Geneseo Community Unit District #228

District Leadership Team Charter
Est. 2010

District Leadership Team Members:

Jeanne Brucher
Christine Bumann
LaNel Carey
Jill DePauw
Heidi Hamer/JoEllyn Larrison
Brian Hofer
Scott Kuffel
Teri Minnaert
Nikki Pierce
Stephanie Rickman
Jill Schauland
Bob Thomas

Geneseo Community Unit School District #228
District Leadership Team Charter

Vision:
District 228 will function as a high-performing team within a unified district.

Purpose/Goals:
To improve quality of instruction, provide a venue for discussion of district-wide issues, promote productive communication between and among District staff and administration, and facilitate problem solving in a collaborative manner with a district-wide perspective.

Performance Objectives:
The District Leadership Team will annually review and amend a communication protocol by August 1st to direct staff to the pertinent person to deal with each topic in order to address staff concerns and questions.

The District Leadership Team will prepare a quarterly state of the schools newsletter in order to keep all staff aware of programs and initiatives throughout the district.

The District Leadership Team will improve communication by having face-to-face meetings with certified staff at least once a quarter.

The District Leadership Team will develop and utilize a decision-making matrix to assist individual teachers and/or building teams as they address issues facing the district.

Measuring Intended Outcomes:
Climate/Communication survey
- Logging how many times communication flowchart is utilized
- Face-to-Face data
- Feedback on newsletter

Team Norms and Operating Principles:

A. Communicate Openly
- Be honest
- Communicate openly and respectfully
- Say what is on your mind to all, not one

B. Respect team members' time
- Be on time
- Utilize role of time keeper

C. Listen actively

- Be on task and pay attention to the discussion
- Use "Yes, and..." statements

D. Uphold integrity
   - Support other leadership teams
   - Respect confidentiality

E. Explore possibilities
   - Keep an open mind
   - Be willing to compromise
   - Seek ideas outside of our group/find other resources

F. Acknowledge progress and successes
   - In all buildings
   - Even small things should be celebrated

G. Share responsibility for team success
   - Be part of the team
   - Share work

Process to Create Action Plans:

A. An issue comes to the DLT from within or from a person or another team.

B. DLT must first ensure that the issue is appropriate for the District Team.

   a. Was this a Command or Shared Decision (*See Appendix B*)? If a Command decision, then refer to Superintendent. If Shared Decision, then care is taken to review decision and determine if it warrants further consideration by DLT.

   b. DLT must ensure that this issue has already worked through established Communication Protocols.

C. DLT will place issue on next agenda for review if determined appropriate.

D. At this meeting DLT will consider a timeline for action so that plan for resolution can be communicated back to person(s) who initiated the issue.

E. DLT will then utilize the requirements for a Shared Decision to either develop a new decision, or in the case of an "appeal" request, to determine whether to uphold or overturn a previous decision.

F. Decisions will be reviewed utilizing the following matrix. Where possible, the DLT would look for all four quadrants to be supported positively when making a decision.

EQUITABLE	EFFECTIVE
EFFICIENT	FEASIBLE

Roles:

The District Leadership Team is comprised of the superintendent, a board member, a representative from GEA, 3 high school teachers, 3 middle school teachers, 1 Millikin teacher, 1 Northside teacher, 1 Southwest teacher, and 1 at-large elementary teacher.

Role	Responsibilities
Co-Facilitators	o Work closely with the other co-facilitator to create agendas, organize meeting times, and secure meeting locations o Issue staff surveys o Answer administrative questions (Superintendent Co-facilitator) o Maintain a balance between keeping the team focused on tasks, and allowing the team to make its own decisions o Ensure that assignments, and projects are completed in a timely manner, on budget, and within quality standards o Assist the team members to insure that all of the team's norms are followed o Guide the team in promoting communication with each other and with District staff o Recognize and celebrate accomplishments o Meet with co-facilitators from each elementary Building Leadership Team and PIC
Recorder	o Document the topics, discussions, ideas, and decisions from each DLT meeting o Make available the minutes of every meeting to all DLT members

Timekeeper	o Monitor the time during each meeting o Provide updates on how much time has been used, or is remaining for a task
Team Members	o Attend the District Leadership Team meetings o Follow the norms set by the group o Work to complete tasks in a timely manner o Promote positive communication o Acknowledge progress and successes o Guide staff in the use of the Communication Protocol o Help problem solve o Listen attentively

Scope/Parameters:

The District Leadership Team will use the District Leadership Team Procedural Packet to resolve issues that affect the Geneseo School District #228. The team will also supply support and guidance through issues that administration or the Building Leadership Teams may request.

Resources:
- Budget
- BLT's/PIC
- Co-facilitators
- Sandye (Wide Awake, Inc.)/Nancy (Cardinal Stritch University)
- Board of Education
- Protocol for accessing resources

Appendix A: Draft Geneseo Decision Making Matrix (July 14, 2010)

School Board	Administration	District Team
Decides: Policy, Hiring, School Calendar	Decides: Mandatory Meetings, Personnel Supervision	Decides: Team budget, How employees will communicate concerns, problems and suggestions for processing by the district team Advises: School Calendar
Professional Improvement Decides: Professional Development content and process on half and full days, Team budget, Reimbursement for individual professional development, Learning Team activities Advises: School Calendar	**High School Team** Decides: Agenda for most early outs, team budget Advises: Full and half day professional development content and process to PIC, School calendar to PIC and District Leadership Team, Faculty meeting agendas Works collaboratively with PIC planning professional development needs for K-12 teams and special education.	**Middle School Team** Decides: Agenda for most early outs, Faculty meeting agendas Advises: Full and half day professional development content and process to PIC, School calendar to PIC and District Leadership Team Works collaboratively with PIC planning professional development needs for K-12 teams and special education.
Elementary Teams Decides: Faculty meeting agendas, Grade level early outs, team budget Advises: Full and half day professional development content and process to PIC, School calendar to PIC and District Leadership Team Works collaboratively with PIC planning professional development needs for K-12 teams and special education.		

Appendix B: DECISION-MAKING CONSIDERATIONS

District 228 Schools find people asking a multitude of questions every day, and ultimately the vast majority of these questions require answers. These notes attempt to define two types of decisions that can be made within the District. The District Leadership Team agrees and supports this guidance document.

The District Leadership Team believes that decisions that impact students and staff are best made at the level closest to the implementation.

There are two primary types of decisions.
   a.   Command Decisions: A command decision is appropriate when the decision should be made by a single person (administrator, supervisor) or a single group (one of the Leadership Teams). These decisions may only be overturned with someone of higher authority in the organization (e.g. Board or Superintendent).

      1)   The individual or group may consult with another person or persons for advice or review prior to making the decision.

      2)   The more that speed of the decision is required, dictates less desire for shared decision-making.

      3)   The more a decision is impacted by the fact that only one answer exists (for example, the law dictates a course of action, or the contract, or Board policy) the further removed it becomes from shared decision-making.

      4)   Typically these are more "day to day" types of decisions, even following a shared decision. For example, after a collaborative budget is prepared, then a question about whether one can order something from outside that budget would be a "command" decision.

   b.   Shared Decisions: When a decision is allocated to a full group, and widespread participation is required, then a shared decision-making process is appropriate.

      1)   Shared decisions should be made by consensus. Consensus means "general agreement".

      2)   It is not necessary for all persons involved to agree with the decision, but it is important that all voices within the group are heard.

      3)   It is not necessary that every person within the group agree that the decision is the best one.

      4)   The shared decision-making process and consensus process should include the following:

         i.   Obtain pertinent facts and opinions related to the issue at hand.

         ii.   Provide an opportunity for every person to be heard.

         iii.   Solicit feedback and required involvement so that all can say they have had their say and can support the decision even though they may not agree.

         iv.   Participants must agree to support final decision, not leave the decision and tell others that they don't support the decision. Integrity must prevail.

