

CORE VALUES	<i>Establish high expectations for students achievement</i>			<i>Communicate effectively</i>	<i>Steward the district finances responsibly</i>	<i>Provide for a safe and caring environment</i>
<i>Engage all workflow operations effectively and efficiently</i>						
						<i>Steward the district finances responsibly</i>
						<i>Communicate effectively</i>
						<i>Establish high expectations for students achievement</i>
DISTRICT GOALS	<p>Goal 1: The Board expects creation of a comprehensive and relevant curriculum of study for students in PreK through 12th grade, that is standards-based, articulated, and is contained within a system that contains clear timelines and expectations for monitoring, reporting of progress and systematically expects revisions where appropriate.</p>	<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>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>Goal 4: The Board expects creation of a comprehensive and relevant system that <u>provides data that informs and inspires the school community</u> through a <u>variety of media</u>, including print and digital means.</p>	<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 <u>sustainability of programs and physical plants</u> of the District.</p>	<p>Goal 6: The Board expects creation of a comprehensive and relevant plan <u>that builds leadership capacity</u> 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>

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SUPERINTENDENT GOALS	Establish approved district curriculum and create online presence for curriculum and report to BOE and Community.	Review Foreign Language Curriculum and Instruction within the District and make any appropriate recommendations for improvement	Evaluate effectiveness of credit-bearing opportunities at GHS and recommend any potential improvements.		Create system for use of School Facilities Sales Tax	
2012-13 Initiatives Carry-over	Create draft of K-12 Science Power Standards and Quarterly Instructional Objectives aligned with the Next Generation Science Standards.			Pilot and monitor impact of shared collaborative grade level meeting time created by additional Art and Music instructors at elementary schools.		

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2013-14 Outcomes Proposed	District Leadership Team will collaborate with Professional Development Team to create timelines for completion of Stage 2 and Stage 3 work in Atlas System, plus create plan for necessary professional development for 2014-15.	HS Principal will collaborate with Foreign Language Department for an audit of “best practices” of high performing high schools and present report to Building Leadership Team, District Leadership Team and Board of Education with findings and recommendations.	Presentation of complete data report with history of credits earned, and Building Leadership Team recommendations for any improvements to current program.	Publish Stage 1 of Atlas System for curriculum mapping before Parent Conferences. Superintendent will collaborate with leadership teams to complete monthly podcasts related to important district information to support the District Communication Plan	Complete process for RFQ for Architectural Services. Complete comprehensive Master Plan for Facilities Complete recommendation for 5 year technology infrastructure deployment including phone system.	Complete training for Leadership Teams on Protocols, elements of change, decision-making, goal setting for the year to help transition new members. Complete evaluation of leadership team effectiveness with GEA prior to collective bargaining. Successfully bargain successor GEA-Board professional agreement.

