reading 1.5.08 Outcomes/Actions 1.5.12 Main Ideas 1.5.13 Use Graphic Organizers to	Unavailable
Read Comp STANDARD 1C Comprehend a broad range of reading materials.	1.5.16 Inferences 1.5.17 Main Idea/Supporting Deta 1.5.18 Main Idea Not Explicitly S 1.5.19 Summarize 1.5.21 Causes of Events 1.5.22 Inferences/Conclusions/Ge 1.5.23 Fact/Opinion 1.5.24 Conclusions from Maps/Ch 1.5.25 Interpret Image Based on 1.5.26 Complex Instructions 1.5.27 Author's Purpose 1.5.28 Author/Illustrator Ideas	1.5.16 Inferences 1.5.17 Main Idea/Supporting Deta 1.5.18 Main Idea Not Explicitly S 1.5.19 Summarize 1.5.20 Order of Events 1.5.21 Causes of Events 1.5.22 Inferences/Conclusions/Ge 1.5.23 Fact/Opinion 1.5.24 Conclusions from Maps/Ch 1.5.25 Interpret Image Based on 1.5.26 Complex Instructions 1.5.27 Author's Purpose 1.5.28 Author/Illustrator Ideas	Unavailable
Lit Elem/Wk STANDARD 2A Understand how literary elements and techniques are used to convey meaning. STANDARD 2B Read and interpret a variety of literary works.	2.5.03 Setting 2.5.04 Author's Message/Theme 2.5.05 Compare Stories to Perso 2.5.07 Points of View 2.5.08 Character Personality 2.5.10 Causes of Characters' Ac 2.5.11 Relationships Between Ma 2.5.12 Figurative Language 2.5.14 Genres	2.5.01 Story Elements 2.5.02 Plot/Subplot Development 2.5.05 Compare Stories to Perso 2.5.06 Literary Structure: Rising/ 2.5.07 Points of View 2.5.08 Character Personality 2.5.09 Character Motivation 2.5.11 Relationships Between Ma 2.5.13 Poetic Devices Using Sou 2.5.15 Narrative/Persuasive/Exp	Unavailable

Answers

✓ Correct Answer   A Incorrect Answer (Student's Answer Shown)   ▨ Student Did Not Answer   ▨ Unused Item

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Test A	✓	✓	A	✓	✓	✓	✓	✓	✓	✓	A	✓	✓	A	✓	✓	✓	D	✓	✓	✓	B	C	✓	A	✓	✓	✓	✓	✓	D	✓
Test B	✓	✓	✓	✓	✓	✓	C	✓	B	D	✓	✓	✓	✓	✓	✓	A	✓	A	✓	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	✓
Test C																																

Student Combined Report

Lexia Reading®

Student: ▮▮▮▮▮▮▮▮▮▮▮▮

Level: Primary Reading Level 3

Skills Report
Primary Reading Level 3

- Successfully Completed
- Instruction Needed
- Currently Working On

Detail

Progress Report
Primary Reading Level 3

- Sound Change
- Silent-e Switch
- Silent-e Score
- Sight Word Search III
- Fast Find

Detail

Instruction Needed ⚠

Evan Lesthaeghe needs instruction on the following Skills. The specific Unit he/she had difficulty on is indicated.

PR Level 3 - Skills: Silent-e, Work Attack, Automaticity

Skill	Unit
Silent-e Word Recognition	Unit 6: a,i,o words - auditory & visual discrim.

Currently Working On

Evan Lesthaeghe is working on the following Skills. The specific Unit he/she is working on is indicated.

PR Level 3 - Skills: Silent-e, Work Attack, Automaticity

Skill	Unit
Silent-e Word Construction	Unit 6: a,i,o,e

Successfully Completed ★★★★★

Evan Lesthaeghe has completed the following Skills.