The goal of the administration, faculty and leadership teams is to appropriately review issues and questions and make quality decisions. Though the decisions may not always satisfy everyone, the hope is that everyone recognizes the diligence of those involved to follow the protocols established and to communicate decisions as effectively as possible.
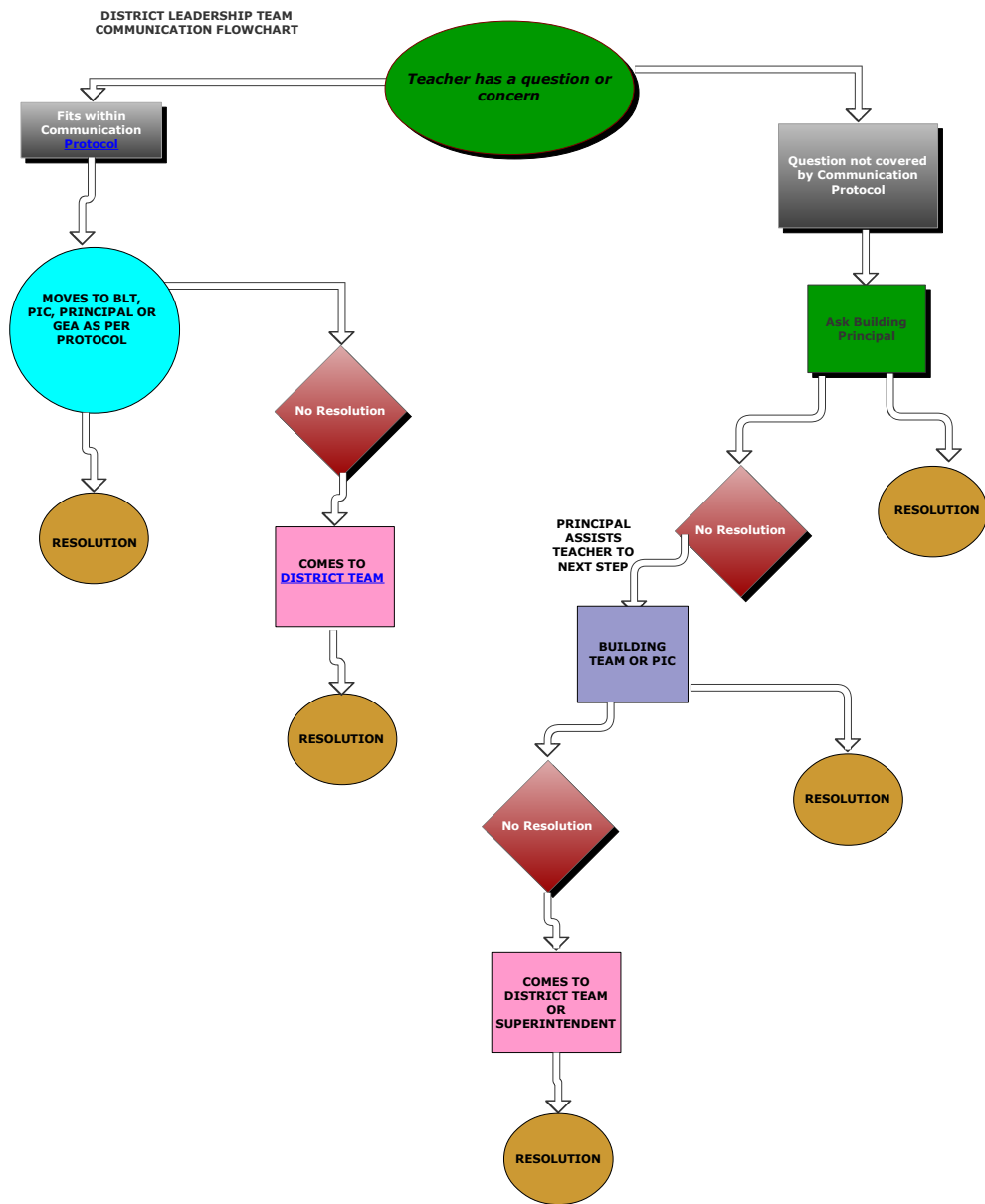
CERTIFIED STAFF COMMUNICATION PROTOCOL

I HAVE A QUESTION/CONCERN ABOUT….	I SHOULD FIRST CONSULT….	WHO MAY THEN CONSULT WITH….
Professional Development (e.g. full or half-day inservices, tuition reimbursement, Learning Teams)	Professional Improvement Committee member	PIC, District Team, Building Team, Superintendent
A Building-Specific Issue (e.g. student assembly, building faculty issue, impacts only one school)	Building Leadership Team member	Building Team, District Team, Superintendent
A District-wide Issue (e.g. School Calendar, Tax Levy, Board Policy, impacts more than one building)	District Leadership Team member	District Team, Superintendent, PIC
The curriculum for my grade level (I'm a K-5 teacher)	Building Principal	Dr. Swanson
The curriculum for my grade or subject area. (Grades 6-12)	Building Principal	Dr. Swanson
Whether I am able to order some supplies, textbooks, or other instructional materials, including technology supplies.	Building Principal	Director of Operations
The Professional Agreement	GEA Building Rep	GEA President
Whether or not I can attend a workshop or conference	Building Principal	Superintendent
My paycheck	Deb Hancock (Payroll)	Superintendent
An invoice or order that was shipped incorrectly.	Terri Vandersnick (Accounts Payable)	Director of Operations
Health Insurance	Mutual Medical	Holly Stone
Something in need of repair in my room.	Building Principal or Head Custodian	Randy Bormann
Special Education Services or Title I services	Building Principal	Case Manager or Superintendent
Teacher Certification Questions	Renee Osborne at Regional Office of Education	Dr. Swanson
Skyward, other software, printer issues, etc. for Technology Troubleshooting	Email TechSupport mailto:techsupport@dist228.org	Building Principal
Writing a grant to PTA or other agency	Building Principal	Superintendent
A College Supervisor contacts you regarding a student teacher or intern placement.	Dr. Swanson	Building Principal, Superintendent
A non-academic concern for a student (e.g. social issues, hygiene, bullying, bus riding)	Building Principal	Nurse, Social Worker, Counselor, School Psychologist, Case Manager, or other person deemed appropriate for involvement
Entering requests for Sick or Personal Leave into ERMA	ERMA Calculation Sheets on Staff Portal http://www.dist228.org/staffportal/	

New staff are always encouraged to ask questions of their mentors. You should also consult the **Staff Portal** first when searching for documents or forms. http://www.dist228.org/staffportal/Whenever in doubt, start with your building principal, secretary or a Building Team member.Staff who work in multiple buildings, should consult either Building Principal who will communicate with each other where necessary to provide accurate and consistent feedback.

Appendix D: Communication Flow Chart

**DISTRICT LEADERSHIP TEAM
COMMUNICATION FLOWCHART**

Teacher has a question or concern

Fits within Communication **Protocol**

Question not covered by Communication Protocol

MOVES TO BLT, PIC, PRINCIPAL OR GEA AS PER PROTOCOL

Ask Building Principal

No Resolution

RESOLUTION

RESOLUTION

COMES TO **DISTRICT TEAM**

PRINCIPAL ASSISTS TEACHER TO NEXT STEP

No Resolution

RESOLUTION

BUILDING TEAM OR PIC

RESOLUTION

No Resolution

COMES TO DISTRICT TEAM OR SUPERINTENDENT

RESOLUTION

June 9, 2011

Core Curriculum Standards Action Group
Bob Thomas
Brian Hofer
LeNel Carey
JoEllyn Larrison

Objective: The DLT will monitor and assess the process of writing Power Standards during the Summer of 2011 and make suggestions for the process in the future.

Write questions for staff members
Write questions for power standards: Authors
Access the process from summer 2011
Make recommendation for summer 2012
Interview Power Standards Creators
Interview Administration

See Timeline Below

TIMELINE FOR COMMON CORE STANDARDS

AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY
Write questions for Power Standards for the authors	Interview Power Standards authors FACE TO FACE	Access the PROCESS from summer 2011		Celebrate Leadership of Common Core Successes	Write questions for other staff members	Interview staff members who did not participate in writing the power standards but implemented it.	Interview staff members who did not participate in writing the power standards but implemented it.	Interview staff members who did not participate in writing the power standards but implemented it.	EARLY MAY Make recommendations for summer 2012 Celebrate success!
							Interview administration		

Elementary School Improvement Plan – 2011-12

Goal 1: Maximizing Achievement

By the end of the 2011-2012 school year, teachers will use iPads to enhance implementation of district curriculum in an approach that is fundamentally unique to the use of iPads.

SMART Objective:
By the end of the 2011-2012 school year all teachers have received training on iPads.

Strategies/Actions	Indicators of Success/Evidence of Achievement
1- A sub folder will be added to the grade level dropbox to store resources that can be used with iPads, and examples of websites.	Entries are found in the dropbox.
2- Early out professional improvement days will be used for training and sharing of apps that can be used on iPads and the sharing of useable websites.	The BLT will work with PIC to suggest ideas and dates.
3- Learning team for iPad will be established	PIC will establish an iPad Elementary Learning Team

Goal 2: Maximizing Instruction
By the end of the 2011-12 school year, all teachers will fully implement the Elementary RtI plan across all grade levels, engaging all teachers and support personnel.

SMART Objective:
By the end of the 2011-12 school year, the Elementary RtI plan will be implemented.

Strategies/Actions	Indicators of Success/Evidence of Achievement
1- By the beginning of the 2011-2012 school year, students will be identified on a watch list from 2010-11 RtI lists, through local and state assessments.	List will be given to the teachers.
2- By September 15th the principal will meet with teachers that have students identified in their classrooms needing RtI interventions and will set goals for the students.	Goals will be written for each student.
3- Teacher/aide will record the progress monitoring data in Skyward.	Data has been recorded in Skyward

Goal 3: Safe and Caring Environment
By the end of the 2011-12 school year, the anti-bullying program will be implemented.
SMART Objective:
By the end of the 2011-2012 school year, all elementary building staff will have implemented the anti-bullying program.

Strategies/Actions	Indicators of Success/Evidence of Achievement
1- By the end of the 2011-12 school year, a Bullying Incident baseline will be set.	Bullying incidents are recorded on the Bullying Incident Form found on the Staff Portal. Staff will be made aware and given the login and password needed on the new Bullying Incident Documentation form on the Staff Portal.
2- Operation Character Education will be taught once a month.	Teachers received lesson plans and cross grade level groupings.
3- During the week of October 17, 2011 an anti-bullying assembly will be held at each elementary building. An additional assembly will be presented to parents in the evening.	Students, parents, and staff are aware of bullying characteristics and are given the tools to effectively deal with situations involved.
4- During the 2011-2012 school year, elementary buildings will receive posters to hang in the classrooms given them from the Bullying Committee.	Each building will place the posters in the classrooms and in strategically placed areas throughout the building.
5- Resources are placed on the Staff Portal for teacher and parents to reference and use.	Resources have been placed on the Staff Portal.
6- During the 1st Semester of the 2011-2012 school year, a Powerpoint presentation will be given to the elementary staff on anti-bullying.	Elementary staff have been made aware of bullying characteristics and given skills to help prevent and to deal with situations.

