

GOAL	WHAT WILL WE SEE	QUARTERLY PROGRESS REPORT									
		<input type="checkbox"/>	OCT 11	<input type="checkbox"/>	SEP 12	<input type="checkbox"/>	SEP 13	<input type="checkbox"/>	SEP 14	<input type="checkbox"/>	SEP 15
		<input type="checkbox"/>	JAN 12	<input type="checkbox"/>	JAN 13	<input type="checkbox"/>	JAN 14	<input type="checkbox"/>	JAN 15	<input type="checkbox"/>	JAN 16
		<input type="checkbox"/>	APR 12	<input type="checkbox"/>	APR 13	<input type="checkbox"/>	APR 14	<input type="checkbox"/>	APR 15	<input type="checkbox"/>	APR 16
		<input type="checkbox"/>	JUN 12	<input type="checkbox"/>	JUN 13	<input type="checkbox"/>	JUN 14	<input type="checkbox"/>	JUN 15	<input type="checkbox"/>	JUN 16
Goal 1: The Board expects <u>creation</u> of a comprehensive and relevant <u>curriculum</u> of study for students in PreK through 12 th grade, that is <u>standards-based</u> , articulated, and is contained within a system that contains clear timelines and expectations for monitoring, reporting of progress and systematically expects revisions where appropriate.	<ul style="list-style-type: none">By the start of the 2012-13 school year we will see written curriculum K-12 in English/Language Arts and Math that is ready to be implemented in a format of Power Standards and Instructional Learning Objectives that are mapped per quarter, and will be monitored by using common assessments in each grade level and in each course quarterly.We hope to next be able to see Science revisions, as we anticipate that it will be the next content area released for the Common Core Standards.We will eventually see new standards-based curriculum with quarterly Instructional Learning Objectives in all areas taught including Fine Arts, Physical Education, Vocational, for all grades.We will review the Academic Targets Policy Annually and make recommendations for appropriate revisions.	<ul style="list-style-type: none">A team of teachers worked in June, 2011 and now the team has collaborated with grade level and department colleagues to develop written Power Standards and Learning Objectives for Math and Language Arts, K-12. They are now working on developing Units of Instruction and Quarterly Assessments.It is anticipated that the State Board of Education will release the Science curriculum before Christmas.MS and HS courses, particularly in Math are slightly more developed and advanced, as they have been applying a more standards-based approach and have more faculty per content area to work on the standards, objectives and assessments.The Superintendent has made an initial draft of elementary Science curriculum improvements based upon work begun in 2010 by a team of K-5 teachers.									
“THE WHAT WE TEACH”											

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<p>Goal 2: The Board expects creation of a comprehensive and relevant report of <u>instructional strategies</u> for teachers grades PreK through 12th grade, that is <u>collaboratively developed between teachers and administrators</u>, balances research-based and locally proven methods for successfully creating learning environments that maximizes high student achievement for all <u>as evidenced on local, state and national assessments</u>.</p> <p>"THE HOW WE TEACH"</p>	<ul style="list-style-type: none"> The District Leadership Team has taken on the charge of "leading the development of a new teacher evaluation system". This is a product of both work the leadership teams have all undertaken this year related to collaboration, but primarily it is a product of the new legislation resulting from Senate Bill 7, the "ed reform" law. We will see administrators and teachers collaborating for agreed upon "look fors" in classrooms as principals observe teachers. We will also see a continued focus from the Professional Improvement Committee (PIC) on best instructional practices in literacy and use of technology. The HS Building Leadership Team has set a goal of each teacher establishing a personal literacy goal for 2011-12. We will see development of a systematic sharing of local, state and national assessment data in forms that are appropriate for the public, the staff, and the Board of Education as we recognize that "one size fits all" does not apply for data reporting. 	<ul style="list-style-type: none"> October 21st, members of the administrative team and GEA will attend a workshop at the GHS Library on the Danielson evaluation model and how to remediate the tenured teacher. On November 7th, a similar team will attend a law workshop related to Senate Bill 7 and the new evaluation system. The District has established its Joint Evaluation Committee, in advance of the December 1st Timeline. 				

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<p>Goal 3: The Board expects creation of a comprehensive and relevant learning environment in all schools and all grades that <u>promotes appropriate use of technology</u> and provides for individual <u>engagement</u> of all students through both personal instruction balanced with that contained within online and software-based models.</p> <p>“THE TOOLS WE USE”</p>	<ul style="list-style-type: none"> ▪ We will see an Action Plan for implementation of a 1:1 technological environment. ▪ We will see student and staff perception surveys of the amount of use of technology, its relevance to teaching and learning and a complementary report based upon actual observations of classrooms monitoring appropriate use of technology. ▪ We will see Action Plans from Leadership Teams, especially PIC that reflects professional development emphasis on improving the learning environment for students using both personal and technological strategies. 	<ul style="list-style-type: none"> ▪ The Middle School will be taking a team of teachers to Mooresville, NC to build capacity for change, towards a 1:1 environment at that school. NCLB grant funds will be used for all expenses. 					

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<p>Goal 4: The Board expects creation of a comprehensive and relevant system that <u>provides data that informs and inspires</u> the school community through a variety of <u>media, including print and digital means.</u></p> <p>"THE HOW DO WE KNOW IF WE HAVE SUCCEEDED AND HOW DO WE COMMUNICATE?"</p>	<ul style="list-style-type: none"> We will see a professionally developed "district magazine" that features high-quality photography, articles that inform and inspire related to academic, artistic, athletic and governance excellence. We will see increased use of digital communication, expanding the ability for parents to access student information, especially at the K-5 schools through Skyward improvements. 	<ul style="list-style-type: none"> The first issue of "leafprints" has now been published. We have increased the use of the Skyward email system for parent communication. The District Facebook page now regularly has more than 750 impressions for each post. 				

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<p>Goal 5: The Board expects creation of a comprehensive and relevant plan that <u>demonstrates responsible fiduciary and operational leadership</u>, related to the day-to-day needs of students and staff as well as the long-term sustainability of programs and <u>physical plants</u> of the District.</p> <p>“HOW WE PAY, HOW WE PLAN, AND HOW WE WORK”</p>	<ul style="list-style-type: none"> We will see an annual review of the Educational Support Personnel Handbook by the Superintendent, Director of Operations and the Board of Education. We will see development of an Action Plan that addresses the need for Standard Operating Procedures in the custodial department, aligned evaluations and job descriptions, formal training needs, and any necessary and appropriate leadership and succession planning. We will see development of an Action Plan for Food Service that addresses turnover, meal quality, and a mechanism for monitoring and measuring the essential functions of a quality Food Service program. We will see development of Standard Operating Procedures where appropriate, that will relate and align to Job Descriptions and Evaluation Instruments where appropriate. We will see a report providing an overview of work completed from the most recent 10-Year Health/Life Safety Survey (which can be used in Goal 4 for data that informs and inspires) and which then previews physical plant work that may be appropriate for the next 5-10 years for projection purposes. We will see a report that discusses options for transportation systems to be reviewed in the future. We will see evidence of improved alignment between job descriptions, Standard Operating Procedures and support personnel evaluation instruments to ensure fairness and equity in monitoring employee performance for those work classifications impacted. 	<ul style="list-style-type: none"> The Director of Operations has initiated dialogue with the Food Service Department to address the concerns shared by members of the BOE. Notes from that meeting are included in the Artifact section. Director of Operations has begun the process of reviewing current job descriptions and aligning with the evaluation instrument. The next step will be to build the Standard Operating Procedures from the revised Job Descriptions. 				