2013-14 Superintendent Goals

Geneseo CUSD 228

GOAL	OPERATIONALIZED	TASKS TO COMPLETION	CURRENT STATUS	PROGRESS DATES
Establish approved district curriculum and create online presence for curriculum and report to BOE and community	<ul style="list-style-type: none"> -Ensure all written curriculum is placed in Atlas -Ensure all written curriculum is aligned to standards (CCS S, NGSS, other national standards) -Ensure decisions made on which 	<ol style="list-style-type: none"> 1. Monitor DLT progress on Atlas Action Team for curriculum entry 2. Establish curriculum reviewing process to ensure alignment, consistency to format, agreement on public display 3. Create system for quarterly review of curriculum, assessment results and improvement of strategies 	<p>DLT has trained Core Atlas Action Team. First units have been labeled and entered into Atlas System. April 29th, all remaining teachers will be trained. Goal to have all units mapped and entered into Atlas by August 14, 2014.</p>	<p>September 2013 Board Meeting</p> <p>December 2013 Board Meeting</p> <p>May 2014 Board Meeting</p> <p>September 2014 Board Meeting</p>
Review Foreign Language curriculum and instruction within the District	<ul style="list-style-type: none"> -Review current literature regarding foreign language offerings and instruction, K-12 - Review current status of offerings and effectiveness - Make recommendations for any possible changes based upon best practices and implementation matrix 	<ol style="list-style-type: none"> 1. Identify research sources 2. Review “best practices” 3. Determine relationship between “best practices” and curriculum, fiscal, and scheduling needs. 4. Make recommendation for change based upon matrix 	<p>Nothing started as of April 15, 2013</p>	<p>Report at August 2013 Meeting</p> <p>Report at January 2014 Meeting</p> <p>Report at June 2014 Meeting</p>
Evaluate effectiveness of credit-bearing opportunities at GHS and recommend any potential improvements	<ul style="list-style-type: none"> -Review current inventory of opportunities and report to BOE, including recent history -Review potential new opportunities for credit-bearing courses -Recommend implementation of any new opportunities based upon implementation matrix 	<ol style="list-style-type: none"> 1. Create inventory of current offerings. 2. Create data report of recent history of credit success 3. Research potential new offerings 4. Make recommendations based upon matrix 	<p>Historical reports available at HS, will be consolidated prior to June 1 Meeting will be scheduled with Black Hawk College officials</p> <p>Review of additional Advanced Placement opportunities before 6/1/2013</p>	<p>Report at June 2013 Meeting</p> <p>Report at October 2013 Meeting</p> <p>Report at February 2014 Meeting</p>
Create system for use of School Facilities Sales Tax	<ul style="list-style-type: none"> -Research and create system for accounting - Complete a comprehensive facilities needs assessment -Develop stakeholder engagement process -Plan work that should be done over designated time period - Prioritize work to be completed over timeline -Prepare resources necessary for work and begin contracting and construction phases 	<ol style="list-style-type: none"> 1. Engage Gorenz & Associates with other Henry County districts. 2. Engage consultant for facilities needs assessment 3. Review comprehensive facility plans with appropriate stakeholders and begin prioritization of projects 4. Create report of financial and resource needs to progress 5. Update Action Plan for Construction Projects 	<p>Sales Tax Referendum passed</p> <p>Contact has been made with Gorenz to schedule meeting</p>	<p>Report monthly to BOE beginning in May 2013 through June 2014</p>



My Report: Standards 2012-2013

Geneseo Community Unit School District 228

Learning Area: CCSS: Mathematics; Grade Level Clusters: CCSS: Grade 2, CCSS: Grade 3



Thursday, June 6, 2013, 9:54AM

Learning Area	Content Sub Area	Grade Level Cluster	Goals	Not Goals	%	Assessed	Not Assessed	%	Goals Not Assessed	Assessment Method
CCSS: Mathematics		CCSS: Grade 2	27	9	75%	0	36	0%	27	0
	Mathematical Practice		0	8	0%	0	8	0%	0	0
	Operations & Algebraic Thinking		3	1	75%	0	4	0%	3	0
	Number & Operations in Base Ten		11	0	100%	0	11	0%	11	0
	Measurement & Data		10	0	100%	0	10	0%	10	0
	Geometry		3	0	100%	0	3	0%	3	0
CCSS: Mathematics		CCSS: Grade 3	38	7	84%	13	32	29%	25	4
	Mathematical Practice		2	6	25%	2	6	25%	0	1
	Operations & Algebraic Thinking		9	0	100%	7	2	78%	2	4
	Number & Operations in Base Ten		3	0	100%	2	1	67%	1	3
	Number & Operations—Fractions		8	1	89%	0	9	0%	8	0
	Measurement & Data		14	0	100%	2	12	14%	12	1
	Geometry		2	0	100%	0	2	0%	2	0

Atlas Version 7.2.6

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Standards Overview 2012-2013

Geneseo Community Unit School District 228

Learning Area: CCSS: English Language Arts 6-12

Thursday, June 6, 2013, 9:50AM










CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

-  They demonstrate independence.
-  They build strong content knowledge.
-  They respond to the varying demands of audience, task, purpose, and discipline.
-  They comprehend as well as critique.
-  They value evidence.
-  They use technology and digital media strategically and capably.
-  They come to understand other perspectives and cultures.