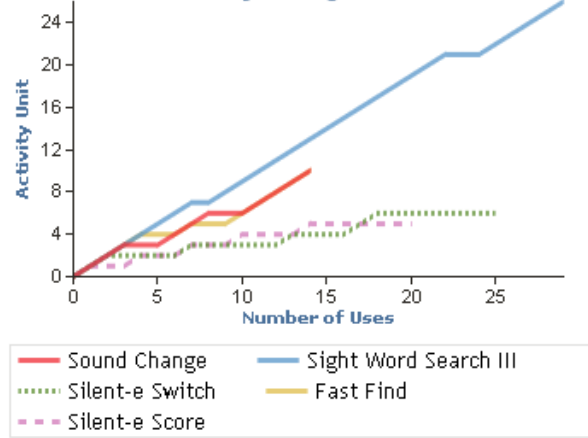**PR Level 3 - Skills: Silent-e, Work Attack, Automaticity**

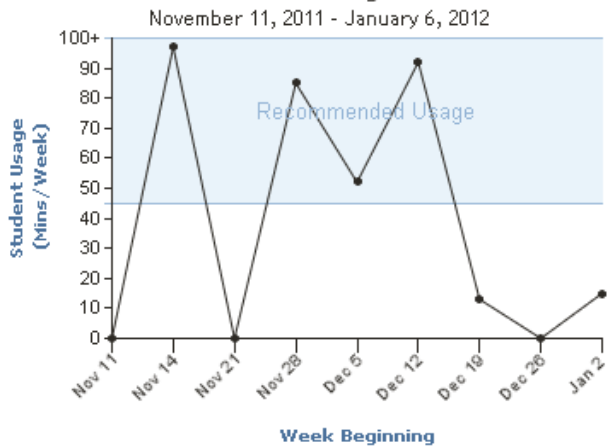| Skill |
|---|
| Sound/Letter Substitution (CVC) |
| Irregular Words (first grade) |
| Word to Picture Automaticity |

Not Started

Lexia Usage
November 11, 2011 - January 6, 2012

Detail

This document may contain sensitive information about students. Please dispose of securely.

	Exceeds Standards #	Exceeds Standards %	Meets Standards #	Meets Standards %	Below Standards #	Below Standards %	Percent Meets+	Total #	Total %
Test A of IL Reading Grade 5 (ABC) Results									
All Schools	77	41.6	75	40.5	33	17.8	82.2	185	100
MILLIKIN Elem SCHOOL	31	39.2	33	41.8	15	19	81	79	100
NORTHSIDE Elem SCHOOL	20	36.4	22	40	13	23.6	76.4	55	100
SOUTHWEST Elem SCHOOL	26	51	20	39.2	5	9.8	90.2	51	100
Test B of IL Reading Grade 5 (ABC) Results									
All Schools	48	46.6	45	43.7	10	9.7	90.3	103	100
NORTHSIDE Elem SCHOOL	24	44.4	25	46.3	5	9.3	90.7	54	100
SOUTHWEST Elem SCHOOL	24	49	20	40.8	5	10.2	89.8	49	100
2011 ISAT Gr 4 Reading Results		39.8		43.8		16.5	83.6		

Comparison Table: Summary of Students by Skill

		Total Students	Exceeds Standards #	Exceeds Standards %	Meets Standards #	Meets Standards %	Below Standards #	Below Standards %	Total #
Test A of IL Reading Grade 5 (ABC) Results									
Vocab/Rd St	District	185	88	47.6	46	24.9	51	27.6	185
	MILLIKIN Elem SCHOOL	79	40	50.6	18	22.8	21	26.6	79
6 items	NORTHSIDE Elem SCHOOL	55	25	45.5	11	20	19	34.5	55
	SOUTHWEST Elem SCHOOL	51	23	45.1	17	33.3	11	21.6	51
Read Comp	District	185	83	44.9	60	32.4	42	22.7	185
	MILLIKIN Elem SCHOOL	79	34	43	26	32.9	19	24.1	79
16 items	NORTHSIDE Elem SCHOOL	55	24	43.6	16	29.1	15	27.3	55
	SOUTHWEST Elem SCHOOL	51	25	49	18	35.3	8	15.7	51
Lit Elem/Wk	District	185	107	57.8	70	37.8	8	4.3	185
	MILLIKIN Elem SCHOOL	79	49	62	28	35.4	2	2.5	79
10 items	NORTHSIDE Elem SCHOOL	55	28	50.9	24	43.6	3	5.5	55
	SOUTHWEST Elem SCHOOL	51	30	58.8	18	35.3	3	5.9	51
Test B of IL Reading Grade 5 (ABC) Results									
Vocab/Rd St	District	103	70	68	29	28.2	4	3.9	103
	NORTHSIDE Elem SCHOOL	54	37	68.5	14	25.9	3	5.6	54
6 items	SOUTHWEST Elem SCHOOL	49	33	67.3	15	30.6	1	2	49
Read Comp	District	103	43	41.7	43	41.7	17	16.5	103
	NORTHSIDE Elem SCHOOL	54	19	35.2	26	48.1	9	16.7	54
16 items	SOUTHWEST Elem SCHOOL	49	24	49	17	34.7	8	16.3	49
Lit Elem/Wk	District	103	69	67	22	21.4	12	11.7	103
	NORTHSIDE Elem SCHOOL	54	37	68.5	10	18.5	7	13	54
10 items	SOUTHWEST Elem SCHOOL	49	32	65.3	12	24.5	5	10.2	49

