

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?	<u>How</u> are we doing?	Which of the core values are applied?
Implement plans to address Board Policy 1:35 for Academic Targets.	Curriculum Committee MS and HS Staff District and Building Administration	Address Assessment Results Needs Assessment of Professional Development	<ul style="list-style-type: none"> ✓ Reports presented to Board of Education and Local Media ✓ Curriculum Committee Action Plan Progress Reports 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input checked="" type="checkbox"/> Effective Communications
Address physical plant concerns	Superintendent and HS Administrators Director of Operations Operations Committee Architect	Create plan for Fine Arts Space Create plan for GHS Courtyard and Greenhouse Climate Control Issues	<ul style="list-style-type: none"> ✓ Still need some monitoring pieces 		<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input checked="" type="checkbox"/> Safe and Caring Environment <input checked="" type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Develop Balanced Budget Plan	Board of Education Superintendent Finance Committee GEA Advisory Group Community Group	Review revenue and expenditure trends Develop scenarios for next 5 years	<ul style="list-style-type: none"> ✓ Board approved resolution to address Balanced Budget plan 		<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input checked="" type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	Progress indicators	Which of the core values are applied?
<p>All students (K-12) will improve comprehension in non-fiction reading.</p>	<p>K-12 teachers, K-12 Literacy Panel, District administrators, Literacy Coach, Paraprofessionals, Parents/Guardians</p>	<p>Audit of 6-12 Reading instruction. Teachers will learn and systematically implement techniques to specifically teach non-fiction comprehension strategies. Teachers will frequently assess student comprehension of non-fiction text. Administrators will monitor use of these techniques and assessments through meetings and teacher evaluations.</p>	<ul style="list-style-type: none"> ✓ Teacher discussion of student progress in non-fiction reading comprehension, as shown in classroom assessments. ✓ Results of EXPLORE/PLAN/ACT tests – especially Reading and Science Reasoning tests ✓ DRA2 results, especially of Non-fiction titles 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
<p>All students (K-12) will improve in their reasoning and analysis skills and related test scores.</p>	<p>K-12 teachers, District administrators, Paraprofessionals, Parents/Guardians</p>	<p>Teachers will become familiarized with the Science Reasoning test of the EXPLORE, PLAN and ACT tests. Classroom activities and sample assessments will be utilized to teach students the skills and strategies required to analyze and interpret data.</p>	<ul style="list-style-type: none"> ✓ Increasing number of students meet the benchmark for the EXPLORE/PLAN/ACT Science Reasoning Tests ✓ Classroom activities and assessments utilize data interpretation. ✓ Communicate with parents and students the importance of using and interpreting data. 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	Progress indicators	Which of the core values are applied?
<p>Encourage all HS students to complete 4 years of mathematics before graduation.</p>	<p>MS/HS Counselors, MS/HS Math and Science Department Chairs and staff, District Administrators, Parents, Local College and Employer Partners, K-5 teachers</p>	<p>Communication with parents and students through district webpage, orientation programs, local newspaper articles, employer skill needs, and COMPASS test results. Teachers and department chairpersons taking an active role in mentoring and encouraging students to continue to enroll in math courses throughout HS. Continue to increase numbers of students taking accelerated math classes at the MS.</p>	<ul style="list-style-type: none"> ✓ Transcript evaluation of HS students shows a greater number of students enrolled in a senior year math class than in previous year ✓ Improvement in preparation of students for MS math by K-5 teachers. ✓ Mentoring MS and HS students ✓ Increasing numbers of MS students placed into pre-algebra at the 7th grade ✓ Increasing numbers of students meet the EXPLORE/PLAN/ACT benchmark for Math 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
<p>Further technology training for all teachers to improve utilization in the classroom by students.</p>	<p>Technology specialists, K-12 teachers, Local Grants and Foundations</p>	<p>Provide increasing inservice opportunities for teachers to use technology as a classroom instructional tool. Student surveys on active use of technology in the classroom.</p>	<ul style="list-style-type: none"> ✓ Student surveys show increasing hands on use of technology in the classroom. ✓ Teacher surveys show increased comfort level with and increased complexity in the use of interactive whiteboard systems, document cameras, remote slates and projectors. ✓ Teachers and administrators increase their use of blogs, websites, and I-Chats for instruction, meetings and communication with parents, students and other district staff. 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	Progress indicators	Which of the core values are applied?
<p>Research the future direction of the HS Business, HS Agriculture, HS/MS Industrial Technology and HS/MS Family/Consumer Science course offerings and personnel.</p>	<p>Area workforce development roundtable group, area businesses and college partners, HS/MS administrators, Local Grants and Foundations</p>	<p>Investigate possible new courses and direction for HS /MS Vocational Department. Collect local and regional data on workforce needs and corresponding skill development at the HS/MS levels</p>	<ul style="list-style-type: none"> ✓ Revised course offerings for the 2009-2010 school year at the HS, especially in the Business area. ✓ Long range plan for the HS/MS Vocational Department developed ✓ Provisions for new equipment and facilities to teach new offerings 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
<p>Research the extent to which our high school graduates' post-secondary activities are affected by our district grading scale, class rank computation, course offerings and counseling services.</p>	<p>HS Counselors, HS Administrators, College partners, Parents, GHS Graduates, K-12 teachers</p>	<p>Surveys of GHS graduates and local college partners regarding grading scale, class rank and transcript use in college. Collect longitudinal data from 2005-2008 regarding grade distributions of the graduating classes. Survey students on their use and perception of HS and MS counseling services pertaining specifically to college goal setting and application processes.</p>	<ul style="list-style-type: none"> ✓ Survey Results show trend data regarding the relationships of class rank, GPA and course selection to college entrance and financial aid or scholarships. ✓ K-12 teachers discussion group (regarding future of district grading scale, reporting of class rank and GPA, importance of course selection, and counseling services) makes recommendations on all or some of the items in question to the Board of Education. 	<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