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<p>Goal 6: The Board expects creation of a comprehensive and relevant plan that builds leadership capacity within and across all sectors of the school district, including creating a shared vision, understanding the process of change, promoting positive and productive relationships and establishing coherence and alignment between values and actions.</p> <p>"THE WAY WE LEAD LEADS THE WAY"</p>	<ul style="list-style-type: none"> We will see a report providing an overview of the success of implementation of the negotiated leadership team structure for 2010-11. We will see Action Plans and Charter updates from each of the seven Leadership Teams for 2011-12. We will see the Board President serving in 2012-13 as a member of the District Leadership Team along with the Superintendent. 	<ul style="list-style-type: none"> The District has acquired a report from the American Institute of Research outlining the results from Focus Group conversations with all the leadership teams. Can be found in the Artifact section. The Board approved Action Plans and Charters from the teams at the September 2011 Board meeting. The Board President and Superintendent have been in attendance for the 2011-12 District Leadership Team meetings to date. 				

Curriculum Expectations: ELA 9 (English)

Goal 1.1

Power Standards (End of Course Expectations)

Linked Core Standard: ELA Grade: 09-10

By the end of ELA 9, the student will:

PS Element	Power Standard	Common Core Domain
1	The learner will apply specific reading strategies (i.e. connect, infer, predict, etc.) to a variety of literary and informational texts.	Literature
2	The learner will use context clues, the dictionary, and the thesaurus to determine appropriate word use, meaning, and function; students will demonstrate mastery of new vocabulary by incorporating new terms into their writing and speaking.	Language
2	The learner will recognize figurative language in literary texts and analyze the function of these devices in the written text.	Literature
3	The learner will integrate textual evidence into their analytical writings through the use of the quotation sandwich organizational method (i.e. claim, signal phrase, quote, commentary).	Writing
4	The learner will practice the skill of annotation as a means of transcribing their inner monologue while reading literary and informational texts.	Literature
6	The learner will recognize universal themes in literature from pre-21st century texts (i.e. Shakespeare, Edgar Allan Poe, etc.).	Literature
7	The learner will write a literary analysis that focuses on a particular Element of Fiction and incorporates specific literary devices taught in the course of the semester (i.e. metaphor, simile, allusion, etc.).	Writing
8	The learner will use the MLA style guidelines to understand the purpose and structure of parenthetical citation in a literary analysis.	Language
9	The learner will identify the writer, audience, subject, and purpose (WASP) of nonfiction essays in order to understand and summarize the main idea of literary nonfiction texts.	Informational Text
10	The learner will recognize a common theme that develops over multiple pieces of literary nonfiction.	Informational Text
11	The learner will in multi-draft essays, demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling by clarifying errors that impede understanding by the reader.	Language

Instructional Objectives (End of Term Expectations)

Term	IO Number	Instructional Objective (CCSS)	PS Element
1	ELA 9-O1.1	demonstrate understanding of the reading strategies of: Question, Connect, Visualize, Predict, Infer, Evaluate, Analyze in relation to short stories using a variety of teacher-created graphic organizers (RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9)	1
1	ELA 9-O1.2	write purposeful, qualitative annotations using the reading strategies, to demonstrate comprehension of literary and informational texts, which grow increasingly more sophisticated over time (RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5)	4
1	ELA 9-O1.3	define and use 20 teacher-provided, thematic vocabulary terms per quarter in all assigned writing. In addition, students will gather, record and write using "organic" vocabulary words from their independent reading (L.9-10.3, L.9-10.4, L.9-10.4a, L.9-10.4b, L.9-10.4c, L.9-10.4d, L.9-10.5)	2

Term	IO Number	Instructional Objective (CCSS)	PS Element
1	ELA 9-O1.4	describe how the Elements of Fiction are illustrated in short stories by using an increasingly specific Freytag model (RL.9-10.4, RL.9-10.5, RL.9-10.9)	2
1	ELA 9-O1.5	begin to craft specific claims, short signal phrases, relevant quotes, and simple commentary to analyze elements of short stories (W.9-10.1, W.9-10.10, W.9-10.1a, W.9-10.1b, W.9-10.1c, W.9-10.1d, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.4, W.9-10.5, W.9-10.9)	3
1	ELA 9-O1.6	learn of the existence and purpose of MLA style. Use correct parenthetical citations with increasing accuracy across all writing modes addressed at this level (L.9-10.3a)	8
2	ELA 9-O2.7	choose an Element of Fiction (i.e. characterization, plot, etc.) to write a literary analysis paper, using two quotation sandwiches joined with a constructive transition logically linking the two, and at least two literary devices (W.9-10.1, W.9-10.1a, W.9-10.1b, W.9-10.1c, W.9-10.1d, W.9-10.1e, W.9-10.9, W.9-10.9a)	7
2	ELA 9-O2.11	demonstrate understanding of the reading strategies of: Question, Connect, Visualize, Predict, Infer, Evaluate, Analyze in relation to the whole-class novel using a variety of assessments, such as graphic organizers and small group discussions (RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9)	1
2	ELA 9-O2.12	write specific and insightful claims, short signal phrases, relevant quotes, and more advanced commentary to analyze elements of a novel (W.9-10.1, W.9-10.10, W.9-10.1a, W.9-10.1b, W.9-10.1c, W.9-10.1d, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.4, W.9-10.5, W.9-10.9)	3
3	ELA 9-O3.8	read a pre-21st century drama (i.e. "Romeo & Juliet") to acquire an understanding of varied timeperiods as a means of better understanding enduring themes (RL.9-10.2, RL.9-10.3, RL.9-10.6, RL.9-10.7)	6
3	ELA 9-O3.11	write specific and insightful claims, short signal phrases, relevant quotes, and more analytical commentary to analyze elements of a play (L.9-10.1, L.9-10.2, L.9-10.2a, L.9-10.3a, L.9-10.4c)	11
3	ELA 9-O3.12	choose an Element of Drama (i.e. characterization, plot, etc.) to write a literary analysis paper, using two quotation sandwiches joined with a constructive transition logically linking the two, and at least two literary devices (W.9-10.1, W.9-10.10, W.9-10.1a, W.9-10.1b, W.9-10.1c, W.9-10.1d, W.9-10.2b, W.9-10.2c, W.9-10.2d, W.9-10.4, W.9-10.5, W.9-10.9)	3
4	ELA 9-O4.9	interpret how all of the texts provided center around particular themes, with the overarching theme being "Self-Discovery" (RI.9-10.2, RI.9-10.3, RI.9-10.7)	10
4	ELA 9-O4.10	write a multi-draft essay that demonstrates their understanding of conventions of Standard English (L.9-10.1, L.9-10.2, L.9-10.2a, L.9-10.3a, L.9-10.4c)	11
4	ELA 9-O4.11	read a variety of teacher-vetted essays focused on determining the main idea through the exploration of the writer, audience, subject, and purpose of each nonfiction essay (RI.9-10.6, RI.9-10.8)	9
4	ELA 9-O4.12	write a reflective essay that synthesizes their understanding of a particular theme and how the texts and materials studied helped to define their sense of self (RI.9-10.2, RI.9-10.3, RI.9-10.7)	10

