
Homer Community School District

School Improvement

Profile and Plan



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Overview

Mission

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to:

- read with understanding,
- communicate clearly,
- solve problems effectively,
- think critically, and
- act responsibly.

Vision

Homer Community School District will be the educational leader, empowering all students to achieve excellence.

Motto

“Committed to excellence, inspiring greatness, exceeding expectations”

School Improvement Goals

K-12 students will improve achievement in reading comprehension.

K-12 students will improve achievement in mathematics.

K-12 students will learn appropriate positive behavior for school as well as life-long behavior skills.

The Homer Community School District serves approximately 415 students in pre-kindergarten through twelfth grades with 41 certified staff members and 21 support staff. Students enjoy well maintained facilities with advanced technology to maximize learning. The school district has a strong partnership with parents and the community. All stakeholders are committed to preparing students to learn and achieve at high levels by providing them with the skills and habits of mind necessary to be successful and responsible citizens in a global society.

Board of Education

The six-member Board of Education is responsible for establishing the policies for which the school system operates. The members of the Board of Education continually provide strong leadership and support for the programs and practices necessary to ensure a quality education for all students. Current members of the Homer Community School District Board of Education are:

Paul Tighe, President
 Tim Murphy, Vice President
 Eric Georgesen, Secretary
 Aaron Reis, Treasurer
 Darrin Brand, Member
 Troy Launsby, Member

District Professionals

The Homer Community School District has a dedicated staff of approximately 62 certified and non-certified employees who provide quality educational experiences for all students. There are currently 37 skilled and knowledgeable members of the teaching staff, two certified support staff, and three administrators. Approximately 24 of these educators have five or more years of teaching experience and nearly 23 have earned advanced degrees.

District Administration

Cheryll Malcom, Superintendent
 Randy Pirner, High School Principal
 Lora Crowe, Elementary Principal

Certified Professionals

Assignment	Name	School Ext.	email
Preschool	Brittney Stansberry	126	bstansb@esu1.org
Kindergarten	Marcella Broyhill	124	mbroyhill@esu1.org
Kindergarten	Sharon Harral	122	sharral@esu1.org
First Grade	Brenda Boelter	112	bboelter@esu1.org
Second Grade	Jean Fields	121	jfields@esu1.org
Second Grade	Lark Rich	120	lrich@esu1.org
Third Grade	Julie Davis	119	judavis@esu1.org
Third Grade	Judi Robertson	111	jrobertso@esu1.org
Fourth Grade	Kayla Dorcey	113	karoeber@esu1.org

Fourth Grade	Katie Pick		kpick@esu1.org
Fifth Grade	Julie Krogh	125	jukrogh@esu1.org
Fifth Grade	Kari Morgan	127	kschoenb@esu1.org
Sixth Grade	Angela Ford-Davis	117	adavis@esu1.org
Guidance	Jeff Horner	107	jhorner@esu1.org
Library / Media	Stacie Johnson	130	stjohnso@esu1.org
5-12 Inst. Music	Noelle Petersen	146	npetersen@esu1.org
K-12 Vocal Music	Judy Schermann	145	jscherma@esu1.org
K-12 Art	Casey Conner	147	cconner@esu1.org
7-12 Spanish	Elizabeth Rogers	136	erogers@esu1.org
P.E. & Health K-12	Brian Pauli	161	bpauli@esu1.org
P.E. & Math	Kelly Skow	164	skow@esu1.org
Business / Computers	Dallas Schultz	134	dschulz@esu1.org
Computers	Rod Harris	135	rharris@esu1.org
Ind. Arts / Athletic	Kevin Snyder	148	ksnyder@esu1.org
Director			
English	Stacey Delperdang	137	sdelperd@esu1.org
English / Head Coach	Dan Schmitt	142	dschmitt@esu1.org
English	Emma Caskey	143	emcaskey@esu1.org
Mathematics	Brian Ferris	132	bferris@esu1.org
Mathematics	Candyce Peitz	133	cpeitz@esu1.org
Science	Dave Huston	141	dhuston@esu1.org
Science	Kelley Snyder	131	kesnyder@esu1.org
Social Studies	Bret Hightree	144	bhightre@esu1.org
Social Studies	Brianna Twohig	139	btwohig@esu1.org
Psychologist	Leah Clark	168	lmoritz@esu1.org
Elementary Resource	Rose Brewer	115	robrewer@esu1.org
Secondary Resource	Michelle Meyer-Ellingson	138	mellingson@esu1.org
Secondary Resource	Peggy Terwee	149	pterwee@esu1.org
Title I	Megan Schiltz	116	mschiltz@esu1.org
Speech Pathologist	Ashley Tapper	128	atapper@esu1.org

Support Professionals

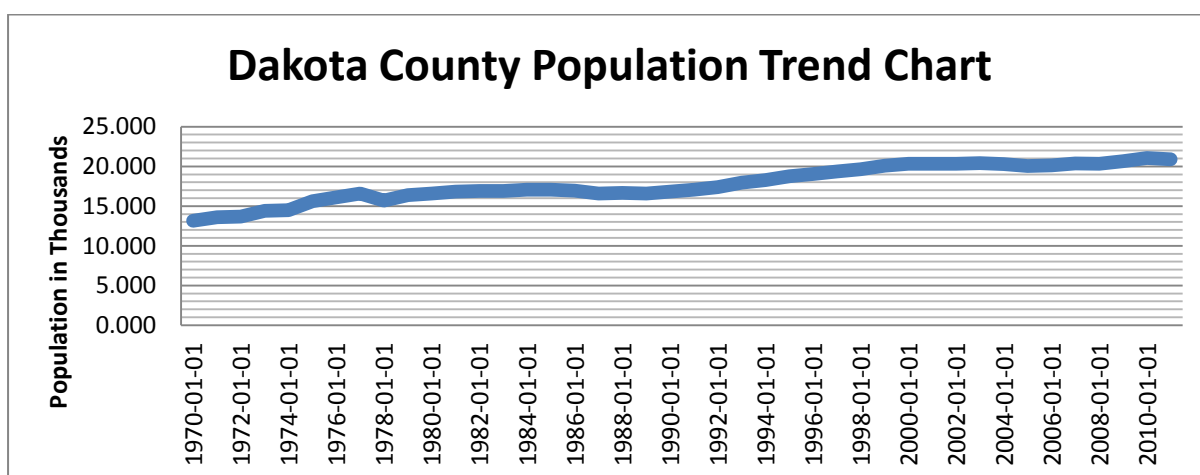
Assignment	Name	School Ext.	email
Business Manager	Trish Rohde	110	trohde@esu1.org
LAN Mgr. / Tech Coordinator	Michael Stroeh	114	mstroeh@esu1.org
District Secretary	Amy Brand	101	abrand@esu1.org
Secretary	Tiffany Schmitt	102	tschmitt@esu1.org

Para-professional	Kylene Baker	122	kbaker@esu1.org
Para-professional	Janice Barclay	115	jbarclay@esu1.org
Para-professional	Milt Elo	102	
Para-professional	Stacey Heald	126	sheald@esu1.org
Para-professional	Jackie Remer	138	jaremer@esu1.org
Para-professional	Veronica Schmidt	118	vschmidt@esu1.org
Para-professional	DeAnna Schmitt	138	deschmitt@esu1.org
Para-professional	Judith Stoner	149	jstoner@esu1.org
Para-professional	Mary Lynn Swanson	129	mswanso@esu1.org
Para-professional	Sandy Tremayne	124	stremayne@esu1.org
Nurse	Christine Schulte	106	cschulte@esu1.org
Head Cook	DiAnn Albertson	163	dalbertson@esu1.org
Cook	Neta Brockway	163	
Cook	Deb Chamberlin	163	
Co-Head Custodian / Maintenance	Kevin Chambers	162	kchambers@esu1.org
Co-Head Custodian / Maintenance	Bill McPherran	162	bmcpherran@esu1.org
Custodian	Jeanette Moes	102	

Community

The Homer Community School District is located in the northeast corner of Nebraska and lies 15 miles south of Sioux City, Iowa. It is part of the metropolitan area known locally as Siouxland. Nearly 144,000 people live and work within the Siouxland area. The city of Homer has a population of approximately 560 people. Residents of Homer enjoy the type of atmosphere found in most small communities, yet are close to the amenities of a larger urban city. The patrons of the community are generally employed in agriculture, own businesses, or commute to jobs in the Sioux City metropolitan area.

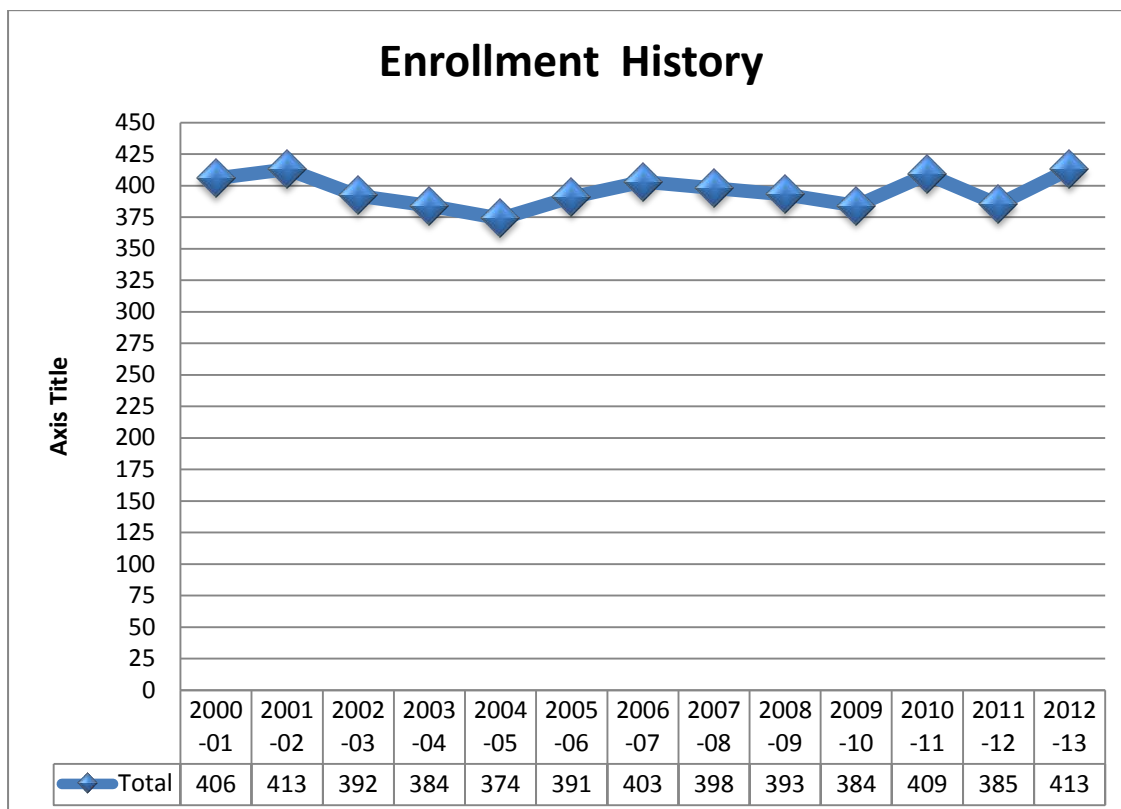
Very positive and cooperative relationships exist between the school district and the community. The school district has worked with parents, business representatives, law enforcement agencies and other community members on projects to enhance learning and recreational opportunities for students.