Geneseo Unit School District #228 Operations Committee Scorecard

	Goal (In order of priority)	Time Frame for Accomplishment	List of Action Needed	Completion Status and Decision
1	Health/Life Safety Requirements - 10 year	2008-2009	1. HVAC and/or Ventilation Options/Pricing 2. Consider remaining 10 yr H/L Safety Items and amendments	1. Present recommendation at May Regular Board Meeting. 2. Meeting with Scott Johnson on May 1, 2008.
2	Greenhouse - Court Yard	2008-2009	-Seek bid for demolition of greenhouse and replacement of windows - Landscape and maintenance	-Discussion at Operations Committee
3	High School Art Room	2008-2009	Creating New Art Room in Old Wrestling Room; use of potential old art room.	-Discussion with Mr. Haugse on need and use of space. -Discuss with Scott Johnson on H/L Safety items on May 1, 2008.
4	Auditorium – Music Rooms	2008-2009	Remodel HS Auditorium and Music Rooms	- Determination by board of need and desire - Discussion with Scott Johnson on May 1, 2008.
5	Closing of Atkinson School	2008-2009	Ensuring Available Classroom space and determining Class placement at which buildings	- Continued discussion and updates with Mr. Kuffel - Determining student enrollment numbers
6	HS Locker Rooms	2009-2010	Remodel	Discussion only at Operations Committee level

Geneseo Unit School District #228 Operations Committee Scorecard

	Goal (In order of priority)	Time Frame for Accomplishment	List of Action Needed	Completion Status and Decision
7	Industrial Arts	2009-2010	-Upgrade or remodel -Discussion with Curriculum Committee on need	Discussion at Operations level
8	Grade Centers	2010-2011	Creating student Grade Centers	No Current Discussion
9	Northside Addition	2010-2011	Adding Gym and Classrooms at Northside School	- Plans drawn up by Scott Johnson - Discussion at Operations Committee Level Only -No Current Discussion
10	Millikin Addition	2010-2011	Adding on or building new school at Millikin School	No Current Discussion