Curriculum Expectations: ELA 11 (English)

Power Standards (End of Course Expectations)

Linked Core Standard: ELA Grade: 11-12

By the end of ELA 11, the student will:

PS Element	Power Standard	Common Core Domain
1	Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for themes, purposes, and rhetorical features.	Informational Text
2	Demonstrate knowledge of 18th, 19th, 20th, and 21st century works of American literature; focus on how two or more texts from the same period treat similar themes or topics.	Literature
3	Identify writer, audience, subject, and purpose of texts, analyzing how style and content contribute to the power, persuasiveness, or beauty of the literary non-fiction.	Informational Text
4	Write a narrative to develop real experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	Writing
5	Analyze the relationship between culture and fiction through examining various pieces related to one theme.	Literature
6	Generate a thesis for both research and literary writing.	Writing
7	Write arguments to support claims in literary analysis.	Writing
8	Synthesize information from books, databases, and credible websites to create a multi-draft research essay.	Writing
9	Use the MLA style guidelines to cite articles from books, databases, and credible websites and incorporate correct parenthetical citations to their research essays for the purpose of avoiding plagiarism.	Language
10	Sophisticate the integration of textual evidence in both literary analysis and synthesis writing by building arguments through multiple quotation sandwiches that support a central thesis.	Writing

Instructional Objectives (End of Term Expectations)

Term	IO Number	Instructional Objective (CCSS)	PS Element
1	ELA 11-O1.1	Read and annotate documents from Puritan era America; i.e. William Bradford, Edward Taylor, Anne Bradstreet, and Jonathan Edwards. (RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.9)	1
1	ELA 11-O1.2	Read and annotate documents from the Revolutionary War era. (RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.9)	1
1	ELA 11-O1.3	Read and annotate documents from early American philosophers; i.e. Emerson and Thoreau. (RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.9)	1
1	ELA 11-O1.4	Review and identify writer, audience, subject, and purpose of non-fiction texts through annotation. (RI.11-12.5, RI.11-12.6)	3
1	ELA 11-O1.5	Illustrate author's purpose by making claims. (RI.11-12.5, RI.11-12.6)	3
1	ELA 11-O1.6	Analyze the impact of writer, audience, subject, and purpose by writing quote sandwiches. (RI.11-12.5, RI.11-12.6)	3

09-10, 10-11 and 11-12 School Year Comparisons for September

Offense		2009-2010	2010-2011	2011-2012
Arrived w/o Checking In		9	2	18
Backpack/Purse		3		
Bus Offenses		11	4	1
Cell Phone/Electronic Device		27	35	32
Cheating/ Plagiarism		3		1
Disruptive Behavior		17	19	24
Dress Code Violation		4	8	2
Fake Phone Call		2	2	1
Fight			1	2
For Your Information				2
Forged Note				1
Harassment/Intimidation		2	1	15
Improper PE Uniform			4	1
Inappropriate Computer Usage			2	3
Left Class w/o Permission			1	
Left School w/o Permission			2	
Not Following Proper Procedure			16	1
Padlock				7
Parking Tag Violation			4	2
Possession of Smoking Mat. 1				1
Public Display of Affection		8	4	2
Theft			1	2
Unauthoized Area			4	11
Unserved Discipline			25	33
Weapon			1	
Totals:		87	144	162
Truancies All Long		5	5	5
All Short		5	10	23
Tardies All		481	412	485
Totals:		491	427	513
Grand Total:		714	578	675

GOAL #5

WHAT WE SEE	QUARTERLY PROGRESS REPORT
ESP Handbook Review	Done in spring of 2011; to be reviewed again prior to the May 2012 Board Meeting
Custodial Action Plan	1st Semester 2011-12 school year: Review of Job Descriptions 2nd Semester 2011-12 school year: Refine Job Descriptions 1st Semester 2012-13 school year: Develop Standard Operating Procedures 2nd Semester 2012-13 school year: Make necessary changes to evaluation instrument.
Food Service Action Plan	Two food manager meetings have already taken place. Another meeting is scheduled for November 1, 2012. Report to be given at November 10, 2011 Board Meeting. Food manager meetings will be conducted every other month with recommendations being made thereafter. 1st Semester 2011-12 school year: Review of Job Descriptions 2nd Semester 2011-12 school year: Refine Job Descriptions 1st Semester 2012-13 school year: Develop Standard Operating Procedures 2nd Semester 2012-13 school year: Make necessary changes to evaluation instrument.
Standard operating procedures for other ESP positions.	Review Secretary and Nurse Standard Operating Procedures, Job Descriptions and Evaluation Instrument during 2013-14 school year. Review all other ESP Standard Operating Procedures, Job Descriptions and Evaluation Instrument during 2014-15 school year.
Health/Life Safety Review	Completed in July 2011.
Transportation Review	Options reviewed 2nd semester of 2011-12 school year
More ESP Standard Operating Review	Completion of all ESP job descriptions and Standard Operating Procedures so that new evaluation instruments may be implemented for all of these employees by the end of the 2015-16 school year.
NOT ON GOAL SHEETS	
Quarterly review of Energy Use	Survey completed September 2011; report on this to be given at November 10, 2011 Board Meeting. Natural gas and electricity usage will be shared with Board members quarterly thereafter.
Summer work lists	May 10, 2012 School Board Meeting.

GENESE0 CUSD #228
HEALTH / LIFE SAFETY

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GENESEO CUSD #228
HEALTH / LIFE SAFETY

FY 06 - 7/1/05 to 6/30/06			
VENDOR	AMENDMENT	DATE PAID	AMOUNT
Sterling Comm. Roofing	M.S Roof	7/12/05	\$90,567.00
Sterling Comm. Roofing	M.S Roof	8/12/05	\$256,998.60
Sterling Comm. Roofing	M.S Roof	9/12/05	\$267,134.40
Sterling Comm. Roofing	M.S Roof	12/13/05	\$71,902.00
TOTAL	M.S. Amend. #3		\$686,602.00
Allied Waste Removal	H.S. Track	7/12/05	\$2,508.55
MC Sports	H.S. Track	8/9/05	\$41,963.40
MC Sports	H.S. Track	10/11/05	\$68,959.60
TOTAL	H.S. Amend. #34		\$113,431.55
A-1 Locksmith Service	Locks at SW-Amend. #9	9/13/05	\$8,130.86
Schelde North Amer.	H.S. Gym Floor	8/9/05	\$3,088.80
Baseman Floors, Inc.	H.S. Gym floor	9/13/05	\$134,550.00
Baseman Floors, Inc.	H.S. Gym floor	9/13/05	\$14,950.00
TOTAL	H.S. Amend. #34		\$152,588.80
Nightwatch Security	Facility security cameras - Facility Amend. #1	11/8/05	\$9,980.00
ADT	Pass keys M.S.-Amend. #4	1/13/06	\$4,323.00
Carroll Seating	H.S. Bleachers	11/8/05	\$61,920.00
Carroll Seating	H.S. Bleachers	12/13/05	\$6,880.50
Carroll Seating	H.S. Bleachers	3/14/06	\$6,894.50
TOTAL	H.S. Amend. #34		\$75,695.00
United Building	Door closers	3/14/06	\$6,825.00
Springfield Electric	Emergency Lights	4/11/06	\$456.00
United Building	Door closers	4/11/06	\$1,287.12
SimplexGrinnell	Pull stations/Heat Det.	5/9/06	\$7,471.32
Contruccion Partners	Doors	6/8/06	\$2,394.00
TOTAL	SW #9, MS #5, HS #37, RRCAS #4, ATK. #5, MIL #13, NS #14		\$18,433.44
TOTAL VENDOR FY06			\$1,069,184.65