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
[Goals:13 Assessments:1]

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
[Goals:15 Assessments:3]

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
[Goals:14 Assessments:2]

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative,

Class of 2013 Totals

TOTAL NUMBERS – 207 NOT GRADUATING – 3 MILITARY – 12 WORK – 15

STUDENT REPORTED TOTAL APPRENTICESHIP PROGRAMS – 1 VOTECH – 5 2 YR. COLLEGE – 84
(ALL INCLUDED)
4 YR. COLLEGE – 88

(STUDENTS NOT GRADUATING ARE NOT INCLUDED IN CAREER NUMBERS)

PERCENTAGES - 98.5% GRADUATED ()**

CAREER PLANS OF THOSE WHO GRADUATED:

6.0%	Military (**)
7.0%	Work (**)
0.5%	Apprenticeship Programs (**)
2.0%	Vocational/Technical Schools (**)
41.17%	2 Year College (**)
43.13%	4 Year College (**)

**** Indicates that the information is supplied by the students to the Guidance Department**

District 228 Board of Education expects creation of a comprehensive and relevant system that provides data that informs & inspires the school community through a variety of media, including print and digital means.

2013-2014 School Year Action Plan

1. Produce Leafprints Magazine

District 228 will produce a quarterly magazine that showcases it's athletics, arts, academics and activities to the school community.

Take Volume 3 to the next level and create 4 award-winning publications.

2. Maintain the District Facebook page and explore other social media venues.

District 228 will take advantage of social media as a fast and accessible communication tool. The District Facebook page will be updated daily with schedules, news and tips. District photographs and videos will be uploaded weekly to social media sites.

Take over Facebook page and utilize efficiency scheduling. Promote Zenfolio weekly and publish photographs weekly.

3. Develop an external communications team.

District 228 will create a team of writers, photographers, videographers, and technologists to accomplish marketing goals.

Create a team of student photographers and meet prior to the start of the 2013-2014 school year.

8. Develop internal "newsroom" where success stories are shared.

District 228 will create an internal digital newsroom where teachers and building administration can announce good news stories that occur in their schools. These stories will be shared with the community in both print and digital means as appropriate.

Work with James & Jackie to add this feature to the website.

9. Design a consistent brand and develop branding guidelines.

District 228 will establish a consistent brand identity and apply to all forms of external and internal

communication. Branding guidelines will be available on Staff Portal for employee use.

Provide admin with newsletter & letterhead templates.

10. Develop more content across multiple channels of communication.

District 228 will develop more digital content and distribute it across multiple channels of communication, including the website, email, Facebook and other information communication technologies.

Produce a video showreel for each quarterly magazine to show "behind the scenes", student/teacher interviews and to further promote featured stories. Promote showreels on Facebook, district website and Youtube channel.

11. Expand online subscriptions and targeted communications to key publics.

District 228 will build and maintain a relational database with current contact information for district and community opinion leaders to facilitate more targeted communications.

Increase magazine subscribers to 200 for 2013-2014 school year.

12. Increase the number of business and community partnerships.

District 228 will strive to have a strong relationship with local businesses, key community leaders and organizations to increase advertising partners and for mutual support.

Increase magazine advertisers to 25 per issue.

New Projects:

Help Scott with Building Plan campaign.

Increase Zenfolio sales

Sports Schedules for Country Companies

Leadership Team

Year End Report 2012-13

Team: District Leadership Team

Achievements that occurred in 2012-13

1. Atlas curriculum mapping and monitoring successfully launched.
2. Monitoring of teacher evaluation and walkthroughs using surveys.
3. Promoting information on Common Core through the Atlas system.
4. Communicate and celebrate using In the Loop/L.E.A.F.S.
5. Updated Communication Protocol.
6. Smooth transition made from large to small group.
7. Initial implementation of the new teacher evaluation instrument: Phase 1 moving from a 3-tiered to 4-tiered rating system.

Projects/Initiatives the Team worked on in 2012-13 that will carry over to 2013-14

1. All of the above should carry over.
2. Integrate use of Next Generation Science Standards into Atlas System.
3. Work with Joint SB7 Committee to develop a malleable teacher evaluation tool using survey feedback, Danielson training and other resources.
4. Continue training for Atlas Core Curriculum Leaders – use their expertise to help with connecting subjects/grade levels.
5. Continue training for new Leadership teams.