ELEMENTARY LEADERSHIP TEAM
CHARTER
2011 - 2012

VISION:

The team will empower and motivate teachers to make decisions that promote student/teacher success.

PURPOSE:

As a district elementary unit maximize student and staff achievement through communication and collaboration creating common learning experiences.

To motivate and empower teachers and administrators while influencing the successful accomplishments of students through effective collaborative problem solving, communication and instruction providing a venue for discussion and solution for building-wide issues.

TEAM GOALS:

Goal 1: Maximizing Achievement

By the end of the 2011-2012 school year, teachers will use iPads to enhance implementation of district curriculum in an approach that is fundamentally unique to the use of iPads.

SMART Objective:
By the end of the 2011-2012 school year all teachers have received training on iPads.

Strategies/Actions	Indicators of Success/Evidence of Achievement
1- A sub folder will be added to the grade level dropbox to store resources that can be used with iPads, and examples of websites.	Entries are found in the dropbox.
2- Early out professional improvement days will be used for training and sharing of apps that can be used on iPads and the sharing of useable websites.	The BLT will work with PIC to suggest ideas and dates.
3- Learning team for iPad will be established	PIC will establish an iPad Elementary Learning Team

Goal 2: Maximizing Instruction

By the end of the 2011-12 school year, fully implement the Elementary RtI plan across all grade levels, engaging all teachers and support personnel.

SMART Objective:

By the end of the 2011-2012 school year, the Elementary RtI plan will be fully implemented.

Strategies/Actions	Indicators of Success/Evidence of Achievement
1- By the beginning of the 2011-2012 school year, students will be identified on a watch list from 2010-11 RtI lists, through local and state assessments.	List will be given to the teachers.
2- By September 15th the principal will meet with teachers that have students identified in their classrooms needing RtI interventions and will set goals for the students.	Goals will be written for each student.
3- Teacher/aide will record the progress monitoring data in Skyward.	Data has been recorded in Skyward

Goal 3: Safe and Caring Environment

By the end of the 2011-2012 school year, the anti-bullying program will be implemented.

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By the end of the 2011-2012 school year, all elementary building staff will have implemented the anti-bullying program.

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4- During the 2011-2012 school year, elementary buildings will receive posters to	Each building will place the posters in the classrooms and in strategically placed areas

hang in the classrooms given them from the Bullying Committee.	throughout the building.
5- Resources are placed on the Staff Portal for teacher and parents to reference and use.	Resources have been placed on the Staff Portal.
6- During the 1st Semester of the 2011-2012 school year, a Powerpoint presentation will be given to the elementary staff on anti-bullying.	Elementary staff have been made aware of bullying characteristics and given skills to help prevent and to deal with situations.

TEAM NORMS:

1. Provide agenda to facilitate meetings
2. Begin and end on time
3. Remain on topic with purposeful discussions and problem solving
4. Respect input and list before adding additional input
5. Acceptance of all ideas before evaluating
6. Accept constructive feedback
7. Build trust through confidentiality and open, honest communication
8. Final decisions will be transparent, meeting discussions will be confidential
9. Remain unified in decisions
10. Follow through on assigned tasks
11. Celebrate accomplishments and acknowledge progress no matter how small
12. Reviewing the minutes of a missed meeting is the responsibility of the absent team member

OPERATING PRINCIPLES:

The time of each member is valuable. We are committed to being efficient and productive inour use of times therefore, we commit to:
1. Scheduling meetings only when necessary
2. Assure that purposes for our meetings and interactions are clear
3. Structure our meetings effectively to ensure that we stay on track
4. Be on time, start on time, and end on time.

Each member of the team is valuable. They bring along with them experiences, unique backgrounds and expertise and perspective. We depend on there on our ability to access and leverage our diversity.

We will actively solict others' ideas and perspectives, listen to each other with the intent od understanding and learning, and acknowledge others for their contributions.

We recognize that hallway conversations are unproductive and agree to take responsibility to not initiate and/or participate in such conversations and to request the same of others.

We value being aligned as a team. In order to accomplish this each member agrees to:
1. Work toward alignment
2. Not say one thing when she means something else
3. Recognize when she is being positional and make an effort to shift to a more open-minded stance

Each member agrees to work on the listening skills needed for resourcefulness.
We agree to interrupt the drift by periodically:
1. Noting what is working
2. Speaking what we have accomplished

3.   Acknowledging the contributions and accomplishments of others
Each member agrees to take responsibility for the success of our team meetings. If things are not progressing from any member's point of view, that member will surface her concern and assist in getting things back on track.
We recognize that remaining silent about one's concerns is inconsistent with being responsible for our success as a team.

PROCESS TO CREATE ACTION PLANS:

Develop a work plan

Work Plan Template

Purpose: To create a "script" for your improvement effort and support implementation.

Directions: 1. Using this form as a template, develop a work plan for each goal identified through the needs assessment process.
Modify the form as needed to fit your unique context.
2. Distribute copies of each work plan to the members of the collaboration.
3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

Goal:

Results/Accomplishments:

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month)*	Resources *A. Resources Available* *B. Resources Needed (financial, human, political & other)*	Potential Barriers *A. What individuals or organizations might resist?* *B. How?*	Communications Plan *Who is involved?* *What methods?* *How often?*
Step 1:			A. B.	A. B.	
Step 2:			A. B.	A. B.	
Step 3:			A. B.	A. B.	
Step 4:			A. B.	A. B.	
Step 5:			A. B.	A. B.	

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*

     Interview stakeholders

IDENTIFIED ROLES:

     <u>Team Leaders and Meeting Facilitators</u>: Millikin Co-facilitators, Nancy Wiese, Kim Rivera
                                       Northside Co-facilitators, Joni Swanson, Kathy Heller,
                                       Southwest Co-facilitators, Tom Ryerson, Cathy Faulkner
          Responsibilities: Prepare agenda
                                     Keep group on track
                                     Follow norms
     <u>Recorder</u>: Rotating duty among team
          Responsibilities: To take notes during meeting
                                     To distribute notes to stakeholders

     <u>Timekeeper</u>: Rotating duty among team
          Responsibilities: To ensure the meetings end on time
                                     To keep group on track

PARAMETERS/BOUNDARIES:

   The boundaries of this team are currently established by our district's GEA contract that runs from 2010-2014.
- Provide a venue for discussion and solution of building-wide issues
- Make recommendations to the District Level Team
- Make recommendations to the Board of Education
- Can be assigned tasks/projects by the Board of Education or District Level Team
- Can request information and assistance from the District level Team or other District working teams (i.e. PIC)
- Can be a resource for the District Level Team, and other District Committees/Task Forces/Work Groups/Individuals
- The Team welcomes expertise from other certified staff and when necessary has the authority to form an "ad hoc" committee where hourly pay may apply

RESOURCES:

     The Elementary Building Teams have a combined budget of $4500. Millikin Leadership Team has a budget of $1800. Northside Leadership Team has a budget of $1200, Southwest's budget has $1500.

TEAM SPONSOR:

     Jack Schlindwein, Director of Operations

1) <u>Shows support and commitment</u>
   Team Sponsor <u>   Dr. Joni Swanson   </u>

2) <u>Creates a compelling vision.</u>
   Vision:
   - Through communication and collaboration the district creates common student learning experiences
   - Maximize student achievement as a unit district

3) <u>Sets team direction.</u>
   Purpose:
   - To improve instruction and provide positive communication between faculty and administration by problem solving in a collaborative manner.

   Goals: (how will we accomplish our vision or purpose)
   - See attached Elementary School Improvement Plan – 2011-12
   -

   Intended Outcomes:
   - See attached Elementary School Improvement Plan – 2011-12

4) <u>Provides agreements and clarity.</u>
   <u>Norms and Operating Principles:</u>
   1. Time management
      a. Begin meetings on time and end at a scheduled
   2. Set agenda
      a. Remain on identified task in agenda
      b. Stay on task
      c. Avoid personal stories
   3. Straight talk
      a. Listen actively
      b. Respond honestly
   4. Accountability and Responsibility
      a. Decide confidentiality at end of the meeting
      b. Reviewing minutes of a missed meeting is the responsibility of the absent team member
   5. Alignment
      a. Stand behind team decisions
   6. Coordinated Action
      a. Follow the directions of the Elementary and District leadership teams in regards to our decisions and the communication of our information with other groups

5) <u>Structures and ensures an effective planning process</u>
   Our Process to create Action plans will be:
   - ✓ Openly discuss
   - ✓ Reach a consensus
   - ✓ Review at next meeting

6) Identify Roles
    1.   Co-facilitators (Joni Swanson and Kathy Heller)
        a. Keep everyone on track
        b. Helps the team with the group process
        c. Helps the group with the "how" decisions
        d. Is often NOT a member of the team so they can remain neutral in team decision making
    2.   Recorder (Tami Monier)
        a. Keep notes, documents, and decisions
        b. Doesn't editorialize
        c. Prepared and organized
    3.   Timekeeper (Sarah Boone)
        a. Monitor how long the team is taking to accomplish its tasks
        b. Provide regular updates to the team on how well or poorly they are using their time
        c. Collaborate with team leader and others to determine new time schedules if agenda has to be scheduled

7) <u>Outlines boundaries and scope</u>
   The boundaries of this team are currently established by our district's GEA contract that runs from 2010-2014.
- Provide a venue for discussion and solution of building-wide issues
- Make recommendations to the District Level Team
- Make recommendations to the Board of Education
- Can be assigned tasks/projects by the Board of Education or District Level Team
- Can request information and assistance from the District level Team or other District working teams (i.e. PIC)
- Can be a resource for the District Level Team, and other District Committees/Task Forces/Work Groups/Individuals
- The Team welcomes expertise from other certified staff and when necessary has the authority to form an "ad hoc" committee where hourly pay may apply

8) <u>Set resources</u>
   Resources of the 2010-2014 contract allows for the Northside Building Team to have a $1,200 budget. Stipend pay will be carefully examined.