Technology Update

Report to Board of Education

Goal 3: The Board expects creation of a comprehensive and relevant learning environment in all schools and all grades that <u>promotes appropriate use of technology</u> and provides for individual <u>engagement</u> of all students through both personal instruction balanced with that contained within online and software-based models.

This update is designed to serve the Board to inform in 3 primary areas:

1.   Technology Infrastructure and Classroom Setup Progress ("creation of a relevant learning environment)
2.   Use of NovaNet for Credit Recovery ("individual engagement")
3.   'Design/Implement/Monitor/Evaluate' Model for Middle School 1:1 ("Personal instruction balanced with online and software-based model")

Technology Infrastructure and Classroom Setup Progress

Switches:
Fiber Connections between buildings are at **10,000 mbps** and **1,000 mbps**.

All Backbone network switches are being replaced (in progress - project will be finished this school year) equipment has already been purchased.   Switches are Cisco Catalyst 2960Gs.   (All of GHS is finished - MS partial)

All wired network Connections will be a minimum of **1,000 mbps** (up from 100) - This has a dramatic impact on overall network performance (already noticeable with switches that have been swapped).

All Wireless network Connections are minimum of **Wireless-N**.
  Installed and configured a Catalyst 5509 Wireless Controller and Cisco Aironet Wireless Points for HS. Currently have 20 AP units active - in a move to 1:1 this number would likely go up to 30 units(+10).   No new configuration needed, same controller can handle up to 50 units, would just need to purchase the AP points. At the HS level if 1:1 is implemented would be wise to have a backup Catalyst Controller as well - this way if one goes bad, can quickly replace and minimize downtime.

Estimate for extra AP's **($6,000)**
Estimate for Backup Wireless 5509 Controller **($9,000)**

At the MS and Elementary Schools use of large numbers of Airport Extreme's has worked better then expected. This is a much cheaper solution and still works on an enterprise level. To add Wireless Capacity to MS for 1:1 may need to expand Room coverage by additional 5 AP's (**$900**)
**Currently we have no network congestion problems running 800+ipads + all teacher

laptops + all lab machines. With the completed project I would not anticipate any network congestion problems.

Proxies and Gateways and Firewalls:
Installed 4 Proxy/Web Caching Servers
(**ghsproxy.dist228.org**, **gmsproxy.dist228.org**, **proxy.dist228.org**, and **proxy1.dist228.org**) These act primarily to keep internet running fast and smooth, in a nutshell for example student lab machines at the HS use proxy1.dist228.org - this means all internet content first goes through the proxy. The content is then stored on the server so that the next lab machine to visit the same site has it loaded from the proxy and not the actual site - saving bandwidth. All iPads at the HS use proxyghs.dist228.org, same idea (Elementary iPads use proxy.dist228.org) .   With the expansion of possible student laptops we would likely create another proxy server specifically for this and expand as needed (one per grade or perhaps just one more per MS and HS level) - it would be used to cache (keep internet fast) and used to filter out bad sites. Proxy server can be built using existing equipment and linux builds for most parts, or can would purchase new hardware(1500$ a piece new hardware). These work well to keep Internet running fast despite adding hundreds of new devices to the network , also useful to limit Facebook/etc.. (Teacher machines and Admin machines do not use a proxy but are do pass through a content filter and firewall - Untangle Gateway Filter).