Considerations for new Initiatives in 2013-14

1. Develop an instructional materials (textbook adoption, additional supplemental resources i.e. workbooks, etc...) schedule based on needs discovered through Atlas mapping. DLT is the Gatekeeper of a guaranteed curriculum.
2. Collaborative work with PDT and Core Curriculum Leaders in the areas of Atlas and Danielson.
3. Work to set district-wide benchmarks of defining success for each grade level. "What is it we expect our students to master and how do we measure mastery?"
4. Collaborate with BLT's, PDT and Core Curriculum Leaders to introduce District-wide vocabulary on teaching and instruction that corresponds with Atlas mapping.
5. Identify need for peer reviews/teacher visits. Determine a recommendation for implementation and protocol.
6. DLT will request evidence for how Building Teams and Administration are effectively communicating with building faculty.
7. Explore the questions: In a district our size and with the initiatives we undertake, would a full or part-time Curriculum Director be feasible? Based upon curricular and instructional needs, what is the most appropriate configuration of faculty and administrative personnel to help promote quality collaboration as well as renewal of curricular and instructional practices?
8. Recommend to GEA officers to revisit the procedure of selecting DLT/BLT/A3/PDT members.

Leadership Team

Year End Report 2012-13

Team : **Professional Development Team**

Achievements that occurred in 2012-13

- Danielson Training for all staff in District 228 - development of common language, background, and foundational understanding for evaluation and best practices in teaching, student learning, and professional growth for all teachers and support staff preK-12.
- Creativity & Ambition - through the use of collaboration, creativity, and ambition, PDT used its energy to think outside of the box for staff development. A Henry County-wide professional development day plan is being implemented. Break-out session inservices on topics like classroom interventions, copyright and fair use, examining student work, core values index training, GoMath trainings, and more have been provided.
- Fiscally responsible - PDT strives to meet a goal of providing PD to staff that maximizes student learning. It does so in a manner that is financially responsible by utilizing many talents and knowledge bases within our own teaching community of District 228.

Projects/Initiatives the Team worked on in 2012-13 that will carry over to 2013-14

- Danielson Training - continue professional development on the four domains in unique opportunities of one-hour sessions, followed up by full day best practice implementation.
- Common Core - use training in domain's 1, 2 and 3 from the Danielson Framework as a way to further assist common core implementation in English, Math and Science for teacher planning, the classroom environment and improving instruction.
- Atlas Training - continue development of units of instruction and mapping work, to be completed by summer 2014.

Considerations for new Initiatives in 2013-14

- Coherence - PDT sees the above projects as interwoven opportunities to improve instruction for students at a deeper and richer level. By utilizing the above three items and further streaming them together, the power of teachers in their craft will be strengthened. PDT will consistently communicate the goal and vision it has for strengthening instruction, professional growth, and student achievement. Keeping our purpose at the forefront of every PD opportunity will strengthen the unity in and among staff.

Leadership Team

Year End Report 2012-13

Team : A-3

Achievements that occurred in 2012-13

Created:

- Team Charter
- Exploratory Request Form
- Exploratory Recommendation Form
- A-3 Protocol Flow Chart
- A-3 Recommendation Form
- Recommendation Request Form
- Activity Curriculum Template

Tasks:

- Began work on recommendations for consistent facility use procedures
- Rod Olson Presentation- June 4th

Projects/Initiatives the Team worked on in 2012-13 that will carry over to 2013-14

- District Facility Use Procedures
- Exploratory request
- Athletic, Arts, and Activity conflicts
- Activity and Athletics curriculum

Considerations for new Initiatives in 2013-14

All new initiatives must fall within our three buckets: Curriculum, Conflict, or Appendix B (Exploratories).

GENESEO HIGH SCHOOL BUILDING LEADERSHIP TEAM

Achievements in 12-13

- SMART GOAL #1: Discovery was used to gather data at three different points throughout the year in English and Math. At least one data meeting was held with English and Math faculty and administrators.
- Started using Rising STAR for the SIP process
- Planned 2 pm dismissal activities
- Positive feedback on year 1 and 2 with literacy coach
- SMART Goal #4: Formation of PLCs
- Began a discussion of post-secondary attitudes and perceptions
- Revision of the charter
- Implementing CVI with staff and freshmen
- Survived a schedule change and paradigm shift with the new ASAP period

Projects/initiative that will carry over to 2013/2014

- Secured the literacy coach for another year
- Discovery data impacting Tier 1 and 2 instruction
- Continued evaluation of co-teaching impact on student achievement
- Support of PLCs
- Continue a discussion of post-secondary attitudes and perceptions
- Continued implementation of CVI with next year's sophomores and freshmen
- Continued focus on improving ASAP opportunities