9) <u>Improves productivity and the likelihood of successful outcome</u>
   Do we need to write anything here?

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2010 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

"A Tool for Plan Developers"

http://www.isbe.net/sos/word/eplan_school_template.doc

This Word document will lead plan developers in completing improvement plans in compliance with federal and state laws. All parts of this template are required unless otherwise indicated. Some items are required for Title I funded schools only.

Directions: Complete and update these pages in response to 2010 assessment data with the assistance of your area ROE/ISC. Review data measuring the success of strategies and activities from prior plan(s). [What practices resulted in improved student achievement?]

ISBE will provide feedback on your 2010 plan after local board approval and submission via the Interactive Illinois Report Card at http://iirc.niu.edu. Plans that have not complied with requirements will be returned for changes and resubmission.

What comprises "compliance" for these plans?

- All required sections completed. [Follow the directions in the School Improvement Plan Guide.]
- Local board approval date saved in the template
- Plan submitted via the Interactive Illinois Report Card site http://iirc.niu.edu/

Note: Non-Title I funded schools are exempt from Section III Parent notification. These schools do not need to address this item at all. Further, non-Title I funded schools are not subject to corrective actions as prompted in Section III-District Responsibilities. This means that these schools must respond to the district responsibilities part but are not required to identify the district corrective actions.

Reminder:
To be in compliance, school improvement plans for 2010 must be submitted in the 2010 IIRC template. These improvement plans are to cover two years: 2010-2012.

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

Overall annual percentage of students meeting and exceeding standards is around ninety percent. In 2007, GMS did not make AYP due to a high number of students with disabilities not meeting standards for reading. Geneseo Middle School made AYP in 2008 for this subgroup. In 2009, Geneseo Middle School did not make AYP for students with disabilities in math. In 2010, Geneseo Middle School made AYP for students with disabilities in math, but did not make it for students with disabilities in reading. In 2011, Geneseo Middle School made AYP for students with disabilities in reading, but did not make it for students with disabilities in math. Our math and reading ISAT performance by general education students is currently a strength that our data points out.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Students are successful due to a solid core curriculum and vertical articulation through all the grades. Local assessments are aligned with standards. Several other factors help support student achievement such as community support, resources available to school/district, etc. We are now finding that students with disabilities in math are not performing well due to a lack of core building blocks, such as computation skills, to achieve later in their academic careers. There has been a greater emphasis in programming to support reading instruction, thus a boost in reading performance.

Conclusions - What do these factors imply for next steps in improvement planning? (Responses will be carried forward to Part D in the on-line templates.)

Math instruction, power standards, and curriculum have to be examined, particularly for students with disabilities, to ensure best practices. This is very important for our AYP status as well as necessary as we transition to the Common Core Standards. Analysis of students with disabilities and their achievement continues to be necessary at all grade levels.

Illinois State Board of Education – Innovation & Improvement   (7/10)

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data – Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

ISAT results indicate that the general education population is performing very well as a whole. In the area of math, disabled students are not performing as well as the norm.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Special education students became an official subgroup as a result of the transition from several elementary builds to one middle school.

Conclusions - What do these factors imply for next steps in improvement planning?
 (Responses will be carried forward to Part D in the on-line templates.)

The data provided to us should be analyzed specifically to determine discreet academic needs for students with disabilities. The results should concentrate our efforts in the area of math and the provision of individual support necessary to achieve at the same level as their peers.

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

Data – Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

> **The district has noticed some mobility of IEP students. This mobility makes consistent instruction difficult.**

Factors – In what ways, if any, have these attributes and challenges contributed to student performance results?

> **Student mobility is a significant factor in loss of instruction. Students with disabilities have a compounded negative effect on their ability to perform well with mobility as an issue.**

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

> **Identify and address special education students with high mobility and review their IEP's to ensure their plan is still addressing their deficiency.**

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data – Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

Factors – In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

Section I-C Data & Analysis - Other Data (Optional)
Item 3 - Parent Involvement

Data – Briefly describe data on parental involvement. What do these data tell you?

Factors– In what ways, if any, has parental involvement contributed to student performance results?

Conclusions – What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors that staff can change or influence and, in I-D, list these key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance.

Summary Conclusions: *(For Worksheets, you will need to type in the <u>factors</u> and <u>conclusions about next steps</u> from each section. On-line, these will populate automatically.)*

I-A. Report Card Data:
I-B. Local Assessment Data:
I-C Item 1. Attributes and challenges of the school and community that have affected student learning:
I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:
I-C Item 3. Parent Involvement Data:

Section I-D - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the district's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Since so much of our AYP status is because we now have enough numbers to constitute a subgroup, we need to look at how the students being sent to us from their feeder schools need to have additional support in place. Additionally, we need to identify students in this subgroup who require additional support from us during the school day. Reviewing IEP's will be necessary to ensure the proper services. K-8 special education articulation is necessary to support students with disabilities. In addition, we need to examine ways to help support and further improve deficits outside of the normal class time.

Each action plan must include an objective for each area of deficiency noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the "Manage Objectives" link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the school objectives on the following pages.

The following areas of deficiency have been identified from the most recent AYP Report for your school:

☐ IIRC will list these automatically for schools

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

Section II-A Action Plan - Objectives

Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan. The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the district from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State's target. The objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated. Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP. The School Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

Objective 1.
Short title for this objective (under 20 words):

> Increase the number of students with disabilities meeting or exceeding standards on the Illinois State Assessment in math to meet or exceed AYP expectations by 2014.

Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

To comply with AYP expectations, we want to increase the percentage of students with disabilities who meet or exceed standards in mathematics and reach AYP benchmark numbers. We will do so by evaluating individual student progress, work with feeder schools to better service this population, and provide ISAT prep activities.

This objective covers the following areas of AYP deficiency (check all that apply):

IIRC populates:

☐
☐
☐

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

Section II-B Action Plan - Strategies and Activities for Students

Short title for Objective 1:

Increase the number of students with disabilities meeting or exceeding standards on the Illinois State Assessment in math to meet or exceed AYP expectations by 2014.

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

Section II-B Action Plan - Strategies and Activities for Students (continued)

Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	Fund Source	Amount
Identify students at elementary levels with a disability and determine if IEP is addressing math deficit as indicated by the Illinois Assessment.	October 2011	June 2013	Before School **During School** After School Summer School	*Local Funds*	
Review current populations' IEPs. Note individual students and how/if IEP is written properly to provide math support.	October 2011	June 2013	Before School **During School** After School Summer School	*Local Funds*	
Utilize Illinois Assessment preparation activities to familiarize students with test format and evaluation rubrics.	October 2011	June 2013	Before School **During School** After School Summer School	*Local Funds*	
Utilize specific time during the day to provide additional students in areas of deficiency.	October 2011	June 2013	Before School **During School** After School Summer School	*Local Funds*	
			Before School During School After School Summer School		

			Summer School		
			Before School During School After School Summer School	7/10	
			Before School During School After School Summer School		
			Before School During School After School Summer School		

Section II-C Action Plan - Professional Development Strategies and Activities

Short title for Objective 1: Increase the number of students with disabilities meeting or exceeding standards on the Illinois State Assessment in math to meet or exceed AYP expectations by 2014.

Professional Development Strategies and Activities - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	Fund Source	Amount
Use department, faculty, and grade level meetings to establish areas of needed improvement as a result of the Illinois Assessment data and EXPLORE test results.	October 2011	June 2013	☐ Before School ☑ During School ☐ After School ☐ Summer School	*Local Funds*	
Create and utilize strategies to address areas identified that target the appropriate special education population.	October 2011	June 2013	☐ Before School ☑ During School ☐ After School ☐ Summer School	*Local Funds*	
Appropriate staff members attend workshops to provide support to students with disabilities and their math performance.	October 2011	June 2013	☐ Before School ☑ During School ☐ After School ☐ Summer School	*Local Funds*	
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School		

			☐ During School ☐ After School ☐ Summer School		

Section II-D Action Plan - Parent Involvement Strategies and Activities

Short title for Objective 1: Increase the number of students with disabilities meeting or exceeding standards on the Illinois State Assessment in math to meet or exceed AYP expectations by 2014.

Parent Involvement Strategies and Activities - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	**End Date**	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	**Fund Source**	**Amount**
Student-led conferences are scheduled in October and additional conferences are scheduled as necessary.	October 2011	June 2013	☐ Before School ☐ During School ☒ After School ☐ Summer School	*Local Funds*	
IEP meetings are set with parents of our special population to involve them in the decision making process of their child's educational plan.	October 2011	June 2013	☐ Before School ☒ During School ☐ After School ☐ Summer School	*Local Funds*	
Illinois Assessment results are sent home with an explanation of how to interpret the data. Parents are encouraged to contact the school with any questions.	October 2011	June 2013	☐ Before School ☒ During School ☐ After School ☐ Summer School	*Local Funds*	
EXPLORE scores are reviewed by counselors with parents and students.	October 2011	June 2013	☐ Before School ☐ During School ☒ After School ☐ Summer School	*Local Funds*	
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School		

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			☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		

Section II-E Action Plan - Monitoring

Short title for Objective 1: Increase the number of students with disabilities meeting or exceeding standards on the Illinois State Assessment in math to meet or exceed AYP expectations by 2014.