GENESEO CUSD #228
HEALTH / LIFE SAFETY

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GENESEO CUSD #228
HEALTH / LIFE SAFETY

FY07 July 1, 2006 to June 30, 2007			
VENDOR	AMENDMENT	DATE PAID	AMOUNT
Simplex-Grinnell	Pull Stations/Heat Det.	8/10/06	\$3,734.82
Simplex-Grinnell	Pull Stations/Heat Det.	7/13/06	\$4,132.84
Construction Partners	Doors/Frames	7/13/06	\$40,836.46
Construction Partners	Doors/Frames	8/10/06	\$128,980.04
Chicago St. Decorating	Floor tile	8/10/06	\$9,238.40
Larson	BB safety straps	8/10/06	\$720.00
Larson	BB safety straps	8/10/06	\$2,880.00
UBC	Caulk - M.S.	8/10/06	\$360.52
UBC	Caulk - M.S.	9/14/06	\$176.00
ADT	Pass Cards - H.S.	9/14/06	\$9,980.00
A-1 Locksmith Service	Locks for doors	9/14/06	\$29.12
A-1 Locksmith Service	Locks for doors	9/14/06	\$9,708.70
Construction Partners	Doors/Frames	9/14/06	\$7,727.31
ADT	Intercom - Northside	10/12/06	\$861.00
ADT	Intercom - Northside	10/12/06	\$9,992.00
A-1 Locksmith Service	Locks for doors	10/12/06	\$704.45
The Shebler Co.	HVAC - H.S.	1/11/07	\$155,941.20
ADT	Intercom - Atkinson	3/8/07	\$6,450.00
ADT	Intercom - Atkinson	3/8/07	\$390.00
ADT	Pass Cards - H.S. - #36	3/8/07	\$770.00
ADT	Pass Cards - M.S. - #4	3/8/07	\$3,684.00
ADT	Pass Cards - H.S. - #36	4/12/07	\$3,684.00
ADEL Wholesalers	Summer 2007 Projects	5/10/07	\$169.05
The Shebler Co.	HCAC - H.S.	5/10/07	\$17,326.80
ADEL Wholesalers	Summer 2007 Projects	5/10/07	\$304.30
Construction Partners	Doors/Frames	6/14/07	\$19,963.09
TOTAL VENDOR FY07			\$438,744.10
ARCHITECT	AMENDMENT	DATE PAID	AMOUNT
Richard L. Johnson	Doors/Frames	7/13/06	\$1,270.09
Richard L. Johnson	HVAC	7/13/06	\$1,138.81
Richard L. Johnson	Doors/Frames	8/10/06	\$1,231.72
Richard L. Johnson	HVAC	8/10/06	\$1,035.62
Richard L. Johnson	Doors/Frames	9/14/06	\$1,238.94
Richard L. Johnson	HVAC	9/14/06	\$1,136.83
Richard L. Johnson	Doors/Frames	10/12/06	\$833.63
Richard L. Johnson	HVAC	10/12/06	\$722.57
Richard L. Johnson	Various	10/12/06	\$827.11
Richard L. Johnson	Various	10/12/06	\$148.72
Richard L. Johnson	Atkinson - Intercom	10/12/06	\$95.00
Richard L. Johnson	HVAC	10/12/06	\$515.45
Richard L. Johnson	Doors/Frames	12/14/06	\$488.29
Richard L. Johnson	Summer 07	12/14/06	\$285.00

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FY08 July 1, 2007 to June 30, 2008		Pg. 2 - FY08	
ARCHITECT	AMENDMENT	DATE PAID	AMOUNT
Richard L. Johnson	Summer 2007	7/12/07	\$2,619.57
Richard L. Johnson	Summer 2007	8/9/07	\$6,650.81
Richard L. Johnson	Completion Reports	8/9/07	\$550.00
Richard L. Johnson	Summer 2007	9/12/07	\$6,594.12
Richard L. Johnson	Summer 2007	10/10/07	\$4,065.81
Richard L. Johnson	Summer 2007	2/13/08	\$2,678.69
Richard L. Johnson	Summer of 2008 - Atkinson #8; H.S. #42; Millikin #15; North #16; RRCAS #6	2/13/08	\$525.00
TOTAL FY08			\$23,684.00

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FY09 July 1, 2008 to June 30, 2009			
VENDOR	AMENDMENT	DATE PAID	AMOUNT
VIRCO	Atkinson - cafet. tables - Amend. #8	7/9/08	\$5,147.84
United Building Centers	RRCAS - exterior panels - Amend. # 6	8/13/08	\$1,288.96
E.I.F.S. Services	H.S. - Stucco work - Amend. #42	8/13/08	\$6,800.00
American Drapery Cleaners & Flameproofers, Inc.	H.S. Amend. #43	9/11/08	\$9,112.50
United Building Centers	RRCAS - exterior panels - Amend. # 6	9/11/08	\$86.00
United Building Centers	RRCAS - exterior panels - Amend. # 6	9/11/08	\$33.25
United Building Centers	RRCAS - exterior panels - Amend. # 6	9/11/08	\$64.58
Double S	Millikin - Tuckpointing - Amend. #15	10/9/08	\$10,000.00
Double S	RRCAS - tuckpointing - Amend. #6	10/9/08	\$5,665.00
Double S	Northside - tuckpointing - Amend. #16	10/9/08	\$4,200.00
Oldeen Roofing	Rock River - Roof Repair- Amen. #7	11/13/08	\$1,847.20
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	2/12/09	\$487.40
Mechanical Services	Millikin - Geothermal - Amend. #16	4/16/09	\$8,748.00
QC Geothermal	Millikin - Geothermal - Amend. #16	4/16/09	\$64,093.55
ADEL	Millikin- ADA Restrooms - Amend. #16	5/14/09	\$878.21
Springfield Electric	Northside - Dishwasher supplies - Amend. #17	5/14/09	\$126.00
Springfield Electric	Northside - Dishwasher supplies - Amend. #17	5/14/09	\$68.93
Springfield Electric	Northside - Dishwasher supplies - Amend. #17	5/14/09	\$59.68
Springfield Electric	Northside - Dishwasher supplies - Amend. #17	5/14/09	\$77.91
Springfield Electric	Northside - Dishwasher supplies - Amend. #17	5/14/09	\$143.52