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?	<u>How</u> are we doing?	Which of the core values are applied?
Enhance and/or improve the Ladders to Learning services	Ladders to Learning Staff Parent Educator Building Principal Curriculum Director Parents	Review the Summary from the Consultant's Visit including recommendations Decide what recommendations fit the setting Develop a plan for implementation Determine the needed resources Implement the plan Assess the plan	<ul style="list-style-type: none"> ✓ Review: timeline/check-off ✓ Decide: timeline/check-off ✓ Determine: timeline/check-off ✓ Implement: timeline/check-off ✓ Assess: Parent Survey ✓ Access: Test scores 		<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Create a cohesive staff where staff members do not feel isolated.	Southwest Staff Building Principal	Develop and implement a shared vision for the building Clearly communicate and model expectations of plan to staff Mentoring new teachers by using colleagues and meeting with the building principal on a regular basis Involve upper and lower grade students in common activities	<ul style="list-style-type: none"> ✓ Develop: a written statement and plan devised by the staff ✓ Staff members can verbally or in written form communicate the vision of the school ✓ New teachers meet with mentor regularly ✓ Building principal meets with new teachers regularly 		<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?	<u>How</u> are we doing?	Which of the core values are applied?
		Design faculty meetings to integrate colleagues from different grade levels.	<ul style="list-style-type: none"> ✓ Upper and lower grade students interact through: reading to each other, visiting classrooms, mentoring, etc. ✓ Faculty meetings are used for building level decisions needing input from all staff as opposed to only having an informational meeting. Staff members are divided to work in diverse groups on a regular basis. 		
Continue to work within the boundaries of RtI to improve student achievement	Southwest Staff including Reading Aides and Social Worker Building Principal	<p>Review with the team leader and members their history with RtI</p> <p>Discuss concerns, problem areas, and joys of the process</p> <p>Utilize staff meetings and inservices to train and update staff</p>	<ul style="list-style-type: none"> ✓ Faculty will show comfort in using the RtI model 		<ul style="list-style-type: none"> <input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?	<u>How</u> are we doing?	Which of the core values are applied?
80% of GHS students meet/exceed by 2012 the ACT benchmarks (Day 1 of testing) and the Work Keys benchmarks (day 2 of testing). The goal for 08/09 is 70%.	All stakeholders. Students preparing themselves for high stakes testing, teachers preparing students for testing, administration reviewing curriculum and instruction.	Review of assessment data to make adjustments to CIA (curriculum, instruction, assessments). Test item analysis, curriculum review, professional development to better equip staff to help students achieve the goal.	✓ PSAE scores that arrive in late May/early June.		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Focused professional development activities and follow through in the areas of literacy, technology, and use of assessment data.	PIC committee, department heads, administrative teams, and staff.	Surveys of staff, planning meetings, and work with outside consultants if need be.	✓ When there is a printed out professional development calendar with timelines and specific information.		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
A vision for the Vocational department that includes a master schedule reflective of student interests and future needs.	Vocational director, high school administration, and curriculum director.	Recruitment at job fairs, advertising in college career departments, and contacts made with armed services placement group in order to hire two staff for the vocational department for the 09/10 school year.	✓ The 09/10 GHS master schedule will reflect the goal.		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?	<u>How</u> are we doing?	Which of the core values are applied?
Improve teaming	All team teachers, building level administrators, encore/exploratory teachers.	Set up a list of objectives for teams. Have specific goals and discussion points for team meetings. Reporting of actions and monitoring. Redirection as necessary. Increased teaming time.	<ul style="list-style-type: none"> ✓ Curriculum mapping ✓ Increased, quality interdisciplinary units ✓ Increased interventions to address individual student needs. 	We are teaming three times a week, but having an actual team meeting only once a week. Some interdisciplinary units, but not many. RtI has not been done through the teams yet.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Academic Expectations <input checked="" type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Improve literacy	All stakeholders. Significant possibility of outside literacy consultant group.	Identify areas of deficiencies in regards to literacy. Begin having the English department teach specific reading strategies. Follow up English department efforts with strategies being implemented in other core area classes.	<ul style="list-style-type: none"> ✓ Increase in ISAT and Explore test scores for reading. ✓ Decrease in amount of students requiring interventions through RtI. 	We currently do not have a literacy plan for 6-12. District is in the early stages of planning assistance in this area.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Increase Explore test scores	Administration, counselors, teachers, support staff, curriculum director	Increase the buy-in that the Explore test is a valid test worthy of us being judged upon. Teachers will begin looking at Explore scores of students and their projections to ascertain what needs to be done with curriculum. Teachers will use Explore standards from ACT to see what direction they need to take their material.	<ul style="list-style-type: none"> ✓ Increase in ISAT and Explore test scores for all areas. ✓ Improved data to make decisions for transition from 8th grade year to 9th grade. 	We currently use Explore in the 8 th grade year, but not as much emphasis has been given to it as necessary.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?	<u>How</u> are we doing?	Which of the core values are applied?
Improve communication between the grade levels.	Grade level leaders and counselors.	Have team leaders and counselors meet each month to discuss and inform the other grade levels about issues each is facing.	✓ A meeting schedule will be created and general agenda topics will be identified.		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
To better inform grade levels of student recommendations and concerns identified by the previous years teachers.	Counselors and Team Leaders.	Set a meeting at the beginning of the year, end of the first semester, and end of the second semester to share information.	✓ Create a schedule and maintain meeting minutes.		<input type="checkbox"/> High Academic Expectations <input checked="" type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Create a program to promote safe communication of student concerns to teachers/administrators.	The Middle School Administration and the faculty and staff.	Create a plan for a “Mutual Respect” program that emphasizes positive student behavior and interaction.	✓ Plan is created, approved, and implemented by the faculty.	Implement a preferral program to reward specific positive behaviors.	<input type="checkbox"/> High Academic Expectations <input checked="" type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Select specific data based intervention program(s) for used in each grade level.	Building Based Team, the faculty and administration.	The BBT has identified some programs available. They should make a final selection in August of 2008.	✓ When the intervention program is being implemented and results are recorded and studied.	Utilize reading coach. Using the trial version of reading interventions before full implementation.	<input checked="" type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?	<u>How</u> are we doing?	Which of the core values are applied?
To gain knowledge and start to implement the principals of Response to Intervention, RtI.	Northside Teachers, Administration and Parents.	1. Researching and inservicing RtI principles and guidelines.. 2. Creating a RtI procedural plan for students referred to BBT.	✓ When an RtI Procedural Plan has been created and followed.		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
To develop and teach a list of literacy terms to be emphasized throughout the school year.	Northside Teachers, Administration, Parents and Students.	1. Developing a list of literacy terms from local and state assessments. 2. Incorporating these terms in daily language arts instruction.	✓ When Reading Assessment scores show improvement.		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
To incorporate daily math practice on multiple skills in grades K though 5.	Northside Classroom Teachers, Administration, Parents and Students.	A daily planned mini math lesson incorporating a review previously learned skills.	✓ When Math Assessment scores show improvement.		<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications