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

Administration receives local and state assessment data. From that point, administrators analyze the data and provide that information to necessary staff, other administration, and relevant stakeholders. This information is used to leverage significant change.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Matt DeBaene	Principal
Alex Kashner	Dean
Scott Kuffel	Superintendent

Section III - Development, Review and Implementation
Part A. Parent Notification

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. **(*Requirement for Title I Schools only*)**

The middle school report card is posted on the district and school web page. Monthly newsletters reference student achievement and work towards school improvement plan. School/parent blog and Twitter posts also contributes to updates.

Section III - Development, Review and Implementation
B. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

Description

Teacher leaders were updated and consulted in the development of this plan. The plan was then shared with other administrators and the Geneseo Middle School faculty.

Names and Titles of School Planners

Administrators: Matt DeBaene, Alex Kashner, Scott Kuffel

Teacher Leaders: Jeanne Anderson, Taunya McGee, Karna Frerichs, Dan Putman, Brad Monier

Section III - Development, Review and Implementation
Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, ROE/ISC staff, university faculty, consultants, et al., or combinations thereof. ROE/ISC staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.*

Description of peer review process including participants and date(s) of peer review:

Other building and district level administrators review the plan. The plan is then given to the board of education.

Section III - Development, Review and Implementation
Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program.   Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Mentors have to pass criteria and attend training. New staff and mentors receive training before the start of the school year. Some of the training is specific induction to the district while other training is through the mentor on certain skills they would need based on their assignment. New teachers and their mentors have to complete professional growth plans. There are chances for observations done by mentor and observations completed by new teacher.

Section III - Development, Review and Implementation
E. District's Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

Administration has been providing data analysis of state and local assessments to staff members. Further professional development will be initiated through the district Professional Improvement Committee (PIC) and the Building Leadership Team (BLT). PIC and BLT plans professional development to be relevant, sustainable and focused for the school year and years to follow.

Corrective actions taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

  □   Require implementation of a new research-based curriculum of instructional program;

  □   Extension of the school year or school day;

  □   Replacement of staff members relevant to the school's low performance;

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☐ Significant decrease in management authority at the school level;

☐ Replacement of the principal;

☐ Restructuring the internal organization of the school; or

☐ Appointment of an outside expert to advise the school.

Restructuring Options (<u>allowed in Illinois</u>) selected by a district for a Title I school that failed to meet AYP for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following options in such a school. (Check all that apply.)

☐ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);

☐ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;

☐ Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

☐ Implementing any other major restructuring of the school's governance that makes fundamental reform in:
      i.   governance and management, and/or
     ii.   financing and material resources, and/or
    iii.   staffing.

For further description of corrective action status see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc*

Section III - Development, Review and Implementation
F. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, ROEs/ISCs and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

ISBE provided the IIRC to assist in developing this plan.

School Support Team – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or ROE/ISC consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide "sustained and intensive support" for those schools to make adequate yearly progress. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.*   Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Role
1.	Matt DeBaene	Principal
2.	Alex Kashner	Dean
3.	Scott Kuffel	Superintendent

Section IV-A Local Board Action

DATE APPROVED by Local Board: | June ▼ | 1 ▼ | 2007 ▼ |

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand. [NCLB, Section 1116 (c)(6)].
2. Strategies and activities have been founded on scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION
By submitting the plan on behalf of the school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the school.

Geneseo Middle School
Building Leadership Team Charter
2011-2012 School Year

Members:　　Matt DeBaene (co-facilitator)
　　　　　　　Taunya McGee (co-facilitator)
　　　　　　　Jeanne Anderson (team member)
　　　　　　　Karna Frerichs (team member)
　　　　　　　Dan Putman (recorder)
　　　　　　　Brad Monier (timekeeper)

Team Sponsor: Scott Kuffel

Team's Vision: Academics and life skills are achieved through a high quality team
　　　　　　　approach.

Team's Purpose: Maximize collaboration and communication to enhance educational
　　　　　　　opportunities.

Goals:
- BLT will monitor, identify and respond to issues that arise through the implementation of RtI.
- BLT will provide structured collaborative conversations around literacy or power standards to achieve deeper understanding and implementation as it fits within curriculum.
- BLT will foster communication by providing quarterly opportunities for teachers to collaborate on relevant issues during the 2011-2012 school year.

Intended Outcomes:
- BLT will use a quarterly survey to determine success and future needs. At least 60% of teachers utilize resources to provide remediation to identified students by the end of the 2011-2012 school year.
- Use of all hour early outs to provide relevant and structured conversations as it relates to power standards and literacy.
- 100% of staff members will be able to collaborate with each other on relevant issues during the 2011-2012 school year through specific time provided by the BLT.

Team's Norms:
- Keep confidentiality until transparency is appropriate.
- Be on time, ready to contribute, and support group efforts.
- Identify problems while focusing on solutions.
- Foster strong communication within building.

Team's Operating Principles:
To move ourselves beyond teamwork-as-usual, we utilize several components of effective teams. These components includes, the use and review of team norms, professional open and honest communication, review of confidential material yet reporting of team work and progress to faculty, and accepting of external input and review of our progress and actions. We are committed to following our norms and each doing our part to be a high performing team set on improving our building and the achievement of our students.

Process to Create Action Plans:
- Identify problem and bring the problem to the team.
- Team clarifies problem and looks to understand whom the problem is an issue for.
- Create talking points over issue and use these talking points as a way to collect information from various stakeholders. This information is later shared with the team. At this time also identify what information is essential to share versus the information not ready to share.
- Assign action steps to team members.
- Create timeline for implementing action steps.
- Receive feedback from staff members and review action plan.

Team Roles

Meeting Facilitators: Matt DeBaene and Taunya McGee
Facilitator Responsibilities:
Keeps everybody on track
- Makes things happen with ease.
  - o Develops and manages the process for the team, helping them to stay on track and proceed through ground rules.
- Helps the team with the group process.
  - o Neutralizes potentially dominating people so that results reflect the group's collective brainpower, not simply the ideas of two or three people.
- Helps the group with the "how" decisions.
  - o Utilizes a variety of tools and techniques to help the team make decisions. Such tools might include brainstorming, prioritizing, and parking lots.
- Is often NOT a member of the team so they can remain neutral in team decision making.
- When a facilitator is part of the team, the role of facilitator may rotate from member to member.

Recorder: Dan Putman
Recorder Responsibilities:
Keeps Notes, Documents, Decisions

- The team recorder is responsible for documenting the team's key points, ideas, process, discussions and decisions.

Doesn't editorialize!
- Records comments verbatim as much as possible.

Is prepared and organized
- Reviews the agenda for action items.
- Prepares notes prior to the meeting with headers like: "Problems Under Consideration," or "Potential Solutions," or "Next Steps."

Timekeeper: Brad Monier
Timekeeper Responsibilities:
- Monitor how long the team is taking to accomplish its tasks.
- Provide regular updates to the team on how well or poorly they are using their time.
- Collaborate with the team facilitators and others to determine new time schedules if the agenda has to be adjusted.

Team Members: Karna Frerichs and Jeanne Anderson
Team members don't have specific responsibilities, but their participation is critical to the team's success. The effective team member:
- Is enthusiastic and committed to the team's purpose.
- Is honest and keeps any confidential information behind closed doors.
- Shares responsibility to rotate through other team roles like facilitator, recorder, and timekeeper.
- Shares knowledge and expertise and doesn't withhold information.
- Asks question, even seemingly "dumb" ones.
- Fulfills duties in between meetings.
- Respects the opinions and positions of others on the team, even if the person has an opposing view or different opinion.

Team Parameters:
We are responsible for Geneseo Middle School. This includes our operations, climate, and student achievement. We contribute to the district and work with the district leadership team and professional improvement committee to support and enhance their work as we all strive to be high functioning teams.

Available Resources:
- BLT budget that can be used to hire consultants, internal and external experts, and bring in additional resources as necessary. The team decides upon budget expenditures.
- Utilize staff member's expertise and experience as a resource and guide.
- Utilize other leadership teams

2010-2012 SCHOOL IMPROVEMENT PLAN e-Plan Template Worksheets

"A Tool for Plan Developers"

http://www.isbe.net/sos/word/eplan_school_template.doc

This Word document will lead plan developers in completing improvement plans in compliance with federal and state laws. All parts of this template are required unless otherwise indicated. Some items are required for Title I funded schools only.

Directions: Complete and update these pages in response to 2010 assessment data with the assistance of your area ROE/ISC. Review data measuring the success of strategies and activities from prior plan(s). [What practices resulted in improved student achievement?]

ISBE will provide feedback on your 2010 plan after local board approval and submission via the Interactive Illinois Report Card at http://iirc.niu.edu. Plans that have not complied with requirements will be returned for changes and resubmission.

What comprises "compliance" for these plans?

- All required sections completed. [Follow the directions in the School Improvement Plan Guide.]
- Local board approval date saved in the template
- Plan submitted via the Interactive Illinois Report Card site http://iirc.niu.edu/

Note: Non-Title I funded schools are exempt from Section III Parent notification. These schools do not need to address this item at all. Further, non-Title I funded schools are not subject to corrective actions as prompted in Section III-District Responsibilities. This means that these schools must respond to the district responsibilities part but are not required to identify the district corrective actions.