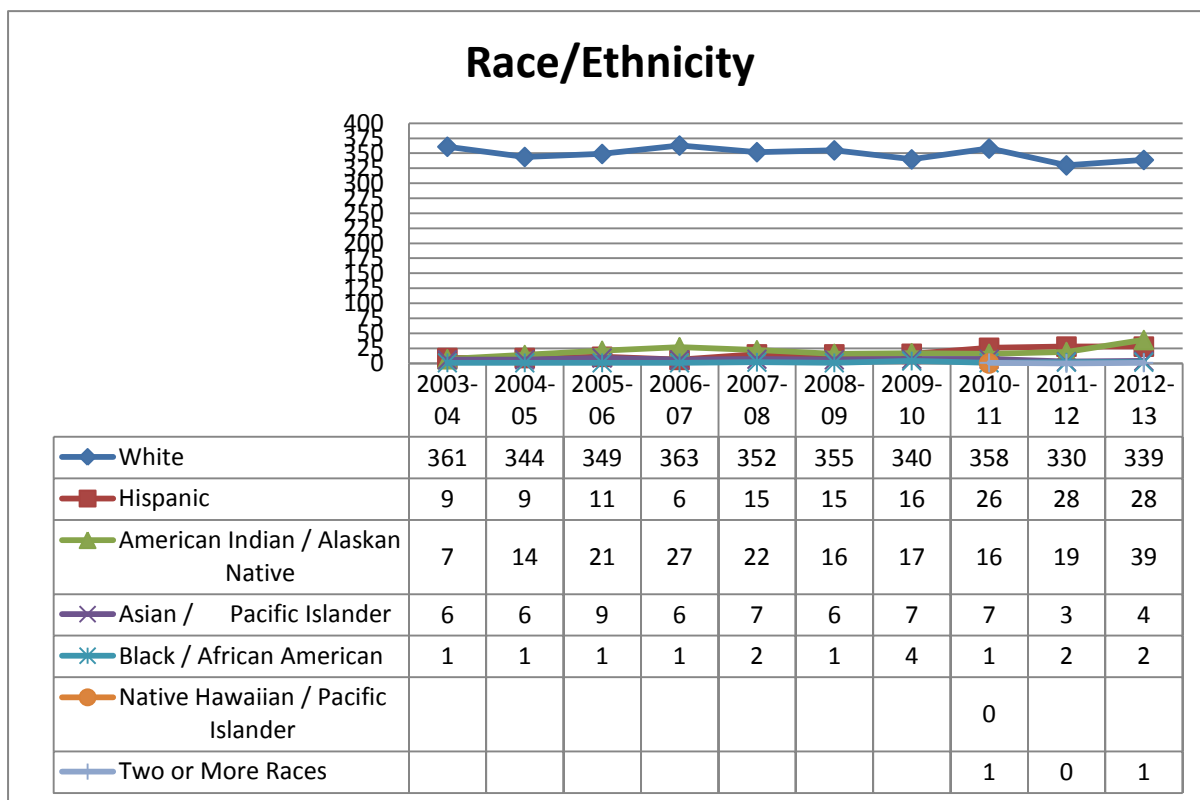
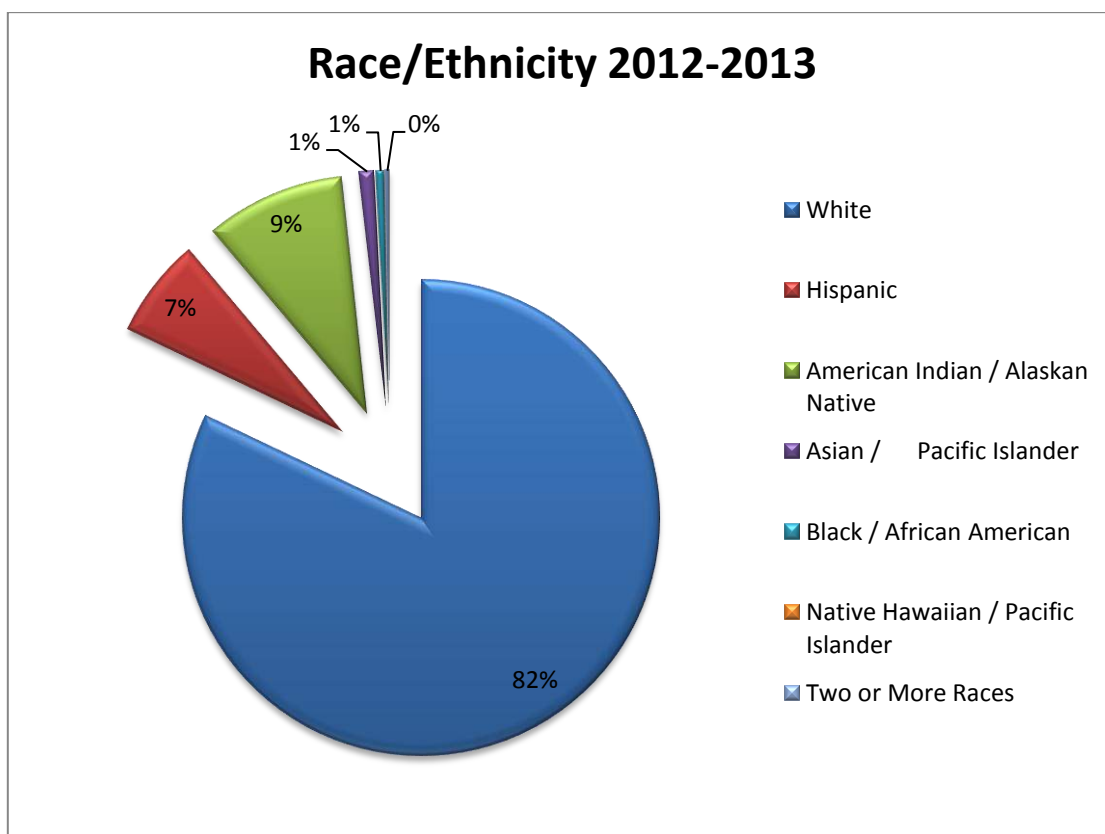
Taken from US Department of Commerce, August 2012

Student Demographics

The overall student population has remained relative stable since 2000/2001. Changes have been identified in the areas of race/ethnicity and students qualifying for free or reduced lunch. In 2011/2012, English Language Learners were identified and provided with instructional support.



Race/Ethnicity



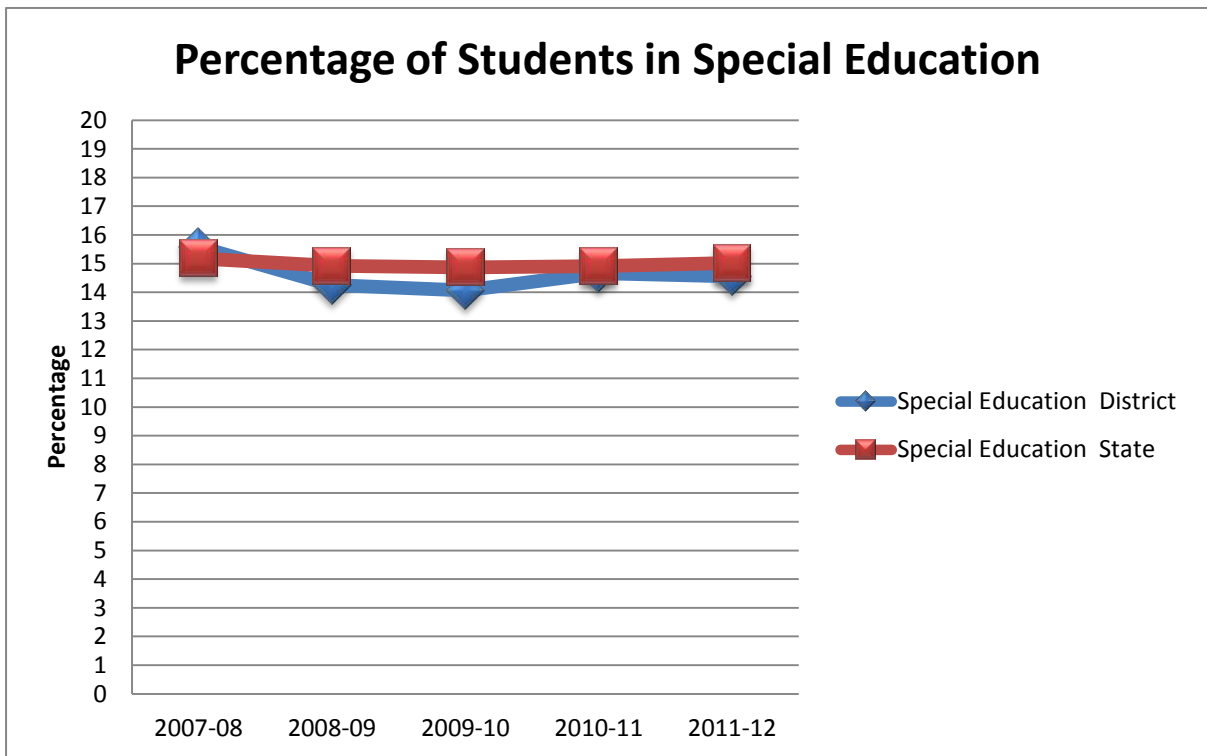
English as a Second Language

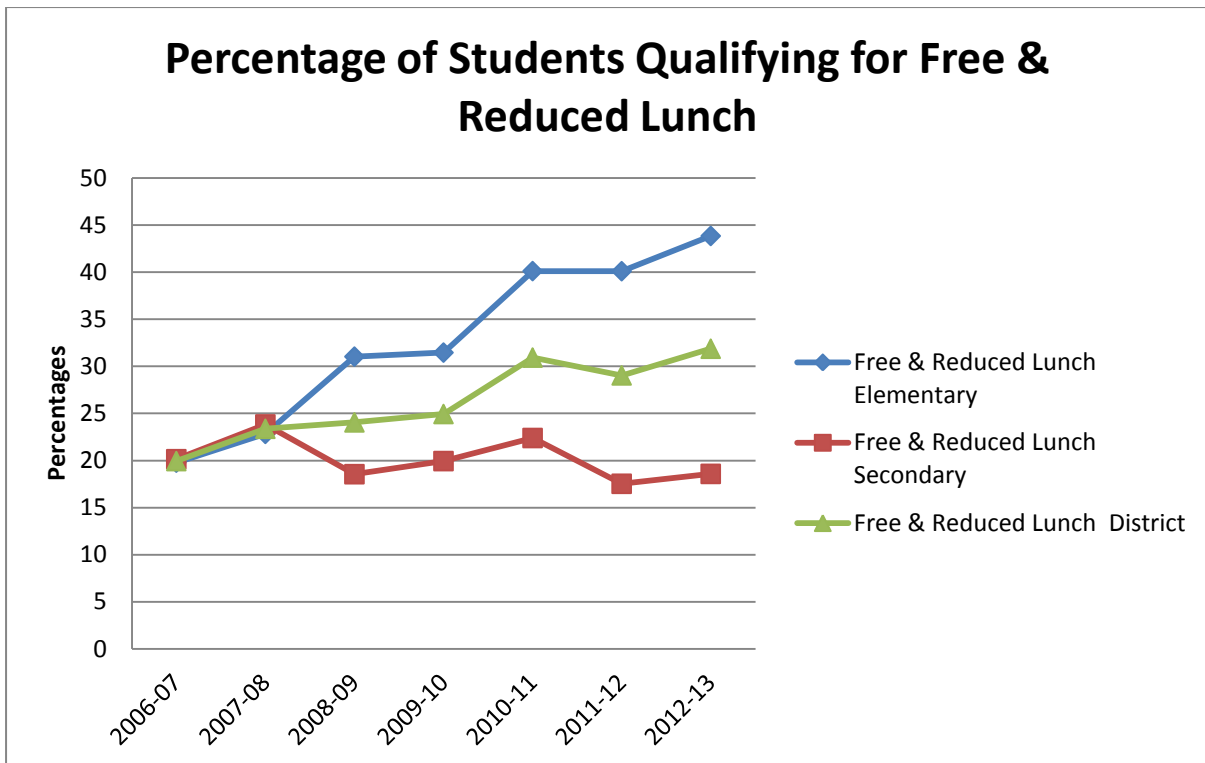
2010/2011 None Identified

2011/2012 6 Students

2012/2013 4 Students

Special Education





Continuous School Improvement

Historical Perspective

Prior to 2004/2005, the district's school improvement process was led primarily by district administrators. Staff members were involved in:

- 1) the development of a mission statement and
- 2) the alignment of curriculum to State Standards
- 3) the development of STARS assessments

The Homer Community School District has had a process for continuous school improvement since the 2004/2005 school year. With the assistance of the Nebraska Department of Education, teacher and administrative leaders began to enhance the school improvement and accreditation process. The changes included more involvement of the entire staff from kindergarten through twelfth grades and the inclusion of school board members and parents of students from the community. Highlights of this process included:

- 1) Development of committees / leadership
- 2) Revisit Mission/Vision/Goals
- 3) Curriculum alignment
- 4) Data analysis.

In 2010/2011, the district made a commitment to enhance its continuous school improvement model and begin working towards the development of a professional learning community. The intent of this systemic change was to reinforce the importance of a collaborative culture in which educators are focused on improving student learning through collective inquiry into the most effective school practices as well as implementing action plans to improve student performance. It is the district's intent to create and sustain a learning environment with the following characteristics:

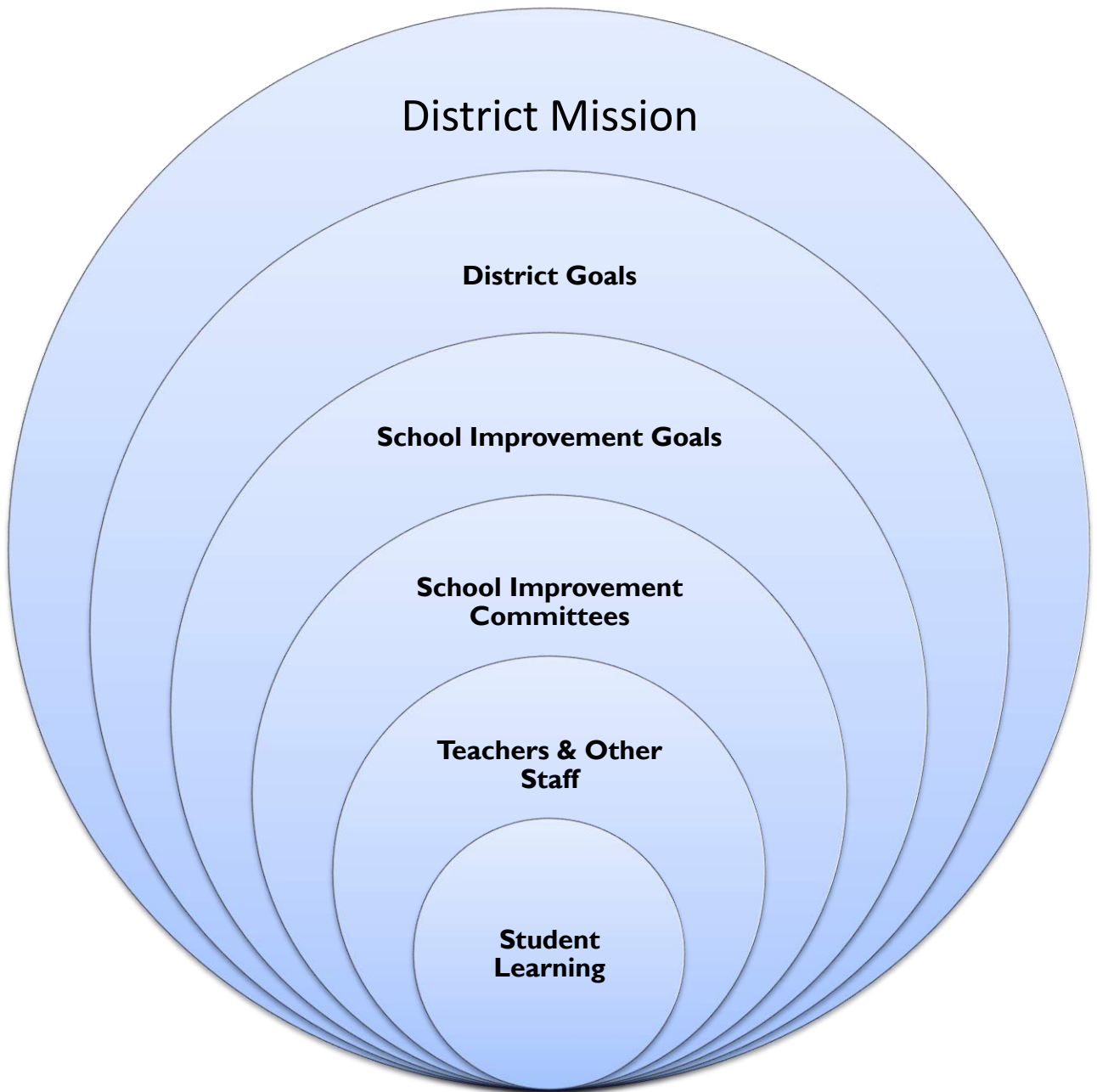
- 1) a clear and compelling vision and focus for student-centered and continuous improvement efforts that is shared by all stakeholders;
- 2) a guaranteed and viable curriculum with essential learning targets clearly identified and well communicated;
- 3) opportunities for teams of educators to work collaboratively and interdependently to achieve district, school and classroom goals;
- 4) systematic processes to analyze and monitor descriptive and achievement data at all levels – district to individual student – for a clear picture of the current reality and progress toward goals;
- 5) systematic processes to utilize data to drive future instruction and
- 6) systematic processes that will maximize student learning and provide timely and targeted intervention for re-teaching and enrichment.

Continuous School Improvement Process



District – Committee – Grade/Department – Classroom – Students

Alignment



Leadership for Continuous School Improvement

School Leadership Team

A Leadership Team consisting of committee chairpersons and administrators provides guidance for planning, coordinating, and leading the school efforts in continuous improvement. Through the collaborative efforts of the district's Leadership Team all processes, procedures, and resources are aligned to create a safe, supportive and effective learning environment to enhance the learning of each student. Members of this group assist in

1. planning school improvement activities such as goal setting, action planning, implementing, monitoring, and evaluating;
2. reviewing and analyzing data related to school improvement
3. evaluating progress toward achieving school improvement goals;
4. communicate results to staff,
5. lead the work of the school improvement teams throughout the school year;
6. assist in the preparation of school improvement reports to staff and district as requested, and
7. prepare the documentation and presentation for school accreditation review.

Leadership Team		
Rose Brewer	Leah Clark	Kayla Dorcey
Stacy Delperdang	Jeff Horner	Stacie Johnson
Megan Schiltz	Dan Schmitt	Mike Stroeh
Brianna Carda	Randy Pirner	Lora Crowe
Cheryll Malcom		

School Improvement Committees

Committee	Chairperson(s)	Members
Culture and Environment	Leah Clark	Kylene Baker Angela Ford-Davis Jeff Horner Julie Krogh Noelle Petersen Dan Schmitt Brittney Stansberry
Curriculum, Instruction, and Assessment	Rose Brewer, Stacy Delperdang, and Megan Schiltz	Leah Clark Julie Davis Kayla Dorcey Brian Ferris Jeff Horner Stacie Johnson Kari Morgan Lark Rich Judi Robertson Peggy TerWee
ILCD	Rose Brewer	Leah Clark Chele Ellingson Megan Schiltz Kelly Skow Ashley Tapper Peggy TerWee
Safety and Crisis Team	Jeff Horner	Amy Brand Rose Brewer Leah Clark Bill McPherran Chris Schulte Peggy TerWee
Student Assistance Team	Jeff Horner and Megan Schiltz	Brenda Boelter Sharon Harral Candyce Pietz Ellie Rogers Kelly Skow
Technology	Mike Stroeh	Amy Brand Julie Davis Rod Harris Dallas Schultz Kevin Snyder
PLC	Stacie Johnson	Brenda Boelter Judy Robertson Peggy TerWee

School Improvement Committees

Culture and Environment Committee

Culture and Environment Committee

The Culture and Environment Committee is comprised of elementary staff, secondary staff, non-certified staff, parents, administrators, the school psychologist, and the guidance counselor. The primary focus of this committee is to promote, enhance and sustain a positive school climate where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually, and physically. The intent of fostering a positive school climate is to improve academic achievement, and provide students with the knowledge, skills, and dispositions necessary to be responsible and productive members of society.

The Culture and Environment Committee concentrates efforts on the development of a systemic approach to meeting the social/emotional needs of students by evaluating and monitoring the school climate and culture. The committee provides recommendations on ways to enhance student/staff morale, to provide for a more conducive learning environment, to resolve school-wide discipline issues, and to improve family and community involvement. Examples of committee work include:

- All kindergarten through 8th grade students are receiving weekly instruction utilizing the Second Step curriculum
- The Steps to Respect Curriculum is used for targeted classrooms/groups
- Boys Town and APL strategies are used for classroom management
- Behavior skill review occurs during morning assembly each day
- Kindergarten through 6th grade students earn frequent positive reinforcement, and recognition at monthly Pride Assemblies for outstanding character
- The committee reviews social/emotional screening (DESSA-SSE) and office referral data to help determine which students are in need of additional instruction.
- At the secondary level of prevention, small group instruction may occur in the skill deficit area
- Individual/specialized instruction occurs at the tertiary level
- Many professional development activities occur throughout the year
- Provide support for the student-led Stand for the Silent group

Curriculum, Instruction, and Assessment

Homer Community School District has established a comprehensive district assessment and accountability system to ensure student learning. The district assessment program has three primary purposes.

- **Assessment to Improve Achievement:** Teachers use our assessments as a diagnostic tool to determine what students know and are able to do and to improve classroom instruction.
- **Assessment to Determine Success:** Assessment provides information on how Homer compares with state, national, and international levels of achievement.

- **Assessment to Communicate Results:** Another purpose of the district assessment program is to create a process for reporting the strengths and the areas of concern on student achievement to the public.

The CIA committee provides assessment data for analysis to the staff. Data comes from several sources. At the elementary level assessment data includes NeSA, AimsWeb, Stanford, and Dessa. At the secondary level, assessment data includes NeSA, Stanford, Explore, Plan, ASVAB, PSAT, and ACT. Data is analyzed as whole group, categorized, and individual.

The CIA committee provides leadership in the alignment of the school curriculum according to the Nebraska State Standards in Language Arts, Mathematics, and Science. Over the past two years, this process has included horizontal alignment, and now vertical alignment. We are also in the process of aligning the curriculum of non-core disciplines into the school's Language Arts and Mathematics curriculum to show where all areas affect student learning in the core areas.

The CIA committee is confident that the alignment process and data analysis process leads teachers in a direction that will improve student learning. With all the information obtained from these processes, teachers can identify gaps and overlaps within the curriculum. They can also identify areas of strength and weakness and determine proper interventions to improve student learning as a whole.

Crisis and Safety Committee

The Crisis and Safety Committee is established to assist in managing/prevention tragedies that have significant impact on schools, i.e., student or staff deaths, critically ill or injured students/staff, terminal illness, natural disasters, hostage or abduction situations. This team is designed to provide assistance to students and staff, K-12. It is the philosophy of the school that an organized approach is more effective in reducing psychological/social difficulties following a crisis and in prevention of possible safety issues within the school district. Some of the services that the Crisis Response Team delivers to the school district is but not limited to:

- Meet with staff to formulate an action plan when needed.
- Facilitate staff/student to provide information related to a crisis or safety concern.
- Support all school staff.
- Help teacher's process information with students.
- Work with students individually or in groups.
- Be available for contact with parents.
- Provide helpful, factual information to parents and public.
- Plan safety drills for students and staff.

Improving Learning for Children with Disabilities (ILCD):

ILCD is a state supported, district-led, self-assessment process. At Homer, all special education teachers, therapists, and title I teachers serve on the ILCD Committee. The ILCD committee gathers current information, completes an analysis of results, identifies gaps with both Part B (school age children) and Part C (birth to age 3) services, rates the district's performance, stimulates the development of improvement strategies, identifies compliance issues, and develops and implements improvement strategies for the district.

The goal of the ILCD committee at Homer is to improve special education programs, which will result in better services and will strengthen the partnership between school improvement and special education. The ILCD process provides supports for children with disabilities, allowing them full access, participation, and progress in the general curriculum and enhances functional outcomes for infants and toddlers.

Data collected through the ILCD process will be used to document progress in meeting the targets of the State Performance Plan (SPP), in completing the Annual Performance Report (APR), in making annual District Determinations and in publicly reporting district efforts in meeting the SPP targets through the State of Schools Report (SOSR).

Student Support Team

SAT stands for Student Assistance Team. According to Nebraska rule 51, the Student Assistance Team is a general education problem-solving team intended to utilize documented intervention strategies to assist the school in the provision of general education. The Student Assistance Team (SAT) is a problem solving team which attempts to uncover the underlying reasons that a student might be experiencing academic or behavioral difficulties and to assemble practical, classroom-friendly interventions to address those student problems in the least restrictive way possible. We help students who may struggle with general education, but are not in the special education program. We can also assist with students who are significantly above their academic grade level.

Technology Committee

The Technology Committee works to ensure that the technology needs of students, teachers and support staff are met. We discuss current projects, and help to guide the direction of future purchases and projects. We also assess the current training needs for teachers and future training opportunities that can be provided.

Professional Learning Community Teams

All staff should be actively involved in the school improvement process. Staff members serve on teams to accomplish school improvement work and continuously monitoring student achievement. The work conducted in Professional Learning Community Teams (PLCs) is guided by four questions.

- 1) What do you expect students to know?
- 2) How will you know if they have learned it?
- 3) How will you respond if they have not learned it?
- 4) How will you respond if they already know it?

The responsibilities for PLCs include:

- 1) Ensuring opportunities to learn through curriculum study and alignment ;
- 2) establishing and monitoring progress toward specific measurable goals (S.M.A.R.T. Goals);
- 3) planning for the involvement of students in monitoring progress toward goals;
- 4) reviewing, evaluating and adjusting common assessments;
- 5) analyzing results; and
- 6) identifying and implementing improvement strategies.

Professional Learning Community Teams may be formed to focus on school improvement goals that impact learning opportunities for students such as maintaining a safe and orderly environment or increasing parent involvement. The work in these teams will be guided by Action Plans which include the goal(s), strategies and action steps, identification of responsibilities, timelines and evidence of effectiveness.

Shared Agreements



Stakeholder Involvement

Students, parents, and community members regularly take advantage of opportunities to actively participate in school improvement and district operations. The district utilizes various methods to involve and communicate with stakeholders. Meetings and surveys are used to solicit opinions and ideas. Monthly newsletters, Facebook, the school website, and an automated phone system are used to provide timely information to parents and other stakeholders.

A representative group of students, parents, teachers, community members, board members and school district staff met with a facilitator to develop the mission, motto and vision statements for the district. These statements guide the work of educators and are to be reviewed every five years. To provide for more stakeholder participation, all parents, students in 4th through 12th grade, and staff were surveyed to assist in the selection of the mission statement. Staff input was solicited to finalize the vision statement.

Parents and community members participate in school improvement committees, the Parent Advisory Committee, Preschool Advisory Committee, and Parent Forums. All parents were invited to attend the Parent Advisory Committee meetings and Parent Forums. Numerous opportunities have been provided to all elementary parents to come to school for social and academically focused activities. Students have also been able to provide insight for improvement efforts by participating in meetings as well as surveys.

Professional Development

The purpose of professional development in the Homer Community School District is the continued improvement of student learning. The District is committed to providing its staff members with quality professional development activities. The processes and activities in this area are designed to assist our professional staff in improving their knowledge and skills as well as keep the current with trends in recognized best practices.

Recurring Professional Development Activities

- New Teacher Mentoring Program
- APL Classroom Management
- Professional Learning Communities
- AdvancED Training – School Improvement
- Writing Training
- Instructional Strategies
- MANDT
- Blood Borne Pathogens
- First Aid and CPR

Teachers, support staff and administrators are encouraged to attend other training opportunities that support school goals, improve learning, or are job related.

