

| GOAL   | CURRENT STATE  | WHAT WILL WE SEE   |
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| <p>Goal 1: The Board expects <u>creation</u> of a comprehensive and relevant <u>curriculum</u> of study for students in PreK through 12<sup>th</sup> 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.</p>   | <ul style="list-style-type: none"> <li>- The District has written curriculum in all areas taught, PreK through 12<sup>th</sup> grade.</li> <li>- However some of this curriculum needs to be updated and some would not be in the same model that we are completing with the Power Standards project.</li> <li>- The Power Standards project has now provided us with the chance to develop Power Standards that are closely aligned with the Common Core Standards. We have completed about 80% of the work necessary for writing of Power Standards and Instructional Learning Objectives that will be taught each quarter in English, Language Arts and Math—K-12.</li> <li>- Next will be the assessment work and continuation of the process over time for all areas taught.</li> </ul> | <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul> |
| <p>Goal 2: The Board expects creation of a comprehensive and relevant report of <u>instructional strategies</u> for teachers grades PreK through 12<sup>th</sup> 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> | <ul style="list-style-type: none"> <li>- Currently, we use very informal means to communicate what we expect from teachers for “best practices” and strategies for them to teach students.</li> <li>- We have just begun the process of creating awareness for the importance of quality lesson planning, and are developing standard components of “great lessons” that administrators would observe in classrooms during both formal and informal visits for evaluation and formative walk</li> </ul>  | <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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</li> </ul>   |

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|   | <p>throughs.</p> <ul style="list-style-type: none"> <li>- We have presented to faculty and the Board a variety of data sets related to both local, state and national assessment results. However, this is not systematic and it is not the norm that this data drives changes in instruction. The HS and MS have done a noble job in working with the EXPLORE, PLAN and ACT data to help identify students who have deficiencies , either with skills or behavioral deficiencies. Many secondary teachers work hard to change their instruction but at times their repertoire of “best practices” is lacking. The elementary teachers have used DRA2 results to do some grouping and perhaps modestly changed practice or use the data for Response to Intervention teaming, but again, this is not systematic.</li> </ul> | <p>technology. The HS Building Leadership Team has set a goal of each teacher establishing a personal literacy goal for 2011-12.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>  |
| <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> | <ul style="list-style-type: none"> <li>- Currently, the District has a wealth of technological equipment, from SMARTBoards to document cameras to projectors to laptops on carts to iPads on carts. The infrastructure for network capacity exceeds any school district in this area and is perhaps even coveted by community colleges and small colleges in the area.</li> <li>- Currently, the engagement of students actually using the technology is on the</li> </ul>  | <ul style="list-style-type: none"> <li>▪ We will see an Action Plan for implementation of a 1:1 technological environment.</li> <li>▪ 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.</li> <li>▪ We will see Action Plans from Leadership Teams, especially PIC that reflects professional development emphasis on improving the learning environment for</li> </ul> |

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|  | <p>rise, and teachers have been training and developing considerable numbers of strategies and techniques to offer content and review opportunities via a digital medium.</p>   | <p>students using both personal and technological strategies.</p>  |
| <p>Goal 4: The Board expects creation of a comprehensive and relevant system that <u>provides data that informs</u> and <u>inspires</u> the school community through a <u>variety of media</u>, including print and digital means.</p>   | <ul style="list-style-type: none"> <li>- Currently, we offer an award-winning website.</li> <li>- We offer some coverage by local newspapers, particularly noting the HS Principal periodic press releases.</li> <li>- We offer a Facebook presence that is growing.</li> <li>- We offer building newsletters that typically discuss procedural items and announcement of events.</li> <li>- We offer parents a service called Family Access through Skyward that allows “real time” data related to academic, attendance, disciplinary and food service and registration information.</li> </ul> | <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>   |
| <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</u> of programs and <u>physical plants</u> of the District.</p> | <ul style="list-style-type: none"> <li>- Currently, the District operates a support personnel system that is not organized through a bargaining unit and is guided by policy, but primarily through an Educational Support Personnel Handbook.</li> <li>- We provide a safe and secure environment using a combination of staff supervision, security officer, and security cameras.</li> <li>- We have a somewhat aging custodial</li> </ul>   | <ul style="list-style-type: none"> <li>▪ We will see an annual review of the Educational Support Personnel Handbook by the Superintendent, Director of Operations and the Board of Education.</li> <li>▪ 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.</li> <li>▪ We will see development of an Action Plan for Food Service that addresses turnover, meal quality, and a</li> </ul> |