Reminder:
To be in compliance, school improvement plans for 2010 must be submitted in the 2010 IIRC template. These improvement plans are to cover two years: 2010-2012.

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

GHS students did not meet the AYP benchmark, but did have significant growth in all areas tested. The AYP target was 77.5% and GHS had 70% (69% in math M/E and 71% M/E in reading). Science, which is not a target area saw GHS have 78% of its students M/E, up from 64% the year before. This is the second year in a row that GHS has not hit the NCLB target, but GHS did reach "safe harbor." GHS consistently scores above the state average in all areas tested.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Despite not reaching the NCLB targets, we consider the scores to be promising. We have experienced steady growth and improvement over the past five years. When compared to the state, we score better. When compared to schools in our area and in our conference, we score better. And when compared to schools of like size and demographics, we score favorably. Our professional development, curriculum, writing, and school improvement planning are all focused on improving student success in performing on the tests that measure post secondary preparedness.

Conclusions - What do these factors imply for next steps in improvement planning? (Responses will be carried forward to Part D in the on-line templates.)

GHS must continue to design and plan its school improvement planning around the data and information gathered from EXPLORE, PLAN, and PSAE tests to measure student readiness for post-secondary challenges. Teachers must be able to understand the information gathered from the EPAS tests and understand best practices to help instruct students to prepare them for the EPAS exams and post secondary challenges. We have added more 2:00 pm dismissal time for teachers to collaborate and communicate with data to improve our CIA (curriculum, instruction, and assessment).

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Data – Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

GHS uses the EPAS system to locally assess all students. Each students test results tell whether the student hit a readiness benchmark in English, reading, math, and science. The college and career readiness benchmarks indicate student ability to be successful in a credit bearing related college course or post-secondary workplace skills in a living wage job. Areas of strength were English and reading. Areas of weakness are science and math; although science showed the most over the past few years.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Most of the professional development time and money has been spent on a "Literacy" focus in District #228. Teachers have been focused on improving literacy instruction and the results have been favorable. The science department has spent considerable time studying the CCR benchmarks and ideas to improve and used this information in their lesson planning and assessments.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

More professional development work is needed in the areas of science, reading, and math for staff. When ever we provide time for teachers to collaborate, we see improved results.

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

Data – Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

Geneseo School District biggest challenges are a growing lower socio-economic group as well as a more demanding special education clientele. Our data shows that our lowest performing student groups come from these two categories. Despite these challenges, District #228 was a winner of the Bright Star award for doing more with less money spent per-pupil.

Factors – In what ways, if any, have these attributes and challenges contributed to student performance results?

These groups of students require different types of instruction, materials, time, and energy. Proper training and in-servicing of staff who have these students in their classrooms or on their case loads is essential. This takes more time, effort, and money from the school and staff. GHS response to intervention (RTI) planning must become more efficient and effective.

Conclusions - What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line templates.)

Over the next two years, a more comprehensive look at the school's RTI plan will take place; both quantitative and qualitative. GHS must create more effective means of identifying and servicing possible RTI students.

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data – Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

GHS teachers average fifteen years experience and over half have Master's degrees. GHS teachers have the experience and knowledge to effectively teach GHS students. GHS teachers are very active in seeking professional growth opportunities and 100% of the staff participate in professional development activities at GHS.

Factors – In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

Our results are above the state average and above compared to the schools in our area. The student scores are also on par with Illinois schools with similar demographics. All GHS teachers are certified and highly qualified instructors according to the ROE specifications. The professional development team that consists of teachers and administrators use student achievement data to plan professional development programs for the districts teachers.

Conclusions - What do these factors imply for next steps in improvement planning? (Responses will be carried forward to Part D in the on-line templates.)

GHS must continue to plan according to the results from the data gathered from the EPAS testing. GHS must improve its RTI program. Improvements must be made in identification of students in need of services, using scientifically based instructional strategies to help students, and training administration and staff in the reading of data and test results for school improvement planning.

Data – Briefly describe data on parental involvement. What do these data tell you?

100% of our parents are contacted through various methods of communication. Teachers keep track of parent contacts and file those communications for future reference. The parents of the lower socio-economic students and highest mobility are the students whose parents we receive the least amount of feedback or communication. We also track the attendance of parents at our open house and parent-teacher conferences. We also have the ability to track the number of times parents log onto skyward to check their student's grades, attendance, etc. The parents of students who perform poorly are generally or typically the parents who are not involved.

Factors– In what ways, if any, has parental involvement contributed to student performance results?

We believe this is more of a reflection than a cause of the student issues and lack of parental involvement. Our students who perform the best are also the parents who attend open house, PTC, and are constantly checking skyward.

Conclusions – What do these factors imply for next steps in improvement planning?
(Responses will be carried forward to Part D in the on-line template.)

Through the RTI process, identification of students whose do not meet standards and whose parents are not as involved will need more and different type of RTI services. We hope to make more and different types of parental contacts to encourage more parental involvement.

Section I-D Data & Analysis - Key Factors

This section prompts a review of the collection of factors from data analysis and the next steps that have been carried forward from the data screens. Prioritize the factors that staff can change or influence and, in I-D, list these key factors that are within the school's capacity to change or control which contribute to low achievement that are based on inferences from assessment or other data. These key factors will be addressed through the strategies and activities in the action plan (Section II). Key factors that prevented the school from achieving AYP should become clear by analyzing (among other things) assessment data; factors in the district and community that have affected student learning; educator qualifications and professional growth; and parent involvement affecting student performance.

Summary Conclusions: *(For Worksheets, you will need to type in the <u>factors</u> and <u>conclusions</u> <u>about next steps</u> from each section. On-line, these will populate automatically.)*

I-A. Report Card Data:
I-B. Local Assessment Data:
I-C Item 1. Attributes and challenges of the school and community that have affected student learning:
I-C Item 2. Educator Qualifications, Staff Capacity, and Professional Development Data and Information:
I-C Item 3. Parent Involvement Data:

Section I-D - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the district's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

The RTI program has the most potential for improving student achievement. GHS has added an interventionist to work with targeted students to improve their skills in reading and math. GHS is also using a researched-based skill software Nova Net as part of the interventionist plan.

Section II-Action Plan

Each action plan must include an objective for each area of deficiency noted in the Data and Analysis section. Almost all objectives for required plans may be grouped into one of five areas: Reading, Mathematics, Attendance, Graduation Rate, or Participation Rate. These are the only areas that can place a school into school improvement and result in a school not making AYP. However, a school may choose to include other objectives for other fundamental learning areas. All areas of deficiency listed below on this screen must be addressed, though multiple areas of deficiency may be addressed by one objective.

You can add additional objectives at the end of this section, or go to the Roadmap, click on the "Manage Objectives" link under Section II, and follow options there.

A checkmark will automatically appear in the checkboxes below next to each deficiency when you address that deficiency in the school objectives on the following pages.

The following areas of deficiency have been identified from the most recent AYP Report for your school:

☐   IIRC will list these automatically for schools

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

Section II-A Action Plan - Objectives

<u>Each objective must be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.</u> The objectives must be clear and tightly focused on the fundamental teaching and learning issues that have prevented the district from making adequate progress. The objectives must promote continuous and substantial progress to ensure that students in each subgroup meet the State's target. The objectives should not be written to target performance that is less than Safe Harbor or AYP; areas of deficiency must be clearly indicated. Check on each deficiency addressed by the objective in the boxes provided. Please complete as many objectives as are needed to cover the deficiency areas to ensure that the strategies adopted have the greatest likelihood of ensuring that all groups will make AYP. The School Improvement e-Plan will prompt the review of all areas of deficiency before the plan can be submitted. All areas of deficiency must be addressed or the plan will not comply with requirements and will be returned for revision and resubmission.

Objective 1.
Short title for this objective (under 20 words):

> While our current achievement in math for the grade 11 is 69% meets or exceeds, this score will increase to at least 85% in 2011 and 92.5% in 2012; or Safe Harbor.

Describe objective: (You may also outline the strategies for students, staff, and parents for this objective in this text box.)

Raise the current percentage of GHS student's meeting/exceeding in math from 69% to 85% on the PSAE exam for the 2010/2011 school year and the to 92.5% for the 2011/2012 school year. GHS plans to use results from the GMS administered EXPLORE and GHS administered PLAN test to identify students at GHS who may need help in developing math skills. GHS will then use the BASI (Basic Achievement Skills Inventory) as it's universal screener to identify students who are most likely to not M/E on the PSAE based upon their EXPLORE and PLAN tests and use the RTI program to address specific areas of academic concern. Targeted students will meet with their counselor to go over academic areas of concern and make sure that the student's class schedule includes academic classes that will put students into the best position to succeed. The RTI program will monitor the targeted students to see if academic progress is occurring. When needed, students will work with the classroom teacher and RTI interventionist to remediate lacking skills using the Nova Net software tools as well as teacher directed interventions. Nova Net software will be used to increase student basic math skills. Students will have their progress monitored by teachers within the classrooms using local assessments as well as the progress-monitoring feature of Nova Net. GHS staff will be in-serviced on the tools and resources available on Nova Net. GHS staff who have not been educated about the meaning of EXPLORE & PLAN standards and ideas for progress will be in-serviced those standards and curricular expectations.

This objective covers the following areas of AYP deficiency (check all that apply):

IIRC populates:

☐
☐
☐

If a school has met all the state-required performance targets identified in the School Report Card for only one year, it is still required to revise the School Improvement Plan while a school remains in status. The school should set forth other targets for improvement derived from and supported by data analysis to insure that the school continues to meet state targets.