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ARCHITECT	AMENDMENT	DATE PAID	AMOUNT
Richard L. Johnson	Summer 2009	8/14/08	\$3,556.14
Richard L. Johnson	Summer 2009	10/9/08	\$1,120.00
Richard L. Johnson	Summer 2009	11/13/08	\$1,964.72
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	12/11/08	\$5,250.00
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	12/11/08	\$10,500.00
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	1/7/09	\$7,320.00
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	1/7/09	\$10,500.00
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	2/12/09	\$3,500.00
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	2/12/09	\$7,000.00
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	3/12/09	\$1,598.80
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	3/12/09	\$12,480.12
Richard L. Johnson	H.S.-Amend. 44 - Lockers	3/12/09	\$2,625.00
Richard L. Johnson	H.S.-Amed. 44 (doors); SW- Amend. 11 (ADA restrooms); Millikin- Amend. 16 (windows and ADA restrooms)	3/12/09	\$7,936.62
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	4/12/09	\$1,099.55
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	4/12/09	\$2,904.12
Richard L. Johnson	H.S.-Amed. 44 (doors); SW- Amend. 11 (ADA restrooms); Millikin- Amend. 16 (windows and ADA restrooms)	4/12/09	\$727.62
Richard L. Johnson	H.S.-Amend. 44 - Lockers	4/12/09	\$4,201.19
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	5/14/09	\$548.07
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	5/14/09	\$1,417.40
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	6/11/09	\$1,408.73
Richard L. Johnson	Millikin-Amed. 16 - Goethermal	6/11/09	\$542.50
Richard L. Johnson	H.S.-Amend. 44 - Lockers	7/9/09	\$442.36
TOTAL FY09			\$88,642.94

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FY10 July 1, 2009 to June 30, 2010			
VENDOR	AMENDMENT	DATE PAID	AMOUNT
Northwest Mechanical	H.S. - Amend. 44 - Temp. Controls	7/9/09	\$12,280.00
ADT	SW - Amend. 11 - Pass Cards	7/9/09	\$6,757.00
ADT	Millikin - Amend. 16 - Pass Cards	7/9/09	\$9,234.00
Gitter Done Const.	Millikin - Gym/Cafet. Windows - Amend. 16	7/9/09	\$12,133.00
Mechanical Services	Millikin - Geothermal - Amend. #16	7/9/09	\$248,928.84
IDEAL	Millikin - Asbestos Abate. - Amend. #16	8/13/09	\$14,325.00
ADT	H.S.-Amend. 45 - more security camers	8/13/09	\$21,996.00
Northwest Mechanical	SW - Amend. 11 - Temp. Controls	8/13/09	\$4,845.00
Northwest Mechanical	H.S. - Amend. 44 - Temp. Controls	8/13/09	\$9,824.00
Northwest Mechanical	M.S. - Amend. 9 - Temp. Controls	8/13/09	\$4,845.00
QC Geothermal	Millikin - Geothermal - Amend. #16	8/13/09	\$86,133.64
Glass Doors and More	M.S. - Door Bars - Amend. 9	8/13/09	\$9,450.00
Larson Equipment	H.S. - Lockers - Amend. 44	8/13/09	\$5,643.00
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	8/13/09	\$609.10
Larson Equipment	H.S. - Lockers - Amend. 44	8/13/09	\$2,466.90
IDEAL	Millikin - Asbestos Abate. - Amend. #16	9/10/09	\$7,750.00
ADT	Millikin - Amend. 16 - Pass Cards	9/10/09	\$2,832.00
DEM	Millikin - Amend. 16 - Asbestos Abatement	9/10/09	\$28,800.00
Double S Masonry	H.S. - Amend. 42 - Tuckpointing	9/10/09	\$9,985.00
ADT	SW - Amend. 11 - Pass Cards	9/10/09	\$2,819.89
Larson Equipment	H.S. - Lockers - Amend. 44	9/10/09	\$72,734.73
Fineline	H.S. - Amend. 44 - Doors	9/10/09	\$7,980.00

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FY10 July 1, 2009 to June 30, 2010			
VENDOR	AMENDMENT	DATE PAID	AMOUNT
ADT	H.S.-Amend. 45 - more security camers	9/10/09	\$1,400.00
Northwest Mechanical	H.S. - Amend. 44 - Temp. Controls	9/10/09	\$7,368.00
J.L. Brady	H.S. Dust Collection/Boiler Work/Exhaust Fas - Amend. 44	10/13/09	\$69,215.00
ADT	SW - Amend. 11 - Pass Cards	10/13/09	\$3,935.00
ADT	Millikin - Amend. 16 - Pass Cards	10/13/09	\$6,960.00
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	10/13/09	\$4,087.30
DEM	Millikin - Amend. 16 - Asbestos Abatement	10/13/09	\$18,685.00
Mechanical Services	Millikin - Geothermal - Amend. #16	10/13/09	\$147,926.20
ADT	SW - Monitor/Buzzer System - Amend. #11	10/13/09	\$3,029.00
ADT	SW - Amend. 11 - Pass Cards	10/13/09	\$711.11
ADT	Millikin - Amend. 16 - Pass Cards	10/13/09	\$1,380.00
ADT	Millikin - Amend. 16 - Pass Cards	10/13/09	\$2,252.00
ADT	SW - Amend. 11 - Pass Cards	10/13/09	\$211.97
Mechanical Services	Millikin - Geothermal - Amend. #16	10/13/09	\$73,568.89
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	10/13/09	\$789.40
Mechanical Services	Millikin - Geothermal - Amend. #16	11/12/09	\$5,007.15
Mechanical Services	Millikin - Geothermal - Amend. #16	11/12/09	\$11,297.72
Larson Equipment	H.S. - Lockers - Amend. 44	11/12/09	\$8,994.37
Northwest Mechanical	H.S. - Amend. 44 - Temp. Controls	12/10/09	\$10,000.00
Northwest Mechanical	SW - Amend. 11 - Temp. Controls	12/10/09	\$5,913.00
Wirth Inc.	H.S. Dust Collect. - H/L Safety Amend. #44	12/10/09	\$568.98
Wirth Inc.	Millikin - Ventilation - H/L Safety Amend. #16	12/10/09	\$2,014.11