Homer Elementary School Professional Development Log

Date and Topic	Staff Members
August 17, 2010 - Bloodborne Pathogen Training	All certified and non-certified staff
October 21, 2010 - RTI	Kari Morgan, Lark Rich, Cherrie Malcom
November 4-5, 2010 - SPED Law	Rose Brewer
November 5, 2010 - Reading Strategies	Kayla Dorcey, Julie Davis, Lark Rich, Brenda Boelter
November 8, 2010 - NeSA Reading	Megan Schiltz, Angela Ford-Davis, Julie Davis
November 11-12, 2010 - Boys' Town Training	Lisa Cooper, Lark Rich, Judy Schermann
November 2010 - Jan Haage	All certified staff and administrators
December 1, 2010 - APL	Cherrie Malcom
December 7, 2010 - RTI	Rose Brewer, Trish Porter
December 7, 2010 - ESL	Dan Schmitt, Kelley Snyder, Julie Davis
December 15, 2010 - 6 Traits Writing	Dan Schmitt, Megan Schiltz, Stacy Delperdang
January 4, 2011 - NeSA	Stacie Johnson
January 14, 2011 - Reading Strategies	Dan Schmidt, Noelia Rivas, Megan Schiltz
January 31, 2011 - 1st Grade Teaching Strategies	Kayla Dorcey, Brenda Boelter
February 8, 2011 - RTI	Lark Rich, Rose Brewer, Kari Morgan, Kayla Dorcey
February 9, 2011 - Art Strategies	Casey Conner
February 21-22, 2011 - Boys' Town Training	Julie Krogh
February 22 - 25, 2011 - PLC Summit	Brian Ferris and Randy Pirner
February 25 - Sped Conference	Rose Brewer, Peggy TerWee
March 21-22, 2011 - International AdvencED	Cheryll Malcom, Kelley Snyder, Brian Ferris
March 25, 2011 - Mission Statement Development	Cheryll Malcom, Megan Schiltz, Randy Pirner, Rose Brewer, Leah Clark, Stacie Johnson, Kelley Snyder, Kayla Dorcey, Brian Ferris
March 29-31 and April 19-20, 2011 - APL	Julie Krogh, Lisa Cooper
May 10, 2011 - Guided Reading	Megan Schiltz, Lark Rich, Jean Fields, Kayla Dorcey, Brenda Boelter, Kari Morgan, Julie Krogh

May 2011 - Planning for the 2011-2012 school year	Cheryll Malcom, Megan Schiltz, Randy Pirner, Rose Brewer, Leah Clark, Stacie Johnson, Kelley Snyder, Brian Ferris
May 7-12, 2011 - International Reading Convention	Cheryll Malcom, Julie Davie, Rose Brewer
July 7-9, 2011 - Professional Learning Communities	Stacie Johnson, Brian Ferris, and Peggy TerWee
July 18-20, 2011 - RTI	Angela Ford-Davis and Leah Clark
August 2011 - Dr. Thomas Many on Formative Assessment	All certified staff and administrators
September 6, 2011 - Bloodborne Pathogen Training	All certified and non-certified staff
September 15, 2011 - Vision Statement Development	Megan Schiltz, Stacie Johnson, Rose Brewer, Leah Clark, Brian Ferris, Cherrie Malcom, Randy Pirner
September 6-7, and October 7, 2011 - Teacher Evaluation	Dallas Schultz, Jeff Horner, Casey Conner, Angela Ford-Davis, Julie Davis, Randy Pirner, Cherrie Malcom
September 19, October 3, and November 29-December 1, 2011 - NeSA Check 4 Learning	Randy Pirner, Brian Ferris, Megan Schiltz, Dave Houston
September 26, October 26, November 14-15, December 6, 2011 - APL	Teresa Stockwell, Brittney Stansberry, Noelle Peterson, Brianna Twohig
October 12-13, 2011 - Partnership for Learning	Brian Ferris, Stacie Johnson, Rose Brewer, Julie Davis, Cherrie Malcom
October 17, 2011- ILCD	Rose Brewer, Leah Clark, Ashley Tapper, Peggy TerWee, Megan Schiltz, Michelle Ellingson
October 20, 2011- Leveled Literacy Intervention	Rose Brewer and Megan Schiltz
November 3-4, 2011- Special Education Law	Rose Brewer and Leah Clark
December 6-7, 2011- How to Grade for Learning	Kari Morgan, Brian Ferris, Angela Ford-Davis, Cherrie Malcom, Dan Schmitt
December 8, 2011 - REWARDS and Sound Partners	Megan Schiltz
December 12, 2011 - Elementary Math Methods	Julie Davis, Jean Fields, Brenda Boelter, Judi Robertson
January 16, 2012 - Differentiated Instruction	All certified staff and administrators
February 28 - 29, 2012 - Partnership for Learning	Randy Pirner, Brian Ferris, Megan Schiltz, Cherrie Malcom, Julie Davis, Rose Brewer
March 8, 2012 - Danny Brassel on Reading Comprehension and Motivation	All certified staff and administrators

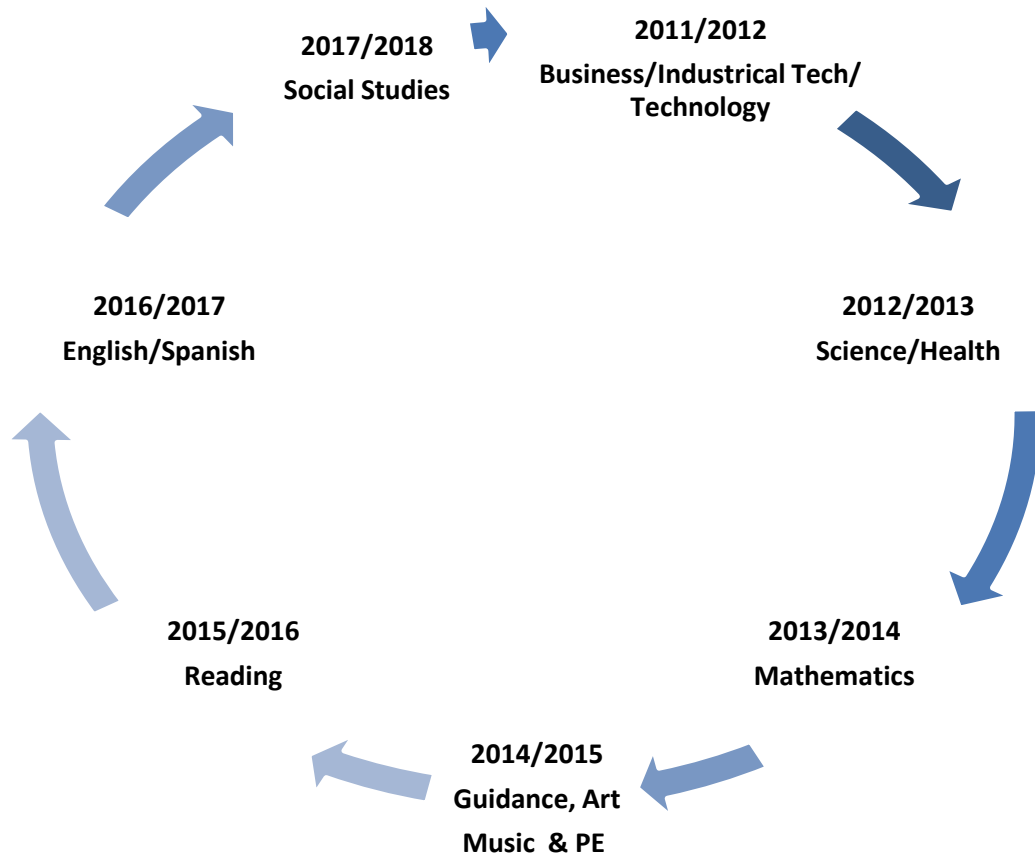
Homer Community School 2012-2013 Professional Development

Date and Topic	Staff Members
August 30, 2012 - John Baylor Test Prep 1/2 Day	Stacy Delperdang, Jeff Horner
September 11, 12, 13 - APL Training	Kelly Skow, Katie Pick, Elizabeth Rogers
September 17, 2012 - Engaging Students in Math	Kelly Skow, Candyce Peitz and Brian Ferris
September 18, 2012 - Rewards at ESU	Megan Schiltz
September 29, 2012 - Fall Library Workshop	Stacie Johnson
September 24, 25 & 26 - ADOS Training	Leah Clark
October 2-4 - LLI Training	Megan Schiltz
October 25 - APL Refresher	Leah Clark, Stacy Delperdang, Brenda Boelter, Lark Rich, Julie Davis and Rose Brewer
October 29-30 - AdvancED	Cheryll Malcom, Randy Pirner, Rose Brewer, Stacy Delperdang, Leah Clark
November 1 - Writing Workshop	Dan Schmitt, Stacy Delperdang, Bret Hightree
November 6 - Writing Workshop	Peggy TerWee and Stacy Delperdang
November 8-9 - SPED Law	Rose Brewer, Leah Clark, Peggy TerWee
November 13-14 - APL	Ellie Rogers, Kelly Skow, Katie Pick (on 14th only)
November 14 - Writing Retreat	Stacie Johnson and Kayla Dorcey
November 15-16 - NMEA Music Conference	Noelle Petersen, Judy Schermann
November 27 - School Imp. Workday	Megan Schiltz, Kayla Dorcey, Rose Brewer, Judi Robertson, Stacie Johnson, Stacy Delperdang
December 3-4 - PreK-3 Staff Development	Jean Fields, Sharon Harral
December 12 - C4L	Stacy Delperdang, Emma Caskey, Kari Morgan, Dave Huston, Julie Davis
December 14 - School Imp. Workday	Megan Schiltz, Kayla Dorcey, Judi Robertson, Stacy Delperdang, Stacie Johnson, Rose Brewer
January 8 - iPad Workshop	Brenda Boelter, Kayla Drocey, Megan Schiltz, Julie Krogh
January 8 - Second Steps	Jeff Horner, Leah Clark
January 10 - SLD and Rule 51	Leah Clark

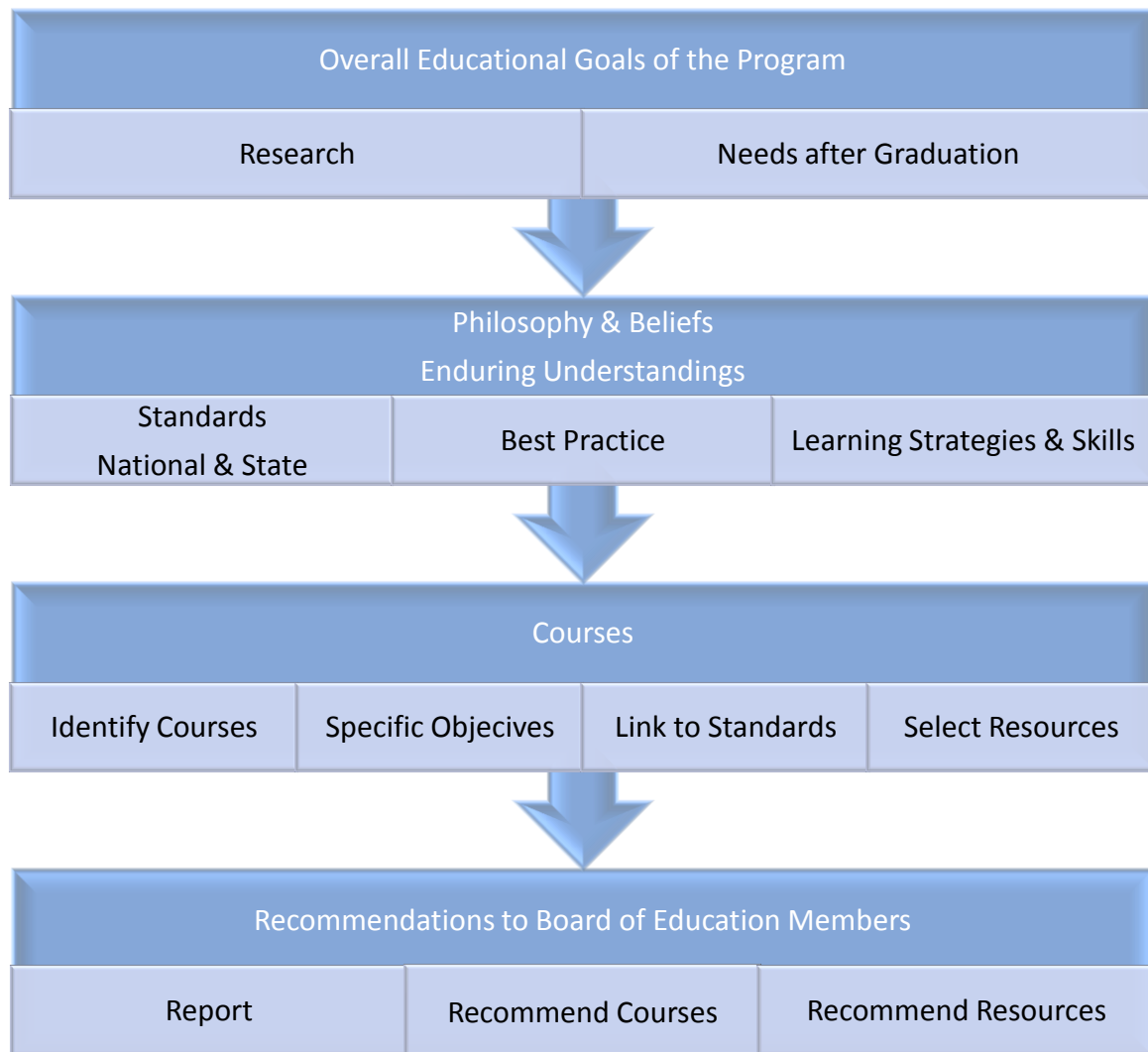
January 11 - Positive Behavior Management	Brittney Stansberry
January 16 - Common Core	Angela Ford, Dan Schmitt, Julie Krogh,
January 17 - Instructional Decisions, Formative Assessment	Rose Brewer, Lora Crowe,
January 18 - 1:1 Workshop	Mike Stroeh
January 21 - Diff. Instruction	Julie Davis, Rose Brewer
January 22 - SAT at ESU	Sharon Harral, Brenda Boelter, Megan Schiltz, Jeff Horner, Leah Clark
January 24 - School Imp. Workday	Kayla Dorcey, Judi Robertson, Rose Brewer, Brianna Carda, Stacy Delperdang, Stacie Johnson, Megan Schiltz