Section II-B Action Plan - Strategies and Activities for Students

Short title for Objective 1:

While our current achievement in reading for the grade 11 is 72% meets or exceeds, this score will increase to at least 85% in 2011 and 92.5% in 2012; or Safe Harbor.	

Student Strategies and Activities – State the strategies and activities for students to be implemented that logically support this objective and that respond to the key factors identified in Section I.D. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school. Each of the strategies or activities in the plan should be measurable, clearly identifying expected outcomes. (e.g., What will students be doing that demonstrates progress in achieving the objective? What instructional practices must staff engage in to support students?) The action plan pages should clearly identify the role of the various stakeholders involved and when and how they will be expected to accomplish this strategy or activity.

Raise the current percentage of GHS student's meeting/exceeding in Reading from 71% to 77.5% on the PSAE exam for the 2010/2011 school year and 87% for the 2011/2012 school year. GHS plans to use results from the GMS administered EXPLORE and GHS administered PLAN test to identify students at GHS who may need help in developing reading skills. GHS will then use the BASI (Basic Achievement Skills Inventory) as it's universal screener to identify students who are most likely to not M/E on the PSAE based upon their EXPLORE and PLAN tests and use the RTI program to address specific areas of academic concern. Targeted students will meet with their counselor to go over academic areas of concern and make sure that the student's class schedule includes academic classes that will put students into the best position to succeed. The RTI program will monitor the targeted students to see if academic progress is occurring. When needed, students will work with the classroom teacher and RTI interventionist to remediate lacking skills using the Nova Net software tools as well as teacher directed interventions. Nova Net software will be used to improve students reading and comprehension skills. Students will have their progress monitored by teachers within the classrooms using local assessments as well as the progress-monitoring feature of Nova Net. GHS staff will be in-serviced on the tools and resources available on Nova Net. GHS staff who have not been educated about the meaning of EXPLORE & PLAN standards and ideas for progress will be in-serviced those standards and curricular expectations.

Section II-B Action Plan - Strategies and Activities for Students (continued)

Note: all strategies and activities must have a defined timeline and indicate the budget and funding source for each student, professional development, and parent involvement strategy and activity.

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	Fund Source	Amount
Nova Net software program	August 23, 2010	June 3, 2012	Before School During School After School Summer School	Grant	$30,000
Hiring an RTI staff person.	August 16, 2010	June 3, 2012	Before School During School After School Summer School	General Fund	$35,000.00
Increase the number of 2:00 dismissal dates for teacher collaboration	August 16, 2010	June 3, 2012	Before School During School After School Summer School	*None*	None
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		
			Before School During School After School Summer School		

Section II-C Action Plan - Professional Development Strategies and Activities

Short title for Objective 1:

Professional Development Strategies and Activities - State the professional development strategies and activities necessary to accomplish this objective. Professional development strategies and activities should support and directly address the academic achievement problems that caused the school to be identified in status. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, using scientifically based instructional strategies, and aligning classroom activities with academic content standards and assessment. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	**End Date**	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	**Fund Source**	**Amount**
Nova Net training	August 18, 2010	August 18, 2010	☐ After School	Grant	$1250.00
Nova Net training	August 24, 2010	Spring 2011.	☐ After School	Grant	$1250.00
New staff induction on EXPLORE & PLAN.	August 13, 2010	August 13, 2010	☐ Before School	None required	$0.00
Staff release time for collaboration	August, 2010	June 2012	☐ During School	*None required*	$0.00
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		

Section II-D Action Plan - Parent Involvement Strategies and Activities

Short title for Objective 1:

Parent Involvement Strategies and Activities - State the parent involvement strategies and activities that will promote effective parental involvement for this objective. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school (NCLB, Section 1116(b)(3)(A)(vi) and (viii). A parent involvement policy is required of all schools and districts receiving Title I funds. If applicable, the parent involvement strategies and activities identified in the plan must be consistent with the school's parent involvement policy. These strategies and activities must be measurable and expected outcomes clear. Provide sufficient specificity to guide those implementing this plan.

Strategies and Activities	Timeline			Budget	
	Start Date	**End Date**	*On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.*	**Fund Source**	**Amount**
Review of student handbook	2/07/2011	03/07/2011	☐ After School ☐	None needed	
PTA meetings	Monthly beginning in September	Monthly meetings end in May, 2011.	☐ After School	None needed	
Student/parent survey	April 2011	April 2011	☐ Before School ☐ During School ☐ After School ☐ Summer School	None needed	
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		
			☐ Before School ☐ During School ☐ After School ☐ Summer School		

Short title for Objective 1:

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work.

Describe the process and measures of success for this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

> Sharon Nuemann is the GHS Interventionist and RTI coordinator. Sharon will use the Nova Net software to monitor the progress of the targeted students. The math and reading skills assessment program is called the BASI (basic achievement skills inventory). The BASI is given three times per year. Targeted student progress will be monitored by their classroom teachers through formative and summative assessments within the regular classroom setting. Nova Net software will be used to both monitor and track student progress as well as provide tutorial assistance to targeted students.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

Name	Title
Joe DePauw	Assistant Principal in charge of evaluating the RTI program and the job performance of the RTI coordinator Sharon Nuemann.
Mike Haugse	Evaluates regular classroom teachers and the teaching of the curriculum and instructional strategies designed to increase student achievement on the PSAE.
Sharon Nuemann	RTI coordinator who oversees the RTI action plans.

Section III - Development, Review and Implementation
Part A. Parent Notification

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. *(**Requirement for Title I Schools only**)*

> GHS academic status is explained in a newsletter that is posted on the high school web page. The high school academic status is explained in a newspaper article written by the principal. Written copies of the school report card are available in the high school office.

Section III - Development, Review and Implementation
B. Stakeholder Involvement

Stakeholder Involvement - <u>Describe</u> specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

Description

The building leadership team has been responsible for the development of the school improvement plan. The SIP team did the research to find a researched based program for helping with RTI at GHS.

Names and Titles of School Planners

Mike Haugse – GHS principal, Melanie Rice-GHS social worker, Dave Aper-GHS social studies teacher, Julie Fiers-GHS vocational director, Scott Christensen-GHS math teacher, Steve Scherer-GHS music teacher.

Section III - Development, Review and Implementation
Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, ROE/ISC staff, university faculty, consultants, et al., or combinations thereof. ROE/ISC staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan.

For further description of the peer review process see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.*

Description of peer review process including participants and date(s) of peer review:

The Building Leadership Team will review the SIP. The Middle school BLT will review the HS SIP plan and offer suggestions and provide feedback. GHS will submit its SIP plan to the ROE for review. There are PTA meetings held every other month to increase parent involvement in the schools. A student survey will be created and given half way through the school year to get feedback form students. Parents will be surveyed during PTC. Staff will be survey half way through the year to get feedback about the school.

Section III - Development, Review and Implementation
Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program.   Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

> Gneseo High School is a member of the ISBE approved ROE teacher mentoring program. Teachers new to GHS meet every other month with the high school principal and go over self-reflection activities.

Section III - Development, Review and Implementation
E. District's Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

> The Superintendent secured the grant dollars for the purchase of the Nova Net software. The Superintendent authorized the hiring of the RTI / Interventionist position for the 2010/2011 school year. James Roodhouse, District #228 Technology Coordinator, has been responsible for the installation and maintenance of the Nova Net software.

Corrective actions taken by a district for a Title I school that failed to meet AYP for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- ☐ Require implementation of a new research-based curriculum of instructional program;

- ☐ Extension of the school year or school day;

- ☐ Replacement of staff members relevant to the school's low performance;

- ☐ Significant decrease in management authority at the school level;

- ☐ Replacement of the principal;

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□ Restructuring the internal organization of the school; or

□ Appointment of an outside expert to advise the school.

Restructuring Options (underline in Illinois) selected by a district for a Title I school that failed to meet AYP for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take at least one of the following options in such a school. (Check all that apply.)

□ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);

□ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;

□ Entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;

□ Implementing any other major restructuring of the school's governance that makes fundamental reform in:
      i.   governance and management, and/or
     ii.   financing and material resources, and/or
   iii.   staffing.

For further description of corrective action status see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at* http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc

Section III - Development, Review and Implementation
F. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, ROEs/ISCs and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

The ROE will review the SIP plan and provide feedback. The ROE offers ARRA money to schools to pay for professional development geared towards student achievement.

School Support Team – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or ROE/ISC consultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide "sustained and intensive support" for those schools to make adequate yearly progress. For further description of School Support Teams and their function see *LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.* Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

	Name	Role
1.	Scott Kuffel	District Supt.
2.	Matt DeBaene	GMS improvement team director
3.	Building Leadership Team	Teacher leaders at GHS

Section IV-A Local Board Action

DATE APPROVED by Local Board: | June ▼ | 1 ▼ | 2007 ▼ |

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand. [NCLB, Section 1116 (c)(6)].
2. Strategies and activities have been founded on scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION
By submitting the plan on behalf of the school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of plan completion from the **Submit Your Plan** page, the plan shall be deemed to be executed by the superintendent on behalf of the school.

Your School Improvement Plan has been submitted on 10/20/2010 1:56:01 PM.
Your confirmation number is 28037228026000131720.

GENESEO HIGH SCHOOL CHARTER

MISSION

The Geneseo School District Community has high expectations for academic achievement in a safe and caring environment using effective and efficient operations.