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FY10 July 1, 2009 to June 30, 2010			
VENDOR	AMENDMENT	DATE PAID	AMOUNT
Wirth Inc.	Millikin - Amend. 16 - ADA Restrooms	12/10/09	\$2,725.88
Wirth Inc.	SW - ADA Restrooms - H/L Safety Amend. #11	12/10/09	\$6,244.54
Northwest Mechanical	H.S. - Amend. 44 - Temp. Controls	1/14/10	\$9,648.00
Northwest Mechanical	M.S. - Amend. 9 - Temp. Controls	1/14/10	\$5,913.00
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	3/11/10	\$2,072.20
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	3/11/10	\$662.50
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	3/11/10	\$511.92
IDEAL	Northside - Asbestos Abate. - Amend. #19	4/8/10	\$4,565.00
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	4/8/10	\$912.40
Gitter Done Construct.	Remover - Emergency Amend. #47	5/13/10	\$1,375.00
Mechanical Services	Millikin - Geothermal - Amend. #16	5/13/10	\$56,452.30
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	5/13/10	\$559.20
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	5/13/10	\$810.60
Oldeen Roofing	H.S. - Water Heater Remover - Emergency Amend. #47	5/13/10	\$626.30
QC Geothermal	Millikin - Geothermal - Amend. #16	5/13/10	\$15,200.00
Tri-County Irrigation	Northside - Geothermal Drill - Amend. #19	5/13/10	\$71,737.20
Gitter Done Construct.	Northside - Geothermal - Playground Equip. Removal - Amend. #19	5/13/10	\$300.00
Crawford Company	H.S. - Dishwasher Install. - Emergency Amend. #47	5/13/10	\$2,300.00

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VENDOR	AMENDMENT	DATE PAID	AMOUNT
GSFEF	Millikin - Geothermal - Amend. #16	6/10/10	\$1,600.00
Wirth Inc.	H.S. - Water Heater Remover - Emergency Amend. #47	6/10/10	\$23,975.00
DEM	Northside - Asbestos Abate. - Amend. #19	6/10/10	\$25,488.00
Tri-County Irrigation	Northside - Geothermal Drill - Amend. #19	6/10/10	\$38,556.00
Wirth Inc.	H.S. - Dishwasher Install. - Emergency Amend. #47	6/10/10	\$48.77
TOTAL VENDOR FY10			\$1,239,970.11
FY10 July 1, 2009 to June 30, 2010			
ARCHITECT	AMENDMENT	DATE PAID	AMOUNT
Richard L. Johnson	Millikin-Amend. 16 - Goethermal	8/13/09	\$2,421.92
Richard L. Johnson	Millikin-Amend. 16 - Goethermal	8/13/09	\$2,796.70
Richard L. Johnson	Millikin-Amend. 16 - Goethermal	9/10/09	\$2,904.12
Richard L. Johnson	Millikin-Amend. 16 - Goethermal	9/10/09	\$1,085.00
Richard L. Johnson	H.S. - Amend. 44 - Lockers	9/10/09	\$884.73
Richard L. Johnson	H.S. - Amend. 44 - Lockers	10/8/09	\$442.37
Richard L. Johnson	Northside - Amend. 18- Prep work for Amend.	11/12/09	\$312.50
Richard L. Johnson	Millikin-Amend. 16 - Goethermal	11/12/09	\$2,880.00
Richard L. Johnson	Millikin-Amend. 16 - Goethermal	11/12/09	\$1,085.00
Richard L. Johnson	Millikin-Amend. 16 - Goethermal	12/10/09	\$2,797.40

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FY11 July 1, 2010 to June 30, 2011			
VENDOR	AMENDMENT	DATE PAID	AMOUNT
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	7/8/10	\$463.20
IDEAL	Northside - Asbestos Abate. - Amend. #19	7/8/10	\$14,335.00
J.L. Brady	Northside - Geothermal - Amend. #19	8/12/10	\$264,211.55
DEM	Northside - Asbestos Abate. - Amend. #19	8/12/10	\$4,512.00
Tri-County Irrigation	Northside - Geothermal Drill - Amend. #19	8/12/10	\$48,762.00
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	8/12/10	\$818.20
Oldeen Roofing	SW - Roof Repair - Amend. #11	8/12/10	\$1,981.40
ADT	Northside - Passcard/Monitor System Amend. #20	8/12/10	\$7,533.03
NW Mechanical	Northside - Temp Controls for Geothermal - Amend. #19	8/12/10	\$2,280.00
Commercial Window Covering	H.S. - Greenhouse - Amend. #46	8/12/10	\$1,360.00
Gitter Done Construction	H.S. - Pressbox - Amend. #44	8/12/10	\$4,875.00
Tri-County Irrigation	Northside - Geothermal Drill - Amend. #19	9/9/10	\$93,844.80
Oldeen Roofing	SW - Roof Repair - Amend. #11	9/9/10	\$764.40
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	9/9/10	\$571.20
Tri-State Fire Control	Northside - Geothermal - Amend. #19	9/9/10	\$185.00
J.L. Brady	Northside - Geothermal - Amend. #19	9/9/10	\$104,831.01
IDEAL	Northside - Geothermal - Amend. #19	9/9/10	\$990.75
ADT	Northside - Passcard/Monitor System Amend. #20	9/9/10	\$7,099.97
Oldeen Roofing	H.S. - Roof Repair - Amend. #44	10/14/10	\$1,196.32
Oldeen Roofing	SW - Roof Repair - Amend. #11	10/14/10	\$856.40
A-1 Locksmith	Northside - Keys/locks for new Passcard System - Amend. #20	10/14/10	\$176.00

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FY11 July 1, 2011 to June 30, 2012			
ARCHITECT	AMENDMENT	DATE PAID	AMOUNT
Richard L. Johnson	H.S. - Greenhouse - Amend. #46	7/14/11	\$882.66

Goal 3.4

iPad Deployment Meeting

Monday, April 18, 2011

9:30 a.m.-10:30 a.m.

Roodhouse, Eaker, Swanson, Haugse, DeBaene, Wiese, Ryerson, O'Dell, Bopp

1. James/Bill—Report on status of infrastructure upgrades.
2. Joni/Jackie—Press Release Update
3. Review of Cart Assignment Procedures
4. Review of Instructional Expectations
5. Teacher Training Report
6. iPad Maintenance and Cleaning
7. App Evaluation and Procurement
8. First Review of Deployment Evaluation
9. Next Steps
10. Next Meeting

iPad Deployment Action Plan Steps

March 28, 2011

9:30 a.m.

Attending: Roodhouse, Eaker, Swanson, Haugse, DeBaene, Wiese, Ryerson, O'Dell

What needs to be done?	Who is responsible?	Resources Needed?	Deadline?
Infrastructure Upgrades, including carts	James/Bill	Need least expensive cart for all 30, will throw in "syncing station" per building	May 1
Property Insurance Implications	Jack S	Jack contacts Bullis & Sundberg	April 8
Deployment Page for Website—also additional P.R. to other media sources	Jackie B, Joni		May 1
Procedures to Assign Mobile Carts—also Storage of the carts	Nancy, Matt, Mike		April 15
Teacher Expectations for Use (Instructionally)	Tom, Joni, James		April 20
Teacher Training Implications—includes "best practices for teacher/student use, but also maintenance/general operations	Nathan, Bill, Nancy		April 20
How do we set up an iTunes account? Will there be separate accounts for each grade span?	James, Bill		April 15
Evaluation and requesting apps (protocol)	Mike, Matt—Request an app James, Bill—evaluate an app		April 8
Do teachers have opportunities to take an iPad home?	Principals will keep 2 in their office to check out to teachers. Principals will set up a "generic" building iTunes account. Tell teachers only FREE apps can be		

	downloaded.		
General expectations for iPad maintenance and cleaning.	Bill		April 15
Operating System Upgrades	James		TBD as needed
Evaluation of Implementation	Scott		April 15

Additional Action Step Considerations:

IPad Deployment Evaluation

Objective 1-- Distribute 1,000 iPads to engage staff and students in an efficient manner as measured by raw numbers of students and staff with a

Objective 2-- Create clear procedures for app acquisition, app evaluation, cart assignment, teacher training, best uses of iPads

Objective 3-- Measure frequency, duration and types of use per grade level and/or content area to assist planning Phase 2 Deployment

Objective 4-- Create a lagging indicator showing assessment results in a classroom using iPads vs one without

Lead with communication... Follow with more communication. Two parts listening, one part talking.