What do we want to <u>do</u> ?	<u>Who</u> needs to be involved?	What <u>actions</u> are required?	How will we <u>know</u> when we have done it?	<u>How</u> are we doing?	Which of the core values are applied?
Develop a structure of reading interventions for each grade level. Based on available resources, these interventions would become part of the regular instructional programming.	All grade level teachers and certified instructional staff.	<ul style="list-style-type: none"> • Identify reading instructional resources by grade level. • Define criteria for implementation with students. • Tracking procedures 	<ul style="list-style-type: none"> • All students who are below designated reading level immediately receive additional reading intervention. 	Evaluate and track student progress quarterly using some type of uniform assessment tool.	<input type="checkbox"/> High Academic Expectations <input type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Formalize the Instructional Interventions and communicate to all teachers and parents. Connection to RTI listed above.	Same as above.	Consider alternative delivery methods for supplemental Reading Instruction for all K-5 students.	Same as above.	RTI process would address student progress/lack of through monthly data reports in place of meetings.	<input checked="" type="checkbox"/> High Academic Expectations <input checked="" type="checkbox"/> Safe and Caring Environment <input checked="" type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications
Consider Implementation of Positive Behavioral Intervention and Supports PBIS for all grades K-5.	Entire Building Staff	Research and present information about this program to all building staff. Identify and form building committee to consider program introduction and timelines.	PBIS in use throughout the building with all staff and students.	Record and track weekly/monthly discipline issues in building.	<input type="checkbox"/> High Academic Expectations <input checked="" type="checkbox"/> Safe and Caring Environment <input type="checkbox"/> Fiscal Responsibility <input type="checkbox"/> Effective Communications