We are running an Untangle Gateway / Content Filter at the MS all connections pass through this machine. Last Year we upgraded the machine to an 64 bit version of Untangle and added more Memory and it now runs 8 gigs of RAM and is able to keep up with the increased traffic flow.   This was done ahead of iPad implementation.   This machine at one time was an Lightspeed content filter, we have used the machine / upgraded it and moved its software to a much cheaper Filtering solution Untangle. Untangle will continue to work in a 1:1 environment but the machine itself may need to replaced. It was in operation when I started and has operated non-stop, at the end of the school year should be retired.   Untangle also provides a robust spam filter and is the first line of defense against spam dropping 70% of all incoming email messages. (Kerio mail server also has a Spam filter).

New Machine Running Untangle - ($1500**) - License fee's for content filter (1500$ manually) Comparatively Lightspeed with the number of machines we now use would have been **$5900 annually and even higher in a 1:1.

We currently use a modified/upgraded PIX 515E firewall- we installed this machine 2 years ago when the old PIX Firewall failed. we configured this machine to almost the exact configuration but also upgraded its firmware to Revision 7 and upgraded its memory to 128 megs from 64. These upgrades have increased the machine throughput to handle our increased traffic. This machine should continue to work but if looking to move 1:1 6-12 a more robust model should be purchased. These devices have been renamed ASA (Advanced Security Appliance) and ASDM (Adaptive Security Device Manager) and a enterprise level Firewall will be needed. This machine keeps hackers out of our system, protects our webserver and email servers, and provides remote VPN access.
(**ASDM ASA 5550 or 5520 Cisco** estimated cost **$8,000**)

*note not all of these need to be purchased for a 6th grade or a 6th and 7th grade only 1:1. For example for 6th grade only 1:1 just need some access points (2 Apple AP's $**300),** no need for 5509 Backup Controller or ASA 5550 Cisco Firewall these more expensive items would be need to be in place before the HS were to go 1:1. If 1:1 were to happen a grade level at a time it may make sense to wait a year or two on these items (price and technology could change).

*note the Firewall is the first line of defense, then traffic passes to the Untangle Gateway (which also has firewall features) then passes to a teacher machine or in the case of a student then passes to a proxy server then to student. If you follow the chain you can place limits or restrictions, etc at different steps. For example if we placed a Twitter restriction on a proxy it would not affect teachers.

Servers:
This year we have retired 4 old large PC Servers and have migrated them to virtual machines running in Hyper V. This process will continue and we would eventually like to have the Skyward Server, Mail Server, Web Server all running in virtual modes.
Advantages: Servers become file images and are easily backed up and transportable (safer). Less electricity and cooling costs, Less server physical maintenance, one new server can run 5-6 server virtual images at once. For example if you had Skyward Virtualized if a server failed you can copy the VDI image file to a different server and boot the server back up). Most servers should be running in a virtual state by the end of this school year. (Hserver02, gcsd228, DNS, Genseoschoollibrary, Hserver03 all currently run on a single server as hyper V images.   In a nutshell reduce number of servers, buy better battery UPS backups and create a smaller highly efficient server room).

We have setup automated backing up our Skyward databases to the cloud using Zmanda (http://www.zmanda.com/) This cloud service is powered by Amazon S3 cloud and is not too expensive costing around **$18** a month at this point (price would go up with entire server virtual images being uploaded). With all servers set as virtual machines it would be possible to backup to the cloud (off site) the entire skyward machine.   In case of disaster/recovery one would simple download the image then run it on a different machine.

Balanced Cloud Approach is working. So far idea has to bring or keep critical functions running locally, email, web server, Skyward, file storage are run locally in network, does not use bandwidth, faster. iPad apps, google documents, etc all use cloud frameworks well and work well.   Hosting Skyward locally along with Email has worked extremely well, end users see good speed and even in minor internet outages most users are not even aware. Since these are still the most used services having them locally saves a significant amount of bandwidth.   Same applies to hosting our own website (usually **$60-$80** a month for our traffic count - and would be slower), same applies to email and skyward. Our Skyward setup is perfect for a move to 1:1 as it is currently setup. (**Future Costs**: High End Server: **$7000,** new UPS 20 AMP backup **$2000**)

Equipment Upgrades Classroom:
All classrooms (except for a couple who specifically declined) have a mounted projector and document camera in the room, this applies to all classrooms K-12. Maintenance fees here involve changing the Lamp which runs an average of **$200**. With the amount of

projectors in use daily district wide should budget for at least 20 replacement lamps per year **20 x $200**).