Curriculum Revision

Curriculum Revision Cycle



Curriculum Revision Timeline and Task Analysis



Year 1	Month	Leader(s)
Curriculum review, revision philosophy, and process are communicated to all staff. Area to be reviewed is identified.	Summer To Fall	Administration
K-12 curriculum committee is formed.	Summer - September	Administration
Curriculum committee meets for the first time to: <ul style="list-style-type: none"> • Select chairperson(s) • Select secretary • Review committee charge • Set meeting times and locations 	Summer Through September	Administration
Curriculum committee meets to: <ul style="list-style-type: none"> • Review (Summer through Fall) <ul style="list-style-type: none"> ○ Current research ○ Effective practices & successful programs ○ Needs of graduates ○ State and national standards • Create philosophy and belief statements • Identify enduring understandings • Review and revise courses <ul style="list-style-type: none"> ○ Identify courses ○ Develop Curriculum Framework • Identify key vocabulary • Consider appropriate evaluation methods • Examine scope and sequence – Curriculum maps (Winter) • Examine resources and materials (Dec - February) • Review common assessments and revise if needed • Prepare report to the Board of Education (February) 	Summer through February	Committee Chair(s) and Administration
Written report presented to Board of Education.	March	Committee Chair(s) and Administration
Revised learning objectives communicated to teachers K-12.	April - May	Committee Chair(s) and Administration
Resources, equipment, and supplemental materials are ordered.	May	Committee Chair(s) and Administration

Year 2	Month	Leader(s)
Units, lessons, and teaching activities adjusted to meet revised learning objectives.	August	K-12 Teachers
Revisions are monitored.	September through March	Curriculum Committee and Administration

School Improvement Goals

K-12 students will improve achievement in reading comprehension.

K-12 students will improve achievement in mathematics.

K-12 students will learn appropriate positive behaviors for school as well as life-long behavior skills.

School Improvement Activities by Month

July/August

- Data is prepared for school profile
- Leadership Team
 - Participate in data retreat
 - Evaluate progress toward goals
 - Identify reasons for celebrations
 - Review data at district level by grade or content area
 - Plan for communication of results to staff, parents and community
 - Determine actions necessary for advancing progress toward school improvement goals
 - Plan for staff analysis of district-level data
 - Plan for communication of results to staff, parents and community
 - Create communication timeline
- Staff engages in analysis of district-level data
 - School level meetings
 - Review data by grade or content area
- Initial School Improvement Committee meetings
- Board of Education reviews and/or establishes district goals

September

- Data analysis and action planning by all certified staff members
 - Examine student academic performance results
 - Grade and teacher level
 - Student level
 - Examine specific data related to school improvement goals and program goals
 - Develop data summaries
 - Determine need for perceptual data - surveys
- Action planning (for current school year)
 - Creation of S.M.A.R.T. Goals
 - School improvement related goals
 - Program goals (optional)
 - Finalize S.M.A.R.T. Goals
 - Send S.M.A.R.T. goals to Administration
- Final School Improvement Summary for Board of Education

September through December

- Meet in Professional Learning Community Teams (PLTs) for continuous school improvement work
 - S.M.A.R.T. Goal Teams
 - Establish meeting schedule (Teams are to meet at least once a month.)
 - Communicate schedule
 - Teams are to meet at least once a month
 - Monitor student progress and adjust instruction
 - Identify and implement appropriate interventions
 - Enrichment
 - Remediation
 - Identify methods for involving students in monitoring their own progress toward mastery of targeted learning goals
 - Share effective strategies and methods
 - Report to principals through *Professional Learning Team Meeting Record*
 - School Improvement District Committees
 - Review Power Standards and refine as necessary
 - Monitor student progress toward district-level goals
 - Share effective strategies and methods
- Leadership Teams
 - Administration meets monthly with district committees
 - Leadership Team meets periodically to reflect and advise on:
 - School improvement process
 - Progress toward district goals
 - Other district operational issues
- Regular staff meetings with a focus on school improvement goals
- Achievement conferences with principals
- Regular classroom walkthroughs and meetings by principals and other administrators
- Evaluate progress toward AdvancED Standards
- Celebrate successes

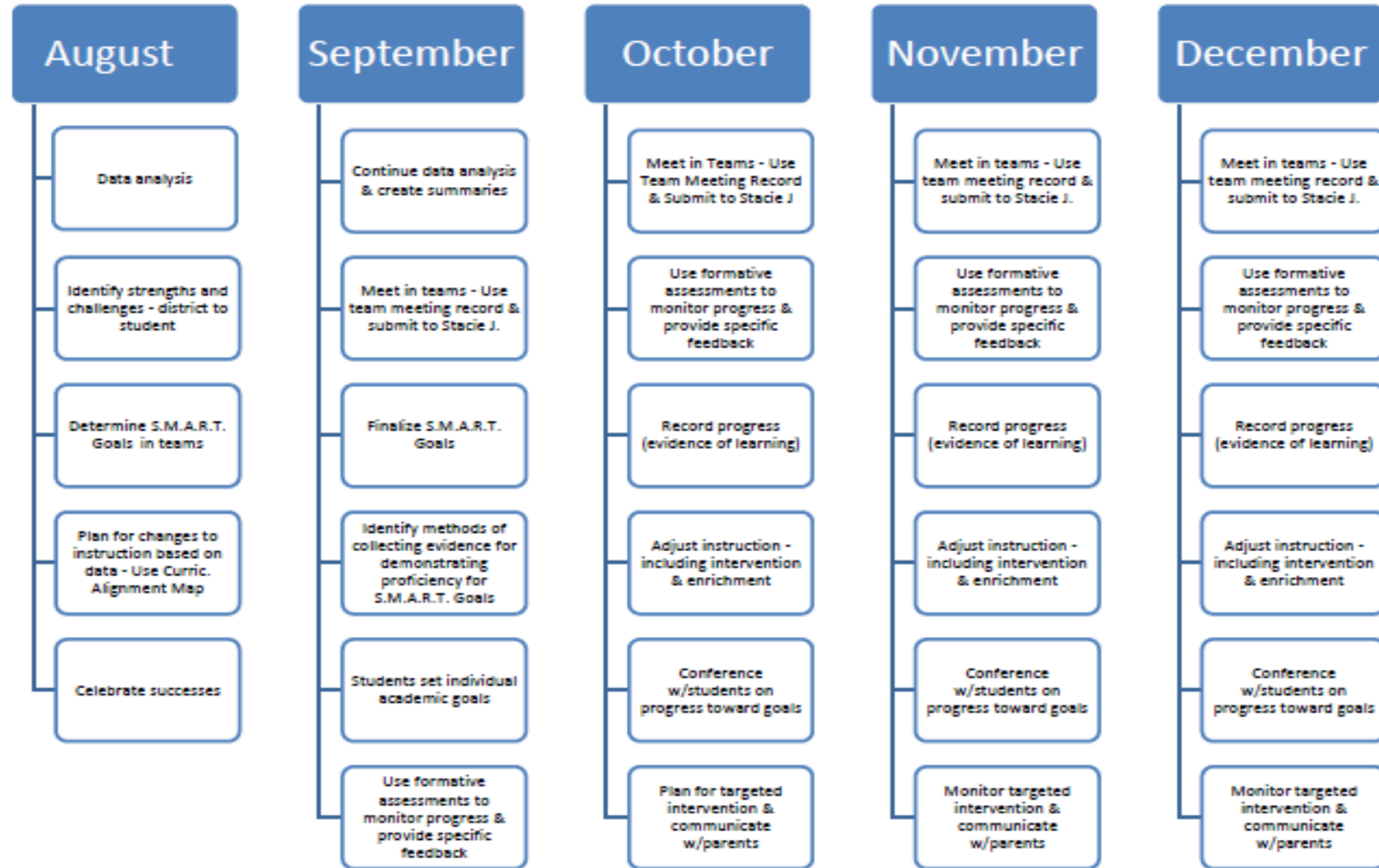
January through May

- Meet in Professional Learning Community Teams (PLCs) for continuous school improvement work
 - School-Level PLTs
 - Establish meeting schedule
 - Evaluate student progress toward school-level school improvement goals
 - Evaluate student progress toward team S.M.A.R.T. Goals
 - Monitor student progress toward goals and adjust instruction
 - Identify and implement appropriate interventions
 - Enrichment
 - Remediation
 - Identify methods for involving students in monitoring their own progress toward mastery of targeted learning goals
 - Share effective strategies and methods
 - Report to principals through *Professional Learning Team Meeting Record (Professional Learning Team Semester Evaluation in January)*
 - District-Level PLCs
 - Review Power Standards and refine as necessary
 - Review formative and summative assessments and refine as necessary
 - Share effective strategies and methods
 - Monitor student progress toward district-level goals
- Regular classroom walkthroughs and meetings by principals and other administrators
- Leadership Teams
 - Principals meet periodically with building-level leadership teams
 - Leadership Team meets periodically to reflect and advise on:
 - School improvement process
 - Progress toward district goals
 - Annual work session in spring
- Evaluate progress toward AdvancEd Standards
- Celebrate successes

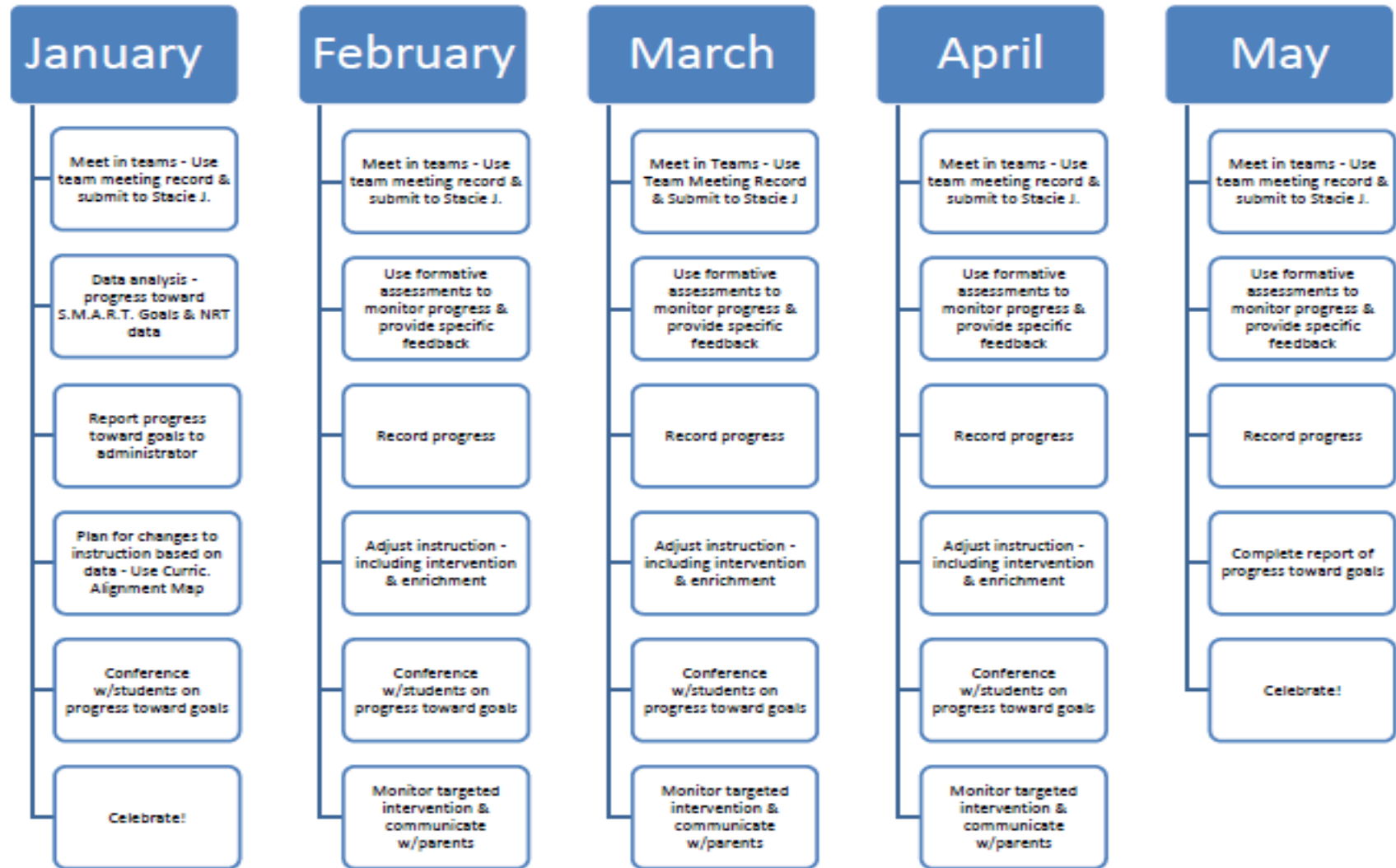
May

- Meet in Professional Learning Community Teams (PLTs)
 - Evaluate student progress toward school-level school improvement goals
 - Evaluate student progress toward team S.M.A.R.T. Goals
 - Identify effective strategies and actions
 - PLT members complete *Professional Learning Community Team Semester Evaluation*
- Celebrate successes