General Expectations for iPad Maintenance and Cleaning

Cleaning

- unplug all cables and disconnect the iPad from any accessories or docks
- turn off the iPad by holding the Sleep/Wake button and sliding the onscreen slider off
- use a soft, slightly damp cloth, but be sure to not allow moisture in any openings in the iPad. Absolutely NO dripping water from the cloth.
- **DO NOT** use window cleaners. These can damage the coating on the iPad screen and reduce the functionality of the iPad over time
- wipe the iPad in a circular motion and be sure that no sand, dirt, or dust is on the cloth used to wipe the screen

Maintenance

- keep all iPads charged and organized in the charging cart when not in use.
- keep cords organized in the carts so that they will not get shut in the cart door.
- iPads should not be left outside of the cart when not in use.
- lock the iPad carts before leaving them for the evening.
- contact TechSupport immediately when an issue arises with any of the machines.

The Geneseo School District recently purchased 1000 Apple iPads, 1st generation, at a reduced cost. Administrators and teachers are looking forward to the many ways they will be used by students to enrich learning. Prior to this purchase, the district piloted a set of 4 in Mr. Gierhart's first grade classroom.

Most of these iPads will go to the elementary classrooms. One 30 iPad cart will be made available for every two teachers. By nature, young students love to learn by touch and the iPads meet this need effectively. Mrs. Cheney's Kindergarten students were recently introduced to a tangram application. They were able to manipulate them using natural finger and hand motions. Mrs. Cheney observed that spacial awareness was improved.

Many iPad applications are available at no cost and the district is committed to using only free apps, at the present time. Mr. Eaker, elementary technologist, has researched and posted free educational apps on the district tech support website. Teachers have also been able to check out the iPads and make additional recommendations for free apps based on curriculum needs. In June, the Regional Office of Education is offering a one day workshop "with tips and tricks for using iPad in classrooms." A large number of staff members have signed up to attend.

The district is in the process of implementing the new Common Core State Standards. Instead of purchasing new textbooks with the updated standards, it may be possible to begin using e-texts on the iPads, especially at the High School level. This could save the district the cost of purchasing traditional bound text books. Updating electronically is quick and efficient. For literature classes, the classic novels are available free of charge through Project Gutenberg. All iPads will be synced identically and will only vary by grade level.

iPad Procedures to Assign

Elementary

At the Principal's discretion, iPads can be distributed in three manners:

1. By grade level
2. Across two grade levels
3. By proximity to the rooms being assigned

Carts will be housed in one of the two rooms the iPads are assigned

Middle School

Each mobile lab will be housed in a 6th, 7th, and 8th grade social studies classroom.

They will be available for all staff members

Check out will be through the staff portal

Social studies teachers do not have priority

High School

The mobile carts will be housed in the Computer lab room.

Check out will be through the staff portal.

iPads are available for all staff members.

Training and Best Practices (April 8, 2011)

Ideas for PIC August 16

- At least part of the day to be iPad training for all staff
- multiple sessions for different grade levels, subject areas, etc...

What kind of training do we want to give teachers?

- Introduction to iPad
- apps usage, universal
- protocol for use, student cheating, maintenance-care of iPad, trouble shooting
- staff observation of iPad use in classroom by colleagues, or staff that get first checkout also do small group training, sharing of lesson plans using tech

Calendar for training

- Rollout carts to teachers who will plan and use ASAP, this Spring, with the plan to have them do training in the fall and have them open up classes for observation by colleagues
- PIC prepare, with tech team, Aug 16 training (intro and breakouts)
- staff given opportunities to observe classrooms where iPads are in use, subs used rotating manner/planning time/admin sub (fall 2011)
- survey staff on use and further training (winter 2011-12)
- best practices review and training sessions (spring 2012)

Best Practices Websites:

<http://ipad.Redlands.qld.edu.au>

<http://www.techlearning.com/Default>

<http://ipadeducators.ning.com/> (deployment section very helpful)

<http://edtechleadership.wordpress.com/> (Education News... article)

Evolution of Thought and Practice

Stage of Teacher Development	Description	Types of Training	Relationship	Focus of Coaching
Entry	<i>only if have to teach & anxiety</i>	Use	Instruction	Empathy
Adoption	<i>productivity, taking control, becoming confident</i>		Mentoring	Skills
Adaptation	<i>in class assignments, known curriculum</i>	Integrate	Knowledge giver to receiver	Classroom management
Appropriation	<i>multiple files, programs, activities, rethinking curriculum, large projects</i>		Peer to peer interactions	Curriculum
Innovation	<i>new learning environments, new curriculum, systemic change</i>		Peer Coaching	Learning environment
			Construction	

K-5 Instructional Expectations:

- 1) All K-12 teachers will identify websites and possible new applications to use in the classrooms with students.
- 2) All K-12 teachers will experiment with I-Pads and share positives and negatives of sites and applications with colleagues at your building and across district with grade levels, houses and departments.
- 3) K-5 will utilize an elementary learning team. Elementary teachers will send their recommendations for websites and aps to the ELT.
- 4) K-5 ELT will send recommendations to add websites to a common folder or new applications to the tech support.
- 5) Icons will be created to identify websites for each grade levels and special areas, K-8. New applications and websites will be added to the I-Pad at least quarterly.
- 6) 6-12 Building principals will review app or website before sending requests on to tech support.

**Geneseo Community
Unit School District 228:
District Leadership Teams**

Focus Group Feedback

July 2011



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Introduction

In 2010-11, the Geneseo Community Unit School District 228 assembled several teams of district personnel, school administrators, and teachers to focus on staff professional development needs, increase district-wide communication, improve working relationships, and improve instructional quality. Teachers who were interested in participating were placed on one of seven teams by the local union. The three leadership teams are:

The District Leadership Team (DLT). Comprised of teachers, the superintendent, and a school board member (who will be attending starting in August, 2011, the DLT's purpose is to improve quality of instruction, provide a venue for discussion of district-wide issues, promote productive communication between district staff and administration, and facilitate problem solving in a collaborative manner with a district-wide perspective.

The Professional Improvement Committee (PIC). Consisting of teachers and one administrator, PIC guides the professional development to improve the quality of instruction.

Building Leadership Teams (BLT). Each elementary school, the middle school and the high school has its own BLT,. The district's three elementary schools have been working diligently to be sure that processes are unified as much as possible across the three school buildings.. Each BLT has a charter that aims to increase communication and collaboration within each building to maximize student learning. BLTs include teachers and the building principal from each school.

Focus Groups

To better understand the first year of implementation and the degree to which the teams functioned as intended, the American Institutes for Research conducted six, one-hour focus groups on June 8, 2011. Table 1 presents each focus group along with the number of participants in each.