All classrooms K-5 are capable of running 30+ wireless devices at a time. Doubled the amount of Wireless AP in the elementary buildings, which has increased the ability of the network to handle a large number of Wireless connections.

Advanced Printing and Scanning Abilities. Configured the new Kyocera units at all buildings to Scan/Email/ and Print. We uploaded the correct contact information for all users at each building, this may not seem like a big change but it terms of actual use it has been. Teachers print to these devices in higher volume and the scanning features have been extremely useful and used by teachers at all levels. Teacher scan and emails the assignment, places on the web, send to parent, etc.

items used frequently in classes
iPad Mobile Carts (10 carts of 30 per elementary building) (3 carts of 30 @MS) (3 carts of 30 at @ HS)
Mobile Macbook Lab Checkout (2 carts of 20 per building available for checkout, 3 carts available at MS - these are all heavily used)
Demonstrates the amount of simultaneous user wireless connectivity ability we have.

Epson Ultra Shortthow Projectors installed in most classrooms K-8 Epson 400w. Variety of non-short throw in use at the High School (mainly Epson PowerLite 83+ and Sony VX4's)

Capacity Prepared:

If we look at 1:1 for elementary + **No Changes Needed, Already in place all is working** | Proxies in place, wireless coverage expanded.

If we move to 1:1 for Grades 6 + 7 **No changes needed other than 2-5 airports. + new proxy (under $2500)**

If we move to 1:1 for Grades 8-12 (New Gateway Untangle) + 5-8 airports + new proxies + ASA 5550 + Backup Wireless Controller 5505 + 10AP's+ new Server **(under $25,000)**

Overall in the last 4 years the number of Internet capable machines in both student and teachers hands has risen dramatically. The end number of students who are using Internet capable devices at any given time during the school day has risen dramatically (at least 4x in the last 4 years would be my estimate) - Our goal is to keep network running at same speed (if not faster) despite continuing to add more devices.

Use of NovaNet for Credit Recovery

Beginning in the summer of 2011, Geneseo High School embarked on a quest to increase the opportunities for credit recovery for those students who have fallen behind their peers in earning credits towards graduation.

The initiative involved employing a teacher aide to assist with the setup of courses, monitoring of student behavior and engagement, and the support of Mr. O'Dell to coordinate reporting and communication between the Guidance Department, content area teachers, and the administration.

The following gives a quick overview of the types of content that students have studied, their level of completion and an idea of the scope of the need for this type of program.

Course % Completions	Total
under 25% (including incompletes)	21
25-50%	7
51-75%	6
76-99%	5
100%	42

Count of % of Content Completed		
Course	% of Content Completed	Total
Algebra 1A 2.7 (Prescriptive)	0.36	1
	0.73	1
	1	1
	incomplete	1
Algebra 1A 2.7 (Prescriptive) Total		4
Algebra 1B 2.7 (Prescriptive)	0.2	1
	0.4	1
	incomplete	2
Algebra 1B 2.7 (Prescriptive) Total		4
Algebra 2B 2.7 (Prescriptive)	0.57	1
Algebra 2B 2.7 (Prescriptive) Total		1
Biology A 2.6 (Prescriptive)	0.1	1
	0.5	1
	1	1
Biology A 2.6 (Prescriptive) Total		3
Biology B 2.6 (Prescriptive)	0.3	1
	1	2
Biology B 2.6 (Prescriptive) Total		3
Earth Science A 2.6 (Prescriptive)	0.62	1
	0.69	1
	0.85	2
	0.92	1
	1	2
Earth Science A 2.6 (Prescriptive) Total		7
Earth Science B 2.6 (Prescriptive)	0.08	1
	0.67	1