School Improvement Team Process Guidelines



School Improvement Team Process Guidelines



Summary of Activities

Accomplishments for 2010 – 2011 School Year:

- Reviewed School Improvement Standards
- Data Analysis – Data retreat
- Set SMART goals – Reviewed progress toward SMART goals
- Reviewed language arts and math standards – identified power standards, and unpacked power standards
- Conferences, workshops, and summits
 - NDE School Improvement workshop
 - Professional Learning Community Summit
 - AdvancEd Summit
 - Rtl Consortium workshops
 - International Reading Association Conference
 - Other local trainings and conferences
- Teacher observations and evaluations by administration
- School Leadership Committee created
- Mission statement and vision
- Parent Advisory Committee active
- Self-assessment on our status on seven standards
- Elementary achievement conferences
- Provided interventions through tutoring for at-risk students based on assessment data
- Data collected on PBiS
- Analyze / change assessment system
- Change timing of norm-referenced tests
- Planned goals for future (1 to 3 years)
- Realignment of committees

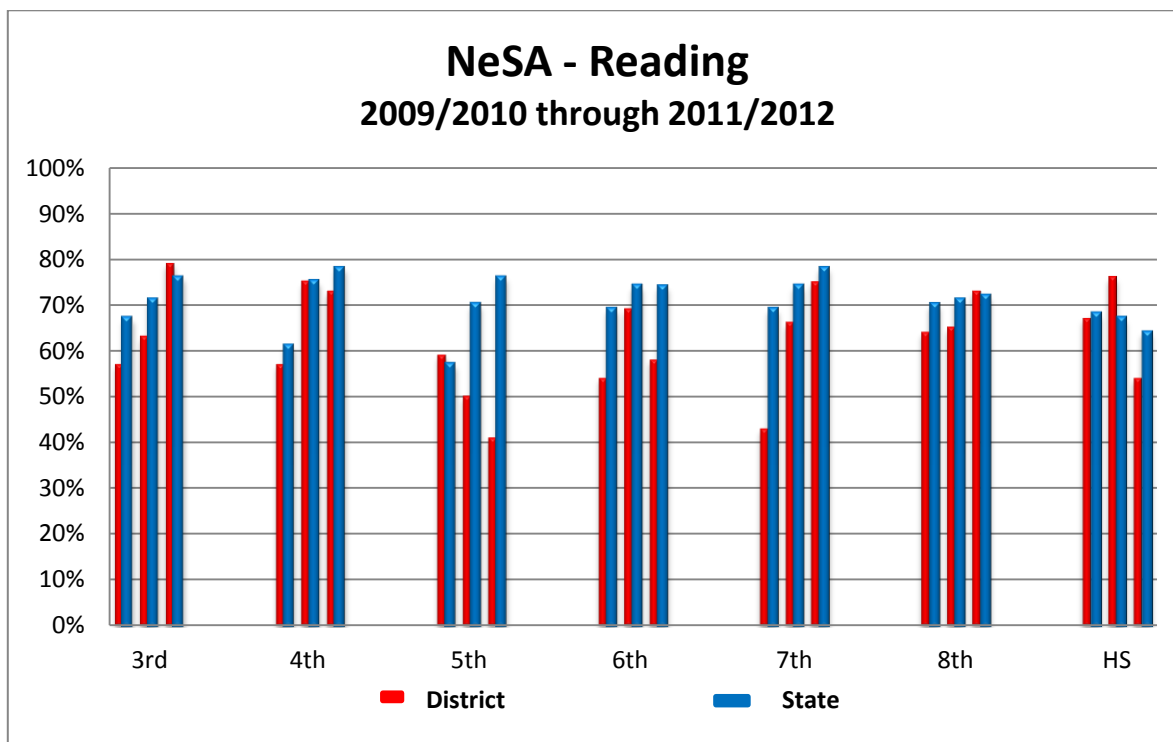
Accomplishments for 2011 – 2012 School Year:

- AdvancED accreditation
- Professional Learning Community / Teams introduction and development
 - Opportunities to visit schools to see PLT's in action
 - Increased staff awareness through training opportunities
- Nebraska Partnership for Learning
 - Partnership with David City
 - Meetings with schools across Nebraska
- School improvement committees
 - Clarified roles of committees
 - Active Leadership Team (monthly meetings and annual retreat)
 - Increased effectiveness and collaboration between SAT and Rtl
 - Updated portfolio
- Curriculum alignment
 - Unpacked language arts, mathematics, and science standards

- Horizontal alignment
- Vertical alignment
- Improvements in technology
 - Full-Time Technology Coordinator
 - Increase use of technology (iPads, Smart Boards)
- Social / Emotional Support
 - Daily elementary assembly with social skills
 - Bullying Prevention Program
 - Stand For the Silent Club
 - Guidance curriculum (Second Steps and Steps to Respect)
 - Individual and group counselling
 - Kirk Smalley presentation (Open to the public, and student presentation)
 - DESSA (assessment)
- Assessment
 - Switched from ITBS to Stanford 10
 - Increase use of data
 - Improved attitude toward NeSA tests
 - Use of C4Learning (assessment tool)
 - Data Analysis
 - Set SMART goals – Reviewed progress toward SMART goals
- Professional Development
 - Profession days are productive and focused
 - National presenter on reading instruction
 - Book Clubs (study groups)
 - Boys Town Social Skills
 - APL (classroom management)
 - Teacher mentoring program
 - Created calendar with late starts for professional development
- Parent Involvement
 - Parent Advisory Committee
 - Active representation in school improvement
- Improved school climate
 - Staff appreciation activities (Homer High Fives, Fabulous Fridays, etc.)
 - Increased school spirit with success of extra-curricular activities
 - PRIDE Assemblies
- Increased interventions
 - Adult / peer tutoring
 - After school tutoring
 - Improved use of Intervention and Enrichment time
- At-Home reading program - Reading Olympics
- Guided reading, book rooms, and FASTT Math
- Elementary Student Council
- Schoolwide Title I Program
- Preschool Research Project

Evaluation of Progress

NeSA



The NeSA-Reading test has been administered for three years. The results from these tests are summarized by grade level. Additional data to support the conclusions can be found in the assessment binders given to each staff member. Data analysis and progress monitoring occur throughout the school year. Instructional changes have been made based on student data. While overall improvement has been seen in the area of reading, improved performance in reading will continue to be a goal that will drive school improvement efforts.

3rd Grade:

The 3rd grade students improved in overall reading performance for each of the three years. The students performed better on the vocabulary questions than comprehension questions each year. Last year's scores were above the state average in vocabulary and near the state average in comprehension.

4th Grade:

Improvement in reading has been demonstrated in 4th grade. For the past two years, students have been scoring better in vocabulary than comprehension. Last year's vocabulary scores were above the state average and the comprehension scores were near the state average.

5th Grade:

Reading performance in 5th grade has declined over the past three years. Students have consistently performed better in comprehension tasks than vocabulary tasks on these tests.

6th Grade:

Performance on the state reading test declined in the 2011/12 school year. The examination of cohort data indicates that this group of students did improve their performance from the previous year. This is an exceptional class with over 30% of the students qualifying for special education services.

7th Grade:

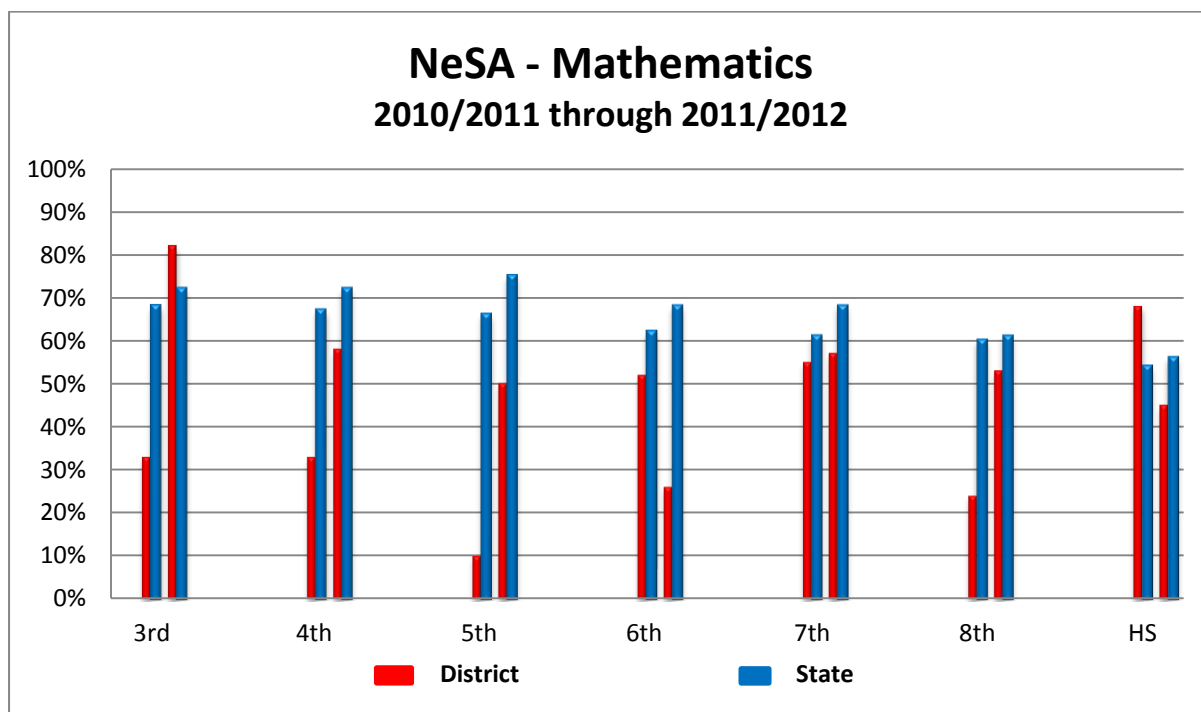
The performance in reading for 7th grade shows improvement each year. The 2011/12 7th graders performed better in comprehension tasks than vocabulary tasks.

8th Grade:

Reading performance for 8th graders shows steady increases over the three years of NeSA-R administration. For the latest two years of data, the 8th graders scored better in vocabulary tasks than comprehension tasks.

11th Grade:

The reading performance for 11th grade students has varied greatly over the past three years. The size of the class and the number of students qualifying for special education have varied as well and have attributed to the difference in performance.



The NeSA-Mathematics test has been administered for two years. The results from these tests are summarized by grade level. Additional data to support the conclusions can be found in the assessment binders given to each staff member. Data analysis and progress monitoring occur throughout the school year. Instructional changes are made based on student data. Improvement in

mathematics performance was seen in five out of seven grade levels. Mathematics will continue to be an area of focus for school improvement efforts.

3rd Grade:

The mathematics performance on NeSA-M greatly improved for 3rd grade students in 2011/12. These students performed above the state average in Number Sense, Geometric Measurement, Algebraic Concepts, as well as Data Analysis and Probability.

4th Grade:

Mathematics performance for students in 4th grade in 2011/12 improved over the 2010/11. Fourth grade students scored just under the state average in Number Sense, Geometric Measurement, and Algebraic Concepts. They scored above the state average in Data Analysis and Probability.

5th Grade:

The 5th grade students in 2011/12 outperformed the 5th grade students in 2010/2011. Their scores were still well below the state average in all categories.

6th Grade:

Mathematics performance declined from 2010/11 to 2011/12. Cohort data reveal that the scores for the students in 5th grade in 2011/12 improved over their scores as 4th grade students in 2010/11. Performance in Data Analysis and Probability were the highest both years for 6th grade students.