Considerations for new initiatives for 2013/2014

- ATLAS curriculum mapping

Leadership Team

Year End Report 2012-13

Team : GMS BLT

Achievements that occurred in 2012-13

- ASAP refinements/improvements. Monitored ASAP progress and furthered the promotion of enrichment.
- Audited homeroom practices.
- Professional development focus (Danielson, CCS, etc.) through faculty meetings, hour early releases, half days, and scheduled staff conversation times.
- Started and gave input into Rising Star work.
- Developed ALICE procedures and start-up documents for GMS.

Projects/Initiatives the Team worked on in 2012-13 that will carry over to 2013-14

- Instructional operating principals/practices development
- Communications audit

Considerations for new Initiatives in 2013-14

- Instructional operating principals/practices development
- Communications audit
- Development of common academic vocabulary
- Individual goal/contribution development

Achievements that occurred in 2012-13

- Improving/Differentiating Instruction
 - Staff watched a Carol Tomlinson DVD about differentiating instruction with post-discussions.
 - ELT collaborated to share strategies and resources all three buildings can increase H.O.T. (higher-order thinking) lessons in the classrooms.
 - BLT elicited feedback and successful strategies for RtI and created a plan as a team – and with our incoming building principal – to improve RtI at Millikin in the 2013-2014 school year.
 - BLT planned in-service time for grade levels to complete item-analysis of Discovery data each quarter to determine common content to focus on in future instruction following each round of Discovery testing. We also facilitated the sharing of successful data-analysis strategies amongst the staff.
- Increasing Achievement
 - Teachers were given in-service time each quarter to work in grade levels and analyze data from Discovery.
 - Methods of analyzing data were shared among the building; BLT facilitated this.
 - Teachers were provided with examples of approved Bloom's Taxonomy verbs for learning objectives to help increase higher-order thinking along with Webb's Depth of Knowledge.
- Safe & Caring Environment
 - Millikin held two assemblies about anti-bullying and bucket filling.
 - We revamped our monthly Character: Education lessons as K-2 and 3-5 groups.
 - We started a 'CHARACTER' board near the office that promotes the monthly character word.

Projects/Initiatives the Team worked on in 2012-13 that will carry over to 2013-14

1. Character Education lessons at the K-2/3-5 levels, coordinated by Mrs. Ford, will continue next year.
2. We will have more assemblies related to anti-bullying, bucket filling, character education, and peer relations, including a beginning of the year kick-off assembly.
3. We will read bucket filler names and continue to use and promote the Millikin 'bucket.'

Considerations for new Initiatives in 2013-14

1. Since the 2013-14 school year will mark our integration of a new RtI plan at Millikin, we will work consistently to support staff in this process through consistent review and communication as a building.
2. BLT will pursue staff training from Freedom House on domestic violence on children and the effects of sexual abuse on children.

Building Leadership Team Report 2012-2013 School Year

1. School Improvement Goals: Accomplishments for the Year

a. Character Education:

- a. A Hero Board was established as a way to encourage students to put into practice the lessons taught during monthly Character Education sessions.
- b. The Northside Star Award was another initiative that was implemented to recognize those students exhibiting good behavior.
- c. The Annual Northside Stomp was held in the fall to reinforce fitness and to stamp out bullying. This was also utilized as a fund raiser for the PTA.
- d. We encouraged students to "Fill Someone's Bucket" as often as possible and created a "bucket" in the front hallway where students could drop a note describing how someone else filled their bucket with a kind word or gesture or act of politeness. Examples were drawn from the bucket on occasion and shared with the school.
- e. Monthly Character Education lessons were taught again this year with a slight change. Instead of mixed groups of students from K-5, the groups were K-2 and 3-5.

b. RtI:

- a. Discovery Learning was used to measure student growth and achievement in both reading and math for all students. It was also utilized in the identification process for students needing RtI. During an inservice on September 20th staff members attended a session on how to use the Discovery results to help guide instruction. This was followed by a session on how to enter information into AimsWeb.
- b. Instructional aides were used in the 1st and 2nd grades for guided reading and also to work with

students in grades K-5 in both math and reading. The aides administered AimsWeb assessments for progress monitoring and weekly meetings were held with the classroom teacher to discuss student needs.