	1	3
Earth Science B 2.6 (Prescriptive) Total		5
Economics 2.7 (Prescriptive)	1	1
Economics 2.7 (Prescriptive) Total		1
English IA 2.7 (Prescriptive)	1	4
English IA 2.7 (Prescriptive) Total		4
English IB 2.7 (Prescriptive)	0.14	1
	1	4
	incomplete	1
English IB 2.7 (Prescriptive) Total		6
English IIA 2.7 (Prescriptive)	0.14	2
	1	4
	incomplete	1
English IIA 2.7 (Prescriptive) Total		7
English IIB 2.7 (Prescriptive)	1	3
English IIB 2.7 (Prescriptive) Total		3
English IIIA 2.7 (Prescriptive)	1	1
	incomplete	1
English IIIA 2.7 (Prescriptive) Total		2
English IIIB 2.7 (Prescriptive)	1	1
	incomplete	1
English IIIB 2.7 (Prescriptive) Total		2
English IVB 2.7 (Prescriptive)	1	2
English IVB 2.7 (Prescriptive) Total		2
Environmental Science 2.6 (Prescriptive)	0.18	1
Environmental Science 2.6 (Prescriptive) Total		1
Geometry A 2.7 (Prescriptive)	1	1
Geometry A 2.7 (Prescriptive) Total		1
Government 2.6 (Prescriptive)	0.39	1
	0.89	1
Government 2.6 (Prescriptive) Total		2
Health 2.7 (Prescriptive)	0.44	1
	0.88	1
	1	9
	incomplete	1
Health 2.7 (Prescriptive) Total		12
SS: Civics: Foundations of Citizenship 1.0 (Prescriptive)	1	1
SS: Civics: Foundations of Citizenship 1.0 (Prescriptive) Total		1
US History A 2.6 (Prescriptive)	0.09	2
	0.73	1
	1	1
	incomplete	1
US History A 2.6 (Prescriptive) Total		5
US History B 2.6 (Prescriptive)	0.42	1
	1	1
	incomplete	3
US History B 2.6 (Prescriptive) Total		5
(blank)	(blank)	
(blank) Total		
Grand Total		81

Design/Implement/Monitor/Evaluate Model for Middle School 1:1

In December, Mr. Roodhouse and Mr. DeBaene joined two different groups of teachers on a visit to Mooresville, North Carolina, a school district known as the premier 1:1 program in the nation. This trip was funded through federal NCLB dollars. The ten educators have now begun the debriefing process and are now beginning to use the district's model for initiatives, the DIME Model (Design, Implement, Monitor, and Evaluate) so that we can understand the purpose, plan the logistics, monitor progress and have a plan for evaluating attainment of the purpose.

The following pages give you an overview of their draft work and unquestionably there is an energy that is tangible and a commitment to continue to expand opportunities for students to be engaged in their own learning through use of 21st century technology.

Here is the "cover page" for a working draft of a One Laptop per One Student program at Geneseo Middle School.

1. Purpose	2. Logistics
By providing a laptop to every student, Geneseo Middle School will… - Increase 21st century skills to create globally competitive students. - Improve instruction and curriculum utilizing modern tools to provide opportunities for individualized education. - Provide adaptive and assistive technology to various subgroup populations such as special education, free or reduced, etc. Additional enrichment opportunities utilized through equipment. - With curriculum, assessments, and standards changing there is an increased need for more powerful instructional tools.	The following must be determined: - Grade level launch calendar - Future launch calendar - Assessments and surveys - Managerial items and policy - Professional development (instructional and curricular) - Machine - Additional items for the machines (i.e. software, subscriptions, etc.)
3. Implementation tasks	**4. Anticipated outcomes**
- Create managerial and policy items and share with all stakeholders. - Seek and provide necessary professional development (both internal and external) for	- Growth in 21st century skills as evidence through trend data collected through decided assessment. - Increase in the performance of special education students as

teachers to utilize the equipment correctly. Further professional development time for curriculum and lesson planning. • Find 21st century skills assessment and create testing calendar. • Set up time(s) to share vision and intended outcomes with community and other stakeholders. • Create various surveys to administer to all stakeholders to monitor success. • Create plan for launching 1:1 initiative and timeline for following years. • Seek additional/new stakeholders and partnerships to benefit this initiative.	indicated through state and local assessments. • Increase in the performance of students receiving free or reduced lunch indicated through state and local assessments. • Increase enrichment opportunities for higher-achieving students. • Survey results providing qualitative indicators to show increase in student engagement and individualized learning. • Increased teacher performance/instruction due to instant student progress feedback. • Increased stakeholder understanding about student progress and general transparency to the instruction occurring within the school. • Teachers change modes of instructional strategies based upon individualized student data and project-based lessons.