7th Grade:

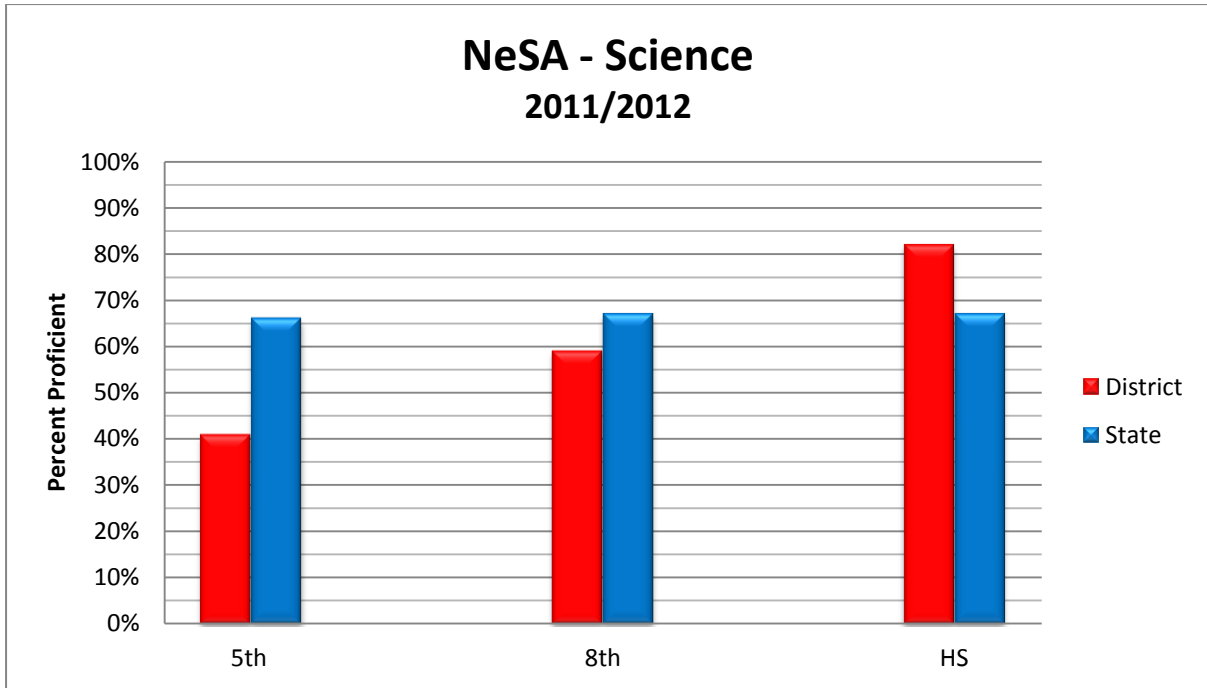
Performance in mathematics improved slightly between the 2010/11 and 2011/12 school years. In 2011/12, students performed best in tasks assessing Number sense. In 2010/11, students performed best in Geometric Measurement.

8th Grade:

Students' performance in mathematics greatly improved in 2011/12. The 8th grade students scored highest in Geometric Measurement in 2011/12.

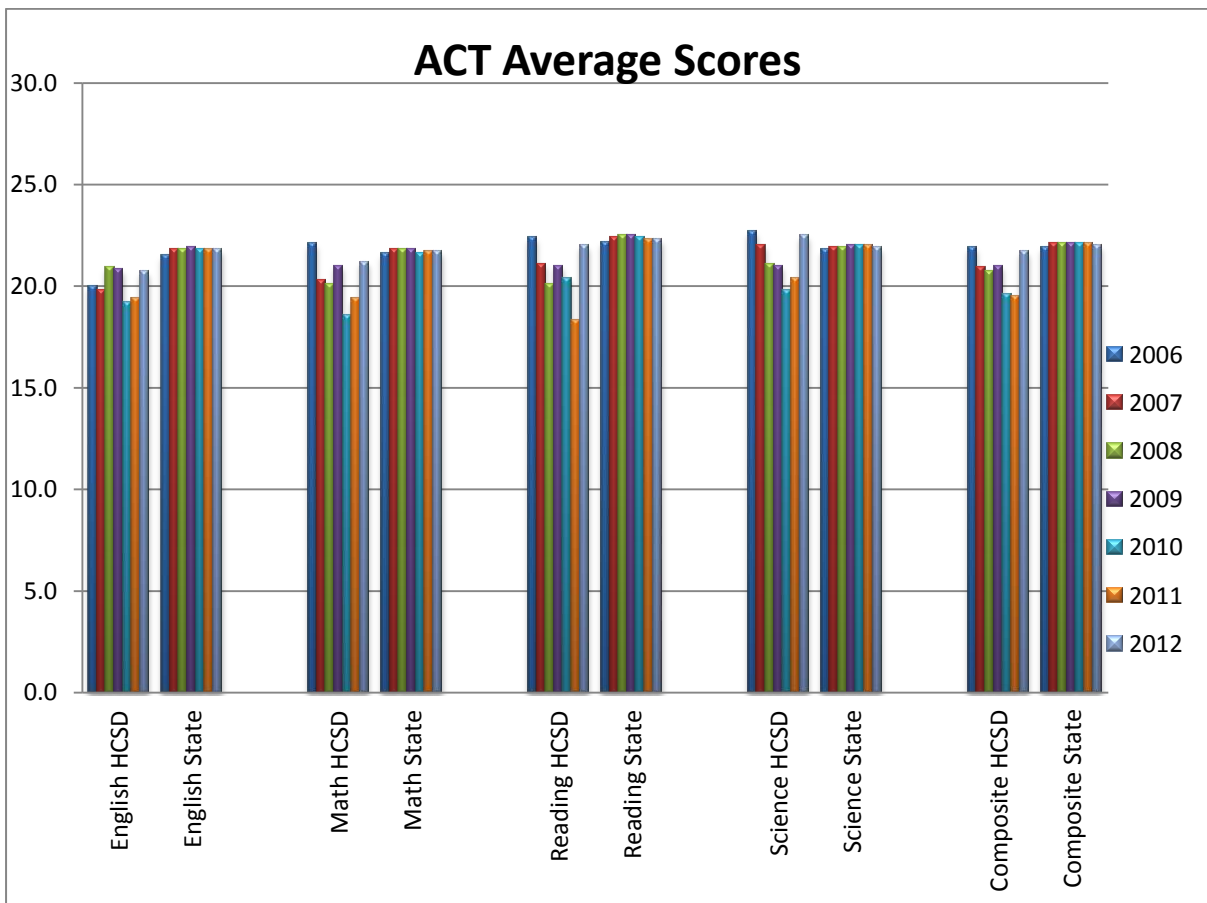
11th Grade:

Mathematics scores for 11th grade students declined in 2011/12. Students performed best on Algebraic Concepts in 2010/11 and 2011/12.



This is the first year for NeSA-Science tests. These scores will be used as a baseline.

ACT



For the last three years of data displayed, students have had the option of participating in the John Baylor Test Preparation Course in order to better prepare for the ACT. Since this practice began, achievement has been on the rise in all areas.

DESSA

The Homer Community School District has implemented many changes to address social/emotional learning. The DESSA is an instrument that was selected to be used to evaluate progress in this area. Elementary teachers rate each student on targeted skills at the beginning and end of the school year. 2011/2012 was the first year this assessment was used and the results will served as a baseline to evaluate progress toward this school improvement goal.

Emotion Management	Growth Rate
Kindergarten	.18
Fourth Grade	.05
First Grade	.11
Fifth Grade	.05
Third Grade	.02
Second Grade	-0.14
Sixth Grade	-0.17

Skills for Learning	Growth Rate
Kindergarten	.42
Fourth Grade	.33
First Grade	.08
Third Grade	.04
Second Grade	-0.07
Fifth Grade	-0.09
Sixth Grade	-0.10

Empathy	Growth Rate
Fourth Grade	.54
Kindergarten	.41
Second grade	.19
First Grade	.11
Sixth Grade	-0.13
Fifth Grade	-0.14
Third Grade	-0.16

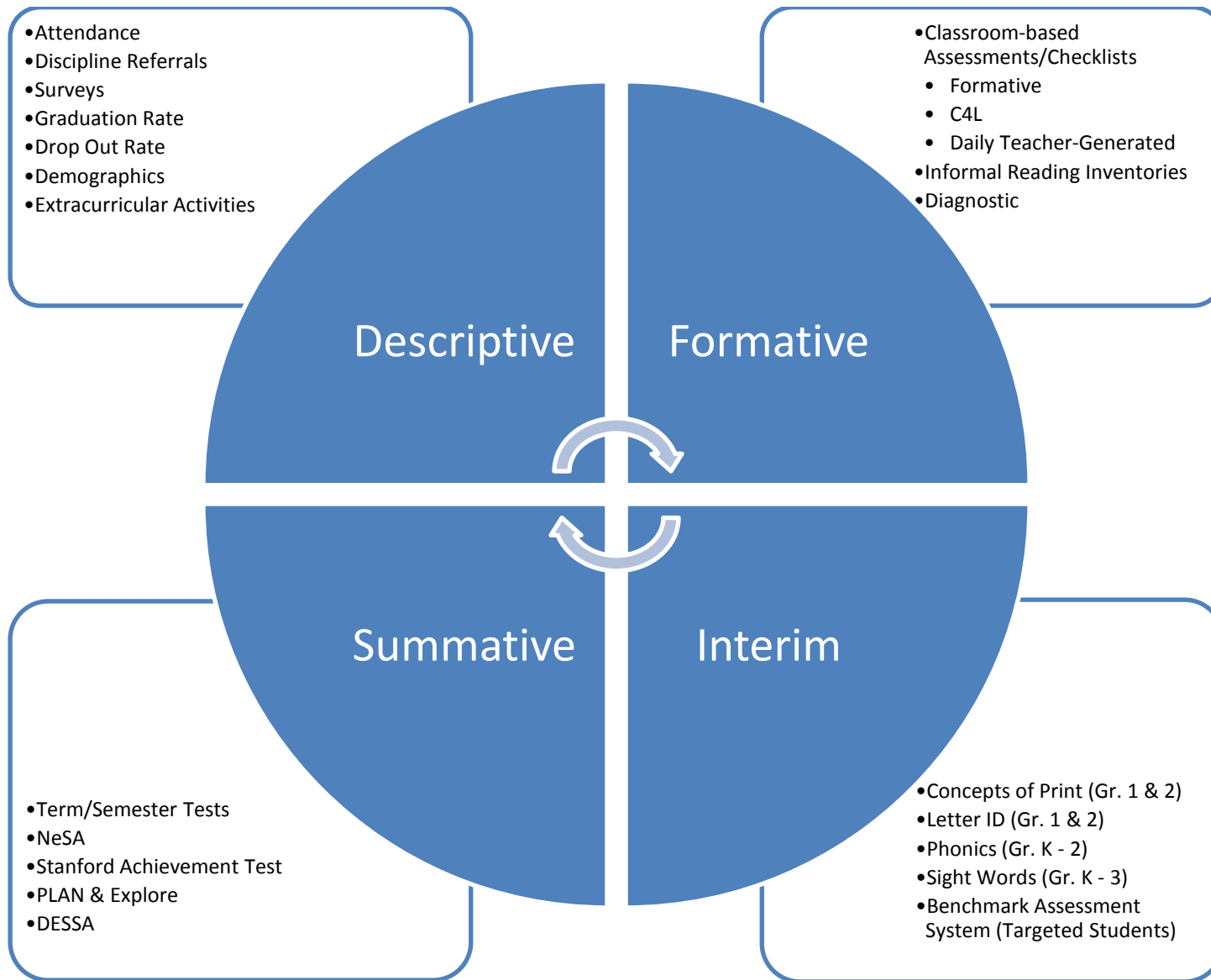
Problem Solving	Growth Rate
Kindergarten	.41
Fourth Grade	.33
Fifth Grade	.05
First Grade	.02
Second Grade	-0.04
Third Grade	-0.02
Sixth Grade	-0.27

Assessments & Data Analysis



Indicators for Student Learning Questions for Data Analysis

Indicators of Student Learning		
<p>Descriptive</p> <ul style="list-style-type: none"> •Attendance •Demographics •Discipline Referrals •Drop Out Rate •Extracurricular activities •Graduation Rate •DESSA •Surveys <ul style="list-style-type: none"> •Parent •Student •Graduate 	<p>Local Tests, Assessments & Reports</p> <ul style="list-style-type: none"> •Portfolios •Grades and GPA •Formative <ul style="list-style-type: none"> •Classroom-based Criterion Referenced •Running Records •Checklists •Rubrics •C4L •Summative <ul style="list-style-type: none"> •Term/Semester Tests •Informal Reading Inventories •Writing Samples 	<p>Standardized Assessments & Tests</p> <ul style="list-style-type: none"> •ACT •AIMS Web •ELDA •Stanford Achievement Test •NeSA Tests •PLAN •Explore



Questions to Ask When Examining Student Work/Achievement

Describe

- What knowledge and skills are assessed?
- What kinds of thinking are required (recall, interpretation, evaluation)?
- Are these the results I expected? Why or why not?
- In what areas did the student(s) perform the best?
- What weaknesses are evident?
- What misconceptions are revealed?
- Are there any surprises?
- What anomalies exist?
- Is there evidence of improvement or decline? If so, what caused the changes?

Evaluate

- By what criteria am I (are we) evaluating student work?
- Are these the most important criteria?
- How good is “good enough” (the performance standard)?

Interpret

- What does this work reveal about student learning and performance?
- What patterns are evident?
- What questions does this work raise?
- Is this work consistent with other achievement data?
- Are there different possible explanations for these results?

Identify Improvement Actions

- What teacher actions are needed to improve learning and performance?
- What student actions are needed to improve learning and performance?
- What systematic actions at the school/district level are needed to improve learning and performance (such as changes in curriculum, schedule, grouping)?