Table 1. Focus Group Participants

Team	Number of Participants
Administrative Co-Facilitators	8
District Leadership Team	11
Elementary School Building Leadership Team	9
High School Building Leadership Team	3
Middle School Building Leadership Team	5
Professional Improvement Committee	6
Total	42

Each focus group was audio-taped and transcribed. Transcripts were then iteratively coded to identify emerging themes.

Findings

The focus group findings are organized around the district's main goals: professional development, relationships and collaboration, quality of instruction, communication, strengths, and areas for improvement.

Professional Development

PIC addresses and identifies the district's professional development needs. Of the three district leadership teams, PIC has the most clearly defined role and purpose, and, based on focus group feedback, appears to be the district's most well-received team. When asked about the groups strengths, PIC members identified the following:

Responsiveness. PIC is perceived not only by its own members, but also by teachers throughout the district, as the group most responsive to teacher needs. Focus group participants emphasized that they want to hear about professional development needs and that they design in-services based on teacher input. For example, PIC conducts brief surveys after each professional development session to get a sense of participants' experience. If parts of the session were not well-received, PIC adjusts the next session accordingly. As such, this responsiveness has created a sense of good will toward PIC and improved teacher morale.

Flexibility. During their focus group, PIC members discussed changes they made throughout the year based on teachers' input. For example, PIC members described one in-service that may have been too loosely structured for participants. After receiving feedback that the session needed to be more tightly framed, PIC made changes for the next in-service. As one PIC member stated,

We did some surveys, and I think we really listened to what the people were saying and tried to accommodate the needs. I think we learned that we should tell them what they have to do rather than let them choose what to do. [PIC member]

Inclusion. PIC members indicated that they still need to include all content areas in their professional development offerings, and will continue to reach out to teachers beyond core subject areas. PIC members specifically mentioned conducting outreach to Art, Music, and Physical Education teachers.

Team e-mails. PIC created an e-mail address solely dedicated to PIC-related activities. If a teacher e-mails the PIC address, any PIC member can respond.

Relationships , Collaboration, and Communication

Based on feedback from all focus groups, relationships and collaboration across entities appear to be improving, but could continue to work together in the upcoming year. The most

communication tends to occur with PIC and within BLTs. Communication with District Task Forces, District Committees, and the Board of Education is rare. The following themes emerged in each of the discussions:

Increase transparency from the district. DLT members specifically spoke about a need for greater district transparency, given their position as district and teaching staff liaison. Specifically, DLT members indicated are sometimes unaware of district issues or initiatives. As such, they find themselves working more closely with buildings around teacher needs, rather than communicating with the district around district needs. One DLT member described this tension in the following way:

I think part of it is we lack a lot of knowledge into what the issues of the district really are. I think that there's a lot of issues that are going to arise because of budget cuts. Whose decision is that going to be? Is that going to be a district team decision of how we realign groups of people or teachers? Who makes those decisions now? Are they committees? Are they study groups? Is it the district leadership team? Is it the superintendent only? [DLT member]

Another DLT member spoke about how district information is communicated publicly before it's communicated with staff or teachers, as indicated through the following statement:

I think there are...issues in terms of communication that teachers wish they heard from their administrator or their building person, and they read it in the newspaper instead. "Oh, the high school is getting iPads? I didn't know they were getting iPads." [DLT member]

Clarify the District Leadership Team's role. DLT and the BLT focus group participants indicated that the DLT's role can feel unclear. As mentioned earlier, the DLT sometimes feels caught between the district and teachers, which may be alleviated by more open communication from the district. One DLT member felt that communication with teachers was better as a fellow "teacher" rather than as a "DLT representative". In addition, some DLT members were skeptical about the team's purpose and specifically mentioned concerns around being a scapegoat for unfavorable district decisions. As one DLT member said,

Do we exist to take the heat? That comes up a lot. Are we making decisions so that we can get yelled at and not just [the district]? [DLT member]

Create clear guidelines for communication. While communication among the district, administrators, and teachers has improved over the course of the year, feedback from the focus groups indicate that information needs to be provided about *what* to communicate, to whom, and how. For example, in the BLT focus groups, one participant asked, "Who is the district contact? What do we need to send to district? Meeting minutes? Agendas?" In addition, members of the DLT and the BLTs suggested increasing communication from co-facilitators about district-level happenings and issues.

Increase district responsiveness to input. Focus group participants also indicated that, at times, when issues are brought up to the district, a response may not be forthcoming. One focus group participant described this perspective in the following way:

A lot of things don't come down -- that transparency. I gave you this issue, what happened from then? It's kind of frustrating. [BLT member]

Reduce top-down decision making. Members of the DLT and BLT indicated that at the district level, and in some buildings, decisions tend to be top-down; however, this is not always the case. Administrators spoke of new challenges about when to make a command-decision and when to open-up decisions to the group. Teachers clearly indicated that they want input on some issues, but not all issues. For example, with regard to district-decisions, one BLT member stated the following:

Are we making decisions or are we making decisions on stuff that's already been decided by somebody up here? That's a very common conception right now.

DLT members indicated that they wanted to be included more often in dialogue with the district, but not necessarily have the responsibility for large decisions that could negatively influence their perception with other teachers. As one DLT member stated,

I do think it's part of our job as a district leadership team to do some research and study some of those district issues. It's not our final decision, but it's our job to be involved into some of those things.

Principals' relationships with teachers have improved since establishing Building Leadership Teams. When asked about how working on BLTs has influence their leadership, principals indicated that they now have closer working relationships with teachers, they receive more input from staff, and that their teachers now have a better understanding of "the big picture". Teachers on the BLTs also echoed this sentiment.

Each individual leadership team appears to work as a cohesive group. When asked about the strengths of each of their leadership teams, participants in each group spoke about the commitment and dedication each member brings, particularly during a year when there were many unknowns about how the teams would take shape.

Influence on Quality of Instruction

Each focus group participant was asked about the degree to which their leadership team influences instruction. None of the participants could speak definitively to impact on instruction; however, the following themes emerged:

- PIC provides professional development in areas that teachers can apply in their classrooms.

- The work PIC and the BLTs have done has positively influenced teacher morale, which may translate to better instruction.
- BLTs identify building issues and address them which may improve instruction.

Summary

Overall, the district leadership teams appear to be meeting their intended purpose and goals this year with several strengths and some areas that could be improved. By and large, each of the teams is comprised of participants who have bought into the initiative, even if most members had been skeptical at the beginning of the academic year. Each team indicated that members are committed, collegial, and work collaboratively to meet the district's goals.

PIC seems to be the team with the most positive perception among teachers, specifically because it is viewed as responsive, flexible, and meeting teachers' needs. The BLTs provided a forum for administrators and teachers to work on building-specific issues and needs, and may have opened-up the lines of communication between teachers and administrators.

Two areas for further exploration are district-level communication and the DLT's role. Currently, the district may be perceived as unresponsive to teacher and staff input and characterized by top-down decision-making. This perception, coupled with lack of clarity around how the DLT works with the district may feed into some negative perceptions of the district.