Rock River Alternative Program

December 2011

Monthly Update

The month of December ended with 15 students enrolled in the Rock River Alternative Program. We had 7 students in the Middle School and 8 students in the High School sections. At the end of November we had 15 students assigned to the Alternative to Suspension program. At the end of the first semester last year we ended the year with 17 students.

The students had one site visit during December. Our site visit was to the Colona Library to learn about how to conduct research at a library and how to check out materials from a library. The students then created a propaganda poster from materials researched during the visit.

As we finish the first semester, the discipline numbers are as follows; we had nine students receive seventeen out of school suspensions. One of these suspensions was a bus suspension and one was at the request of the student's home school district. This compares to last year when we had six students earn eleven out of school suspensions.

The alternative to suspension program had 17 students serve 22 suspensions at Rock River during the first semester.

The staff at Rock River wish you and yours a very Merry Christmas!!

Steve Kastorff
Principal
Rock River Alternative

New Laws Effective 1/1/2012

January 4, 2012

The following laws have an effective date of **January 1, 2012**.

School Districts

Personnel

- HB1240/PA97-0248 – Requires school districts to share, with any school district, community college or private school upon request, results of criminal history records checks and Statewide Sex Offender Database checks obtained within past year on employees of persons or firms holding contracts with the school district which received such request.

- HB147/PA97-0466 – Applicants for an Illinois School Bus Driver Permit must consent, in writing, to have results of reasonable suspicion drug and alcohol testing conducted by their employers released to the Secretary of State in order to obtain a permit. School districts who employ school bus drivers must notify the Secretary of State within 48 hours of receipt of certain test results indicating drug or alcohol use, or of a driver's refusal to be tested.

- SB1578/PA97-0525 –Authorizes paid attendance by educational support personnel (ESPs) at teacher institutes or equivalent ROE institutes, unless the ESP is exempt from attending the workshop because it is not relevant to his or her work. School districts may deduct pro-rata wages from ESPs who refuse to attend such institute*s*, unless they are exempt from attending.

- HB 3464/PA97-0256 – Administrator and teacher salary and benefits must be reported to the State Superintendent annually by October 1 rather than July 1. For more information on posting requirements, please see RSNLT'*s* December 2011 *Law Alert*.

- New criminal offense of "trespass to a safe school zone" for employees dismissed for disrupting orderly operation of school. See laws listed under "Property" for further information.

Students

- HB192/PA97-0294 – Amends the "Stalking No Contact Order Act" and "Illinois Domestic Violence Act" to

address situations in which the parties who are the subject of the court orders attend same school.

- HB2086/PA97-0495 – Expelled students or students who have been suspended for more than 20 school days may be immediately transferred to an alternative program, unless they pose a threat to the safety of students or staff in the program. A school district may adopt a policy requiring students to complete the entire suspension or expulsion in a regional safe school or alternative learning opportunity school before returning to the district, if the student involved does not pose such a safety threat. Notwithstanding any provision to the contrary, students who have been expelled or suspended for more than 20 school days must be permitted to enroll in an alternative learning opportunity school.

- HB3281/PA97-0340 – Allows schools to suspend or expel students who make explicit threats on a website against a district student *or* employee, if the threats meet specified criteria.

- HB139/PA97-0086 – Permits school districts to emphasize reading and math in remedial summer school programs for students who have performed at least two grades below level for two consecutive school years.

- New criminal offense of "trespass to a safe school zone" for suspended or expelled students. See laws listed under "Property" for further information.

Property

- SB2096/PA97-0355 – *S*chool districts do not have to comply with Illinois Accessibility Code standards for press boxes which are (1) on school property, (2) in bleachers that have points of entry at only one level, and (3) no larger than 500 square feet in area.