- c. A reading specialist addressed the needs of our Tier 3 students.
 - d. Discovery Math and Reading was used quarterly to monitor student growth.
 - e. The team worked with the members of the ELT to design an electronic form for entering RtI information into Skyward. The form was completed and all teachers were able to enter end of the year information on all RtI students into the program this year. This will help to guide instruction next fall and we will be able to begin in a more timely fashion.
 - f. All BLT's were charged with the task of identifying how RtI will look in their respective buildings for the 2013-2014 school year. Each building was allocated a specific amount of funding in order to make their plan a reality. Teams presented their plans to Mr. Kuffel and all teams received the green light to proceed.
- c. Safety:**
- a. Due to the increased movement of students throughout the building on a daily basis, it was decided that all teachers would put together a packet of information outlining where all children were at all times of the day in case of an emergency. This took the place of the old "class list" that would hand by the door.
- d. Rising Star:**
- a. Each member of the Northside team was assigned the job of entering specific information into Rising Star this year.

e. Parent Teacher Conferences:

- a. The building team surveyed the staff in regard to Parent Teacher Conferences and relayed that information to the DLT for conference planning.

f. Go Math:

- a. The team investigated the possibility of holding a Parent Night for Go Math this year. It was determined that bringing in a speaker for parents was too expensive at this time and finding a date became increasingly difficult. This was tabled until next year when it will be revisited to see if there is still a need.

g. Miscellaneous:

- a. The team facilitated the planning of special activities within the building: parties, morale building activities for the staff, etc.
- b. The team addressed any questions or concerns from staff identified on the idea cards.
- c. The team helped to plan early out agendas when they were specific to the building.

2. Projects & Initiatives Carrying Over to Next Year

- a. We will continue the Character Education initiative that has been in place the last 2 years along with the on-line referral for bullying.
- b. We will put into place our revised RtI plan right away in the fall of 2013. Discovery data will be used to identify students followed by the Fountas and Pinnell Assessment for those students who show a need. With the funds allocated to our building we will be hiring a part time Kindergarten instructor as well as 2 aides to help us in the implementation of our RtI plan.

3. Projects & Initiatives Under Consideration for 2012-2013 School Year

- a. Core Reading Instruction is the focus for the entire staff next year. Each grade level will be providing 120 minutes of literacy instruction daily with at least 30 minutes of that time being devoted to whole group instruction.

Monday, April 29
SWBLT Mtg 6:30 – 7:15

Achievements

- Southwest Hero changed monthly to promote safe/caring environment and increase student morale.
- Higher Level Thinking posters- Bloom's taxonomy of verbs to assist teachers
- Collaboration- sharing between teachers with Science Topics list. Cross-Grade level learning experiences.
- Exposed teachers to Differentiated Instruction with speaker, and project-based learning with school improvement discussion assignment.
- Improved student morale through Friday morning announcements: jokes, brainteasers, incentives, viewing of The Polar Express as a school community
- Providing student data online to assist next year's teacher (RtI data module in Skyward for teachers to view)
- Block scheduling = increased collaboration within grade levels
- Quarterly RtI parent meetings were offered to inform parents on interventions used and progress made

Projects/Initiatives the Team worked on in the 2012-2013 that will carry over to 2013-14

- Continue Hero board-provide teachers with list of who was already named a HERO in 2012-12 to avoid duplicates and include special education nominees
- Improved collaboration with common plan times at each grade level
- Project based learning projects will continue at all grade levels. Units have been identified where such projects will take place along with a description of each at each grade level K-5 and Sped.
- Monthly formal collaboration meetings with Special Education staff for stronger communication.
- Refinement of Code Red procedures
- Refine character education
- Peer Coaching Opportunities

Considerations for new Initiatives in 2013-14

- Monitoring/Supporting of new RtI process established by BLT
- Hallway and safety expectations will be addressed and enforced by all staff
- Teacher collaboration through a sharing board in the teacher's lounge for each grade level- (student work, newsletters, pictures, etc.)
- School wide community service learning project planned and implemented
- Providing Tier I professional development in the content area of guided reading/ reading instruction to look at and implement best practices and alignment to CCS