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|  | <p>staff, which requires proactive leadership and planning.</p> <ul style="list-style-type: none"> <li>- We operate an efficient Food Service program which has generated questions regarding the quality of food and concerns about personnel turnover and which has begged questions regarding a long-term plan.</li> <li>- We currently lack formal Standard Operating Procedures in certain areas related to the cleaning, maintaining and operating departments.</li> <li>- We occupy buildings, which continue to age, and while significant Health/Life Safety work has been completed, planning for the next 5-10 years for support is still necessary.</li> <li>- We transport students via a contracted provider, where said provider has raised questions about customer service and the status of a long-term relationship.</li> <li>- We monitor performance with an evaluation form that is the same across all categories, which begs the question of alignment with job descriptions.</li> </ul> | <p>mechanism for monitoring and measuring the essential functions of a quality Food Service program.</p> <ul style="list-style-type: none"> <li>▪ We will see development of Standard Operating Procedures where appropriate, that will relate and align to Job Descriptions and Evaluation Instruments where appropriate.</li> <li>▪ 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.</li> <li>▪ We will see a report that discusses options for transportation systems to be reviewed in the future.</li> <li>▪ 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.</li> </ul> |
| <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</p> | <ul style="list-style-type: none"> <li>- Currently, the District has invested in a more distributed and shared leadership model, while maintaining- through collective bargaining and Board Policy-- “management rights” that help define those ‘command decisions’ necessary to function day to day.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ We will see a report providing an overview of the success of implementation of the negotiated leadership team structure for 2010-11.</li> <li>▪ We will see Action Plans and Charter updates from each of the seven Leadership Teams for 2011-12</li> <li>▪ We will see the Board President serving in 2012-13 as</li> </ul>   |

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| <p>establishing coherence and alignment between values and actions.</p> | <ul style="list-style-type: none"> <li>- Since the 2003-04 school year the District has reduced 2.0 FTE administrators, and has turned over all administrators except the HS Athletic Director, the current Millikin Principal, and the Northside Co-Principals (including the Superintendent, that means there have been 8 administrative changes).</li> <li>- We will have a new GEA President for the first time in 4 years.</li> </ul> | <p>a member of the District Leadership Team along with the Superintendent.</p> |

## Nova Net Report - July 28, 2011

The summer Nova Net experiment was a success on a number of different levels. Several people were responsible for the success, with the first being the teacher, Jami Burbridge. Jami's knowledge of the computer software, her ability to work with students one-on-one, and her ability to maintain a productive learning environment all led to a successful summer for many students. Jami kept excellent records and communicated with parents frequently by email, providing printed reports so everyone knew the status of their student and their progress throughout the program. Although Jami will tell you she is not great at math, she was still able to give some assistance to students when they struggled or got stuck during their computer work.

The Counseling department helped by communicating with students and their families about this opportunity and making sure there were enough students to conduct this summer experiment. Nathan O'Dell did a lot of work with the Nova Net program and coordinating all of the involved stakeholders. Nathan was also present in the computer lab at the beginning of the classes to help get kids started and set the tone for the expectations in the computer lab. Julie Stradt and Stephanie VanOpdorp also were their usual helpful selves throughout the summer, taking and delivering messages, keeping track of payments, and helping Jami communicate with parents.

Listed below is some data from this summer:

- 17 students took part in the program, with 15 of them taking one class and 2 students taking two classes.
- 16 of the 17 students finished their class. One boy is at 83% completion and will finish August 11<sup>th</sup> or 12<sup>th</sup>.
- The different classes taken this summer were: Health, US History (second semester), English 9, English 10 (second semester), English 11 (second semester), Algebra 1 (first & second semester), Geometry (first semester), and 8<sup>th</sup> grade English & pre-algebra. NOTE: The 8<sup>th</sup> grade boy is an incoming freshman who did not pass English & math at his middle school. The student is already 15, and we did not want to send him to GMS. We told him he could enter as a freshman at GHS if he passed these two classes at his expense.
- Grade levels of the students were: 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>; based upon 10-11 school year grade level.
- 13 of the 17 students have paid in full their balance due. The other four students know that they will not be given credit for their work until payment in full has been collected. All but one of the families has made at least a partial payment. The cost to take a Nova Net course is \$175.00 per class.
- The class started on June 15, and the last student finished on July 27. One student finished after three days. There were 19 days of attendance planned for, and the last student finished on day 18. NOTE: There actually was one extra day attended by 3 students who took advantage of Jami being in the computer lab during our Nova Net aide interviews.
- Cost analysis: 38.5 hours X \$9.62 = \$370.37. 19 classes brought in \$3325.00. If everyone pays in full, \$3325 - \$370.37 = \$2955.63.