- HB78/PA97-0547 – Creates the offense of "criminal trespass to a safe school zone" (a Class A misdemeanor) for students who have been suspended or expelled students and for employees who have been dismissed for disrupting the orderly operation of school and who have received written notice that they have been denied access. Such a trespass charge may also be brought against other individuals who enter or remain in the safe school zone without "lawful business" after receiving notice that they may not be present on school grounds.

- HB1095/PA97-0554 – Prohibits school districts from using rebuilt flame safeguard control*s* in forced air heating equipment, unless a nationally recognized testing agency has labeled and listed the rebuilt safeguard control. Willful failure to remove any rebuilt flame safeguard control in forced air heating equipment is a Class B misdemeanor. Tampering with, removing, destroying, or disconnecting any installed flame safeguard control, except to inspect, maintain or replace the control, is a Class A misdemeanor (for the first conviction*)* or a Class 4 felony (subsequent convictions).

Organization

- SB621-PA97-0097 – Allows four or more contiguous school districts having all or part of their territory located within same municipality to partner with an institution of higher education to jointly operate *a* science and mathematics partnership school serving some or all of grades K through 8.

- SB2134/PA97-0357 – Each school district must annually complete a report developed by ISBE, to accompany the district's annual financial report and be published on ISBE's website, summarizing its efforts to improve fiscal efficiency through shared services or outsourcing during the prior fiscal year, and listing shared services or outsourcing the district may consider for the next fiscal year.   A district that is required to submit a deficit reduction plan *to* ISBE must prepare a shared services and outsourcing plan in consultation with the regional superintendent.

All Public Bodies

- HB1277/PA97-0318 – Public bodies subject to the Open Meetings Act ("OMA") may close a meeting between internal or external auditors, governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews.

- HB1670/PA97-0504 – All elected and appointed officials must take OMA training courses administered by the Illinois Attorney General's Public Access Counselor. School board members may satisfy this requirement by participating in training offered through the Illinois Association of School Boards.

- HB3010/PA97-0410 – Amends *the Illinois Human Rights Act*'s prohibition of discrimination in places of public accommodation to include discrimination based on mental, psychological or developmental disability, including autism spectrum disorder.
    - An employer must pay an additional contribution ("Accelerated Payment") for earnings increases during the Final Rate of Earnings ("FRE") period which exceed the prior year's earnings by the greater of 6% or 1.5% of the CPI-U.
    - An employer must obtain a "Pension Impact Statement" from the IMRF before increasing the earnings of an officer, executive or manager by 12% or more, and pay costs associated with the impact statement.
    - The 125% rule applies to the last 24 months of the FRE period.
    - Future retired IMRF members who return to work in an IMRF-covered position will have their pension payments suspended during the period of that employment. For additional information on the IMRF Pension Reform, please see RSNLT's October 12, 2011 *In-Brief*.
    - Requires specific website postings for IMRF-covered employers, as detailed in RSNLT's September 21, 2011 and October 31, 2011 *Law Alerts*.

- SB1471/PA0319 – Changes IMRF's calculation of the annuity reserve for IMRF employees who have worked for two or more IMRF employers.

Community Colleges

- HB295/PA97-155 – Sex offenders or predators must register with the public safety or security director of any Illinois institution of higher education which they attend or by which they are employed. For additional information, please see RSNLT's October 17, 2011 *In-Brief*.

- SB122/PA97-0588 – Community colleges and other public institutions of higher education must track statistics on admission, retention and graduation of students who are the first members of their immediate families to attend an institution of higher education.

- HB1503/PA97-0320 – Beginning in Fiscal Year 2013, the Board of Higher Education's budget recommendations must include performance-based funding allocations for all institutions, including community colleges, designed to promote and measure student success in degree and certificate completion.

Municipalities

- HB1513/PA97-120 – Municipalities with populations of less than 500,000 may make deductions from an employee's wages or final compensation to recoup overpayment of compensation resulting from a typographical or mathematical error, or to collect a debt owed after notice is provided to the employee and the employee is given an opportunity to be heard. The deduction may not exceed 15% of the net amount of the payment.

Municipalities must make specific certifications before making such deductions.

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