VISION

Geneseo High School is dedicated to:
- Providing high quality instruction.
- Providing a safe and caring environment.
- Fostering the development of life-long learners.
- Preparing students to be productive citizens.

VALUES AND BELIEFS

We believe that:
- While all children can learn, they learn at different rates and in different ways.
- High expectations and an engaging, innovative, technological learning environment are critical to the learning success of all students.
- Students must learn to take responsibility for their own education, achievement and actions.
- Effective collaboration requires trust, mutual respect, open and honest communication.
- District policies are necessary to ensure equitable and consistent implementation of expectations.
- Goals must be specific, measurable, attainable, results-oriented and time-bound.
- Continual stakeholder feedback guides improvement.

PURPOSE

The Building Leadership Team will:
- Provide input on Student Improvement Plans.
- Provide input on Student Incentive Programs.
- Provide input on anything that potentially impacts instructional time.
- Assist with Curricular Improvement Assessments.
- Plan one-hour early dismissal professional choices for staff.
- Assess the safe and caring environment so that high quality instruction can effectively take place.
- Monitor the goals of the Geneseo High School Charter.
- Assist in any duties suggested/needed by fellow professional staff members at Geneseo High School.

GOALS AND INDICATORS

Goals	Indicators
Goal One: To Improve Student Growth and Achievement Through High Quality Instruction	• Students will be highly engaged in academic programs and activities. • Students will be highly engaged in extracurricular programs and activities. • Students will meet/exceed expectations on Board established academic targets: 85% in English Composition, 70% in Reading and Math and 50% in Science and 50% of students meeting all four ACT benchmarks scores. • Students will meet/exceed college readiness standards. • Students will make successful transitions to post high school education and/or career paths. • Staff will be engaged in professional development opportunities aligned to school and District goals.
Goal Two: To Promote Effective Communication Between Faculty and Administration	• Staff will report on levels of satisfaction. • Staff will receive weekly communication from the administration in the Friday Note. • Staff will participate in monthly staff meetings with a preview of the agenda and meeting minutes thereafter. • Staff will receive timely and thorough minutes from the Building Leadership Team Meetings. • Staff will effectively communicate concerns and ideas for improvement.
Goal Three: To Facilitate Problem Solving In a Collaborative Manner	• Staff will contribute to high performing collaborative teams. • Staff will have access to and follow the District Communication Protocol. • Staff will have access to and follow the Decision Making Matrix. • Staff will work as a high performing team on improving curriculum, instruction and assessment during the one-hour dismissal days. • Staff will use GEA Welfare and Advisory for collaborative problem solving. • Staff will use the High School Welfare and Advisory Board for collaborative problem solving.

2011-2012 SMART Goals

1. The BLT will elicit feedback and data from stakeholders regarding the 2010-2011 revised schedule during the week of November 7, 2011.

2. Teachers will develop an awareness of personal Literacy Coaching Skills within their own curricular subjects by focusing one of their 2011-2012 Professional Improvement Goals on Literacy.

3. The BLT will continue to facilitate problem solving in a collaborative manner as building issues arise during the 2011-2012 school year.

Please see attachment for SMART Objectives as well as Strategies/Actions.

NORMS

The Building Leadership Team will follow the following meeting norms:

- The Team will create a set schedule.
- The Team will create and distribute an agenda prior to all meetings.
- The team will value member's time.
- Final decisions of the team will be transparent.
- The Team will respectfully give and receive straight talk.
- The Team will support all final decisions.

OPERATING PRINCIPLES

The Building Leadership Team will operate under the following principles:

- Straight Talk means being open and expressing ideas, issues, assessments and committing to the Team's success.
- Valuing Members' Time means being efficient and productive, scheduling meetings only when necessary or are already previously scheduled. Meetings will begin and end on time.
- Create and Distribute an Agenda means creating as a group, having potential input from all and should be asked to contribute before the agenda is created.
- Final Decisions are Transparent means that decisions will be shared with its building members.
- Final Support means that all will support decisions, whether or not it was personally supported or not.
- Set a Schedule means that the members know ahead of time when meetings are scheduled.

ACTION PLANS OF BUILDING LEADERSHIP TEAM

The Building Leadership Team will use:

- Dashboard Template regarding goals and actions taken towards goal completion.
- Self-Assessment Questionnaire taken by Team semi-annually.
- Staff Survey regarding Building Goals semi-annually.

BUILDING LEADERSHIP TEAM MEMBER ROLES

Building Leadership Team Roles are as follows:

1. Team Leader: Mike Haugse
   Responsibilities:
   a. Focusing team on the purpose of the task
   b. Securing meeting space, resources
   c. Work with the co-facilitator to create agenda, planned outcomes
   d. Assisting co-facilitator with meetings/encouraging participation
   e. Recognizing/celebrating accomplishments

f. Communicating with school regarding Team's progress

2. Co-facilitator: Melanie Rice
    Responsibilities:
    a. Keeps everyone on task
    b. Neutralizes potentially dominating people
    c. "How" decisions...brainstorming, prioritizing and parking lots
    d. Remains neutral

3. Recorder: Rotating Role
    Responsibilities:
    a. Keeps notes and documents the team's key points, ideas, decisions and questions
    b. Record comments verbatim, as much as possible
    c. Prepares notes from previous meeting prior to next meeting

4. Observer: Rotating Role
    Responsibilities:
    a. Observes Team participants and watches for roles being followed by members
    b. Reports at the end of the meeting regarding norms being followed during the meeting

5. Team Member: All
    Responsibilities:
    a. Is enthusiastic and committed to the Team's purpose
    b. Is honest and keeps any confidential information behind closed doors
    c. Shares responsibility to rotate through other team roles like recorder and observer
    d. Shares knowledge and expertise and doesn't withhold information
    e. Asks questions, even seemingly "dumb" ones
    f. Fulfills duties in between meetings
    g. Respects the opinions and positives of the others on the team, even if the person has an opposing view or different opinion

BUILDING LEADERSHIP PARAMETERS

Team Parameters are defined by:
- District Communication Protocol (see attachment)
- District Command vs. Shared Decision Making Matrix (see attachment)

The team may, on a case-by-case nature be asked to assist in making decisions regarding items as they arise from staff in the building. Additionally, the Building Leadership

Team at Geneseo High School will not make any final decisions regarding personnel and/or budget issues.

RESOURCES

The District Leadership Team possess a small Team budget for potential workshops, opportunities throughout the year, collaboration with other building teams within the district, building committee work as well as work with Sandye Brown, Team Sponsor

PIC
Team Charter

The purpose of this Charter is to define at a high level what our team will deliver, what resources we need, and why it is justified. This Charter also establishes a purpose, boundaries, directions, limitations, and participants of a project and represents a commitment to dedicate the necessary time and resources to a project.

The goal of our Team Charter is to achieve consensus between key stakeholders…at the start of the project when there is the greatest opportunity for alignment.

1. Shows support and commitment:

Our TEAM SPONSORS are James Roodhouse and Joni Swanson.

2. Creates a compelling vision:

PIC's VISION is to create a unified district to maximize student learning.

3. Sets team direction:

PIC's PURPOSE is to encourage and guide the professional development of staff members to improve the quality of instruction for students.

PIC's GOALS~
>   *Variety with a focus
>   *Feedback from staff and building teams
>   *Input before we plan
>   *Hands-on, interactive activities
>   *Everyone has a direction
>   *Clear communication of responsibilities
>   *Inform people in a timely manner of in-service and early outs

PIC's INTENDED OUTCOMES~
>   *85% response to surveys regarding PIC activities
>   *Clear communication between BLT, DLT, and PIC
>   *Create a district with high morale

4. Provides agreements and clarity

PIC's TEAM NORMS~
        *We will be on time: begin and end promptly.
        *We will remain focused.
        *We expect everyone to express ideas and opinions.
        *We will share information appropriately.
        *We will support the group decision.
        *We welcome constructive criticism and are open to new ideas.
        *We will remain positive.
        *We will have a clear goal and direction.
        *We will have a willingness to be creative and think outside the box.
        *We will involve food at each meeting.
        *We will meet once each week to start out with (Tuesdays)
        *We will rotate buildings for meetings.
        *The host will bring a snack.
        *We will open some of our meetings to teacher suggestions.

PIC's OPERATING PRINCIPLES~
        *Straight Talk
        *Use of Members' Time
        *Listening
        *Alignment
        *Open to Possibilities
        *Accomplishment
        *Responsibility for Meetings

5. Structures and ensures an effective planning process:

PIC's PROCESS TO CREATE ACTION PLANS will be to have an agenda and follow it.

6. Identifies roles:

PIC's TEAM LEADERS are Traci Schulz and Nate O'Dell and their RESPONSIBILITIES are to facilitate the meetings.

PIC's MEETING FACILITATORS are Traci Schulz and Nate O'Dell and their RESPONSIBILITIES are to create agendas.

PIC's RECORDER is Jenni Brudos and her RESPONSIBILITIES are to record the minutes for each meeting and post them to Dropbox.

PIC's TIMEKEEPER will rotate through the group and the RESPONSIBILITIES are to keep the group focused and begin and end meetings on time.

7. Outlines boundaries and scope:

PIC's PARAMETERS~
        *Create and determine Elementary Learning Teams
        *Provide professional development activities for full and half day
         in-services
        *Provide professional development activities for our pre-
         determined hour early releases

8. Sets resources:

RESOURCES available to PIC~
        *$4000 budget
        *Experienced staff with areas of expertise
        *Authority to hire consultants

9. Improves productivity, and the likelihood of successful outcomes.