Sample Forms for Data Analysis



Student Achievement Results – Elementary				
Indicator	Year 20__ - 20__	Year 20__ - 20__	Year 20__ - 20__	Facts About Our Data
School-Level Assessment Data in Reading				
School-Level Assessment Data in Writing				
School-Level Assessment Data in Math				
District-Level Assessment Data in Reading				
District-Level Assessment Data in Writing				
District-Level Assessment Data Math				
State Assessment Data - NeSA-R				
State Assessment Data - NeSA-W				
Norm-Referenced Assessment Data in Reading				
Norm-Referenced Assessment Data in Math				
Student Engagement Data				
Average Daily Attendance				
Percentage in Extra-Curricular Activities by Race/Ethnicity (Book Club, etc.)				
Percentage Using School’s Tutoring Services				
Percentage of Students Enrolled in Propel				
Other Areas in Which We Hope to Engage Students				



Student Achievement Results – Elementary				
Indicator	Year 20__ - 20__	Year 20__ - 20__	Year 20__ - 20__	Facts About Our Data
School-Level Assessment Data in Reading				
School-Level Assessment Data in Writing				
School-Level Assessment Data in Math				
District-Level Assessment Data in Reading				
District-Level Assessment Data in Writing				
District-Level Assessment Data Math				
State Assessment Data - NeSA-R				
State Assessment Data - NeSA-W				
Norm-Referenced Assessment Data in Reading				
Norm-Referenced Assessment Data in Math				
Student Engagement Data				
Average Daily Attendance				
Percentage in Extra-Curricular Activities by Race/Ethnicity (Book Club, etc.)				
Percentage Using School's Tutoring Services				
Percentage of Students Enrolled in Propel				
Other Areas in Which We Hope to Engage Students				



Discipline Data				
Indicator	Year 20__ - 20__	Year 20__ - 20__	Year 20__ - 20__	Facts About Our Data
Number of Referrals/Top Three Reasons for Referrals				
Number of Parent Conferences Regarding Discipline				
Number of In-School Suspensions				
Number of Out-of-School Suspensions				
Survey Data				
Student Satisfaction or Perception Assessment				
Parent Satisfaction or Perception Assessment				
Teacher Satisfaction or Perception Assessment				
Administration Satisfaction or Perception Assessment				
Community Satisfaction or Perception Assessment				
Demographic Data				
Free and Reduced Lunch				
Percent Mobility				
Percent Special Education				
Percent English as a Second Language				
Ethnicity				
Other				



Student Achievement Results – Junior High				
Indicator	Year 20__ - 20__	Year 20__ - 20__	Year 20__ - 20__	Facts About Our Data
School Assessment Data in Reading				
School Assessment Data in Writing				
School Assessment Data in Math				
School Assessment Data in Social Studies				
School Assessment Data in Science				
School Assessment Data - Other				
State Assessment Data - NeSA-R				
State Assessment Data - NeSA-W				
Norm-Referenced Assessment Data in Reading				
Norm-Referenced Assessment Data in Math				
Norm-Referenced Assessment Data in Science				
Norm-Referenced Assessment Data in Social Studies				
Number of Failing Students				
Number of "Fs" Given				



Student Engagement Data				
Average Daily Attendance				
Percentage in Extra-Curricular Activities				
Percentage Using School's Tutoring Services				
Other Areas in Which We Hope to Engage Students				
Number of Students in the SAT Process				
Number of Students in SWS				
Discipline Data				
Number of Referrals/Top Three Reasons for Referrals				
Number of In-School Suspensions				
Number of Detentions				
Number of Out-of-School Suspensions				
Expulsions/Other				
Survey Data				
Student Satisfaction or Perception Assessment				
Parent Satisfaction or Perception Assessment				
Teacher Satisfaction or Perception Assessment				
Administration Satisfaction or Perception Assessment				
Demographic Data				
Free and Reduced Lunch				
Percent Mobility				
Percent Special Education				
Percent English as a Second Language				
Ethnicity				
Other				



Student Achievement Results – High School				
Indicator	Year 20__ - 20__	Year 20__ - 20__	Year 20__ - 20__	Facts About Our Data
School Assessment Data in Reading				
School Assessment Data in Writing				
School Assessment Data in Math				
School Assessment Data in Social Studies				
School Assessment Data in Science				
School Assessment Data - Other				
State Assessment Data - NeSA-R				
State Assessment Data - NeSA-W				
Norm-Referenced Assessment Data in Reading				
Norm-Referenced Assessment Data in Math				
Norm-Referenced Assessment Data in Science				
Norm-Referenced Assessment Data in Social Studies				
Number of Failing Students				
Other				



Discipline Data (Continued)				
Indicator	Year 20__ - 20__	Year 20__ - 20__	Year 20__ - 20__	Facts About Our Data
Student Engagement Data				
Average Daily Attendance				
Percentage in Extra-Curricular Activities				
Percentage Using School's Tutoring Services				
Percentage Enrolled in AP Courses Offered				
Graduation Rate				
Drop Out Rate				
Other Engagement Areas				
Discipline Data				
Number of Referrals/Top Three Reasons for Referrals				
Number of Parent Conferences Regarding Discipline				
Number of In-School Suspensions				
Number of Detentions/Saturday School				
Number of Out-of-School Suspensions				
Expulsions/Other				
Survey Data				
Student Perception Survey				
Alumni Perception Survey				
Parent Perception Survey				
Teacher Perception Survey				
Administration Perception Survey				
Community Perception Survey				



Demographic Data				
Free and Reduced Lunch				
Percent Mobility				
Percent Receiving Special Education Services				
Percent Receiving English as a Second Language Services				
Ethnicity				
Other				



Data Analysis

Name(s) _____

Date _____ Grade Level & Data Reviewed _____

1. _____% of students were successful in meeting the goal of:
2. The aspect that was most problematic for the most students was:
3. _____% of students successfully met the standard/assessment of:
4. _____% of students in this data set are taking and succeeding with the level of proficiency needed for the next stage of learning.
5. The area of most critical needs for increased achievement in this data set is:
6. In looking at the _____ subgroup, a comparison of their performance would show that:
7. What evidence is there that students are improving in this area?
8. What evidence is there that students are struggling in this area?

Grade-Level Trend Data Reflection

Name(s) _____

Date _____ Grade: _____

Data Reviewed: Math Reading Writing Science Soc. Studies

(circle content area reviewed)

- 1) What does the data show? (Factual Information)

- 2) Why might this be? (Hypotheses)

- 3) What do they not tell us?

- 4) What else do we need to know?

- 5) How should we respond? (Planning for action: Be specific. Narrow the focus.)

- 6) What went well and should be continued?

- 7) What should be improved and how should that be done?

- 8) What needs for school improvement might arise from these data?

Student Assessment Portfolio Analysis

Grade-level _____ Teacher _____ Date _____

Identify three positives from analyzing your student assessment portfolios.

1.

2.

3.

How might this impact your instruction this year?

Identify two areas of concern when analyzing the assessment portfolios.

1.

2.

How might this impact your instruction this year?

What is one question you have from analyzing this data?

Is there anything else you discovered?

Analysis of Student Performance by Standard

Name(s) _____

Date _____ Grade _____ Data Reviewed _____

Describe your expectations for student performance in relation to the appropriate content standard:

Select Samples for analysis:

Sort the students' performance and write the students' names in the appropriate column:

more than one year below standard	approaching standard	meeting standard	exceeding standard
_____ %	_____ %	_____ %	_____ %

How might you support each student to move forward?

more than one year below standard	approaching standard	meeting standard	exceeding standard

How will you use this assessment information to guide your planning and what are next steps?

Sample Forms

S.M.A.R.T. Goals



Team S.M.A.R.T. Goal(s)

Data Reviewers:

Data Set Reviewed:

Date:

What is our current reality?	
Strengths	Challenges
Based on our current reality, we have identified the following area of focus to improve student learning:	

S.M.A.R.T. Goal(s)

School: _____ Team Name: _____ Team Leader: _____

Team Member: _____

District Goal(s):

School Goal(s):

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness



PLC Team Forms

Professional Learning Team Meeting Record

Professional Learning Team:		
PLT Type: _____ School Level / _____ District Level		
Date:	Start Time:	End Time:
Team Members Present (and time arrived)		
1. 2. 3. 4. 5.		
Norms Reviewed: _____ Yes <i>(A review of norms and an informal appraisal of adherence is required at all meetings.)</i>		
Activities Completed During Meeting		
_____ <i>Achievement Results</i>	_____ <i>Best Practices</i>	_____ <i>Instruction</i>
_____ <i>Article Review</i>	_____ <i>Enduring Understandings</i>	_____ <i>Lesson Planning</i>
_____ <i>Assessments</i>	_____ <i>Enrichment</i>	_____ <i>Other</i>
Student Interventions:	_____ <i>Re-teaching</i>	_____ <i>Enrichment</i>
Please provide a brief overview on what was discussed at your PLT meeting		
What actions will be taken with our students by the next meeting?		

What is to be accomplished/brought to the next meeting?	
Next Meeting	
Time:	Location
Date:	
Other:	

Professional Learning Team – Semester Evaluation

Professional Learning Team Evaluated:

PLT Type: _____ School Level / _____ District Level

1. What things have I accomplished this semester by being a member of my learning team?

2. What progress have we made toward our S.M.A.R.T Goals?

3. How have the meetings changed your teaching

4. Has your team followed its norms for the year? If not, in what ways?

5. Would you recommend any changes for next semester/year?

Strategic Plan

Under Development for Implementation 2013/2014 – 2017/2018



Strategic Plan

Mission Statement

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to:

- read with understanding,
- communicate clearly,
- solve problems effectively,
- think critically, and
- act responsibly.

Motto

“Committed to excellence, inspiring greatness, exceeding expectations”

Vision Statement

Homer Community School District will be the educational leader, empowering all students to achieve excellence.

School Improvement Goals

K-12 students will improve achievement in reading comprehension.

K-12 students will improve achievement in mathematics.

K-12 students will learn appropriate positive behaviors for school as well as life-long behavior skills.



Instruction

Goals: Increase student achievement in reading, writing, mathematics, and science

- Average performance on NeSA in reading, writing, mathematics and science is above the state average for all grade levels by 2014
- Performance on NeSA reading, writing, mathematics and science is in the top 25% by 2015 (two years), top 15% by 2018 (five years) and top 10% by 2020 (seven years)

Board of Education Priorities

- Increase student accountability
- Increase course offerings at the high school
- Increase graduation requirements
- Restrict senior release
- Reinstate semester tests
- Add reading classes for 7th and 8th grade students



District Strategies and Timelines

One Year	Two to Three Years	Four to Five Years	Seven Years +	Additional
Student accountability <ul style="list-style-type: none"> • Mandatory summer school • Mandatory academic assistance program (for missing assignments) • Review attendance policy, regulations and guidelines 	Expand enrichment opportunities (music, computers, book, chess, etc.)* <ul style="list-style-type: none"> • Elementary extracurricular • Secondary Club 	Two sections in grades PK – 5 w/class sizes targets of 15 to 18		Program for students with behavior disorders
Student incentives for good performance on NeSA	Studies skills class 7 th & 8 th *	Expand preschool to 2 sections		Elementary counselor
Schedule common time for secondary students <ul style="list-style-type: none"> • 7-12 Advisory Period (Homeroom) • Create a common time for intervention and enrichment K-12 (guided study hall 7-12) 	Consistent, standards-based grading system	Secondary resource center		Graduation portfolio
Restrict senior release *	Develop and communicate a balanced assessment system			Research effectiveness of middle school (6 th – 8 th) concept
Increase course offerings 7-12 <ul style="list-style-type: none"> • Establish a 7-12 course review committee • Mathematics • Reading 7th & 8th 	Expand High Ability Learners Program			Research options to 8 th period JH athletics
Additional math support* (math coach)	Evaluate integration of 21 st Century Skills*			Departmentalize 5 th and 6 th
Increase graduation requirements beginning with	Begin to implement recommendations from the			Career pathways and job shadowing*

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9 th & 10 th grade students	7-12 course review committee			
Reinstate semester tests 9-12				Library services in the summer
Evaluate ways to enhance the Student Assistance Team				Service learning projects*
Identify and communicate common, effective instructional strategies (APL, McREL's, etc.)				Project driven curriculum*

(* Indicates discussion at parent meetings)

Continue and Strengthen:

- Data analysis and action planning
- Effective use of PLT (Professional Learning Team) meetings
- Curriculum review cycle
- Curriculum alignment and map review cycle
- Administrative monitoring of classroom instruction and results
- Consistent implementation of intervention strategies
- Second Step program including extension activities
- Academic vocabulary instruction



Professional Development

Goals: 1) Provide the professional development needed to achieve academic goals and 2) become a model Professional Learning Community for rural schools

Board of Education Priorities

- Training classroom technology
- Professional Learning Community Training
- Training on effective instructional strategies

District Strategies and Timelines

One Year	Two to Three Years	Four to Five Years	Seven Years +	Additional
National Common Core Standards	National Common Core Standards			
Training in effective instructional strategies	Training in effective instructional strategies			
PLC team training	PLC team training	PLC team training	PLC team training	
Boys Town training in social skills	Boys Town training in social skills			
Training in reading and mathematics instruction <ul style="list-style-type: none"> • Strategies • Diagnosing and remediating difficulties 	Evaluate the effectiveness of school improvement			
Training in using various forms of assessments to impact instruction	Add 1 day to the calendar 177/186			
Training in effective use of technology in the classroom				

(* Indicates discussion at parent meetings)

Revised 2/2013

School Improvement Profile and Plan

Continue and Strengthen:

- Data analysis and action planning
- Individual and small group targeted professional development
- Send a team of teachers to PLC training each summer
- New Teacher Induction Program with APL training



Technology

Goals: 1) Provide and maintain high quality technology resources and 2) provide our students with practical experience that will prepare them to be successful after high school

Board of Education Priorities

- Upgrade building wireless capacity
- Install SMART boards in classrooms
- Prove a replacement cycle report to support budget
- Upgrade infrastructure
- Curriculum review and revision

District Strategies and Timelines

One Year	Two to Three Years	Four to Five Years	Seven Years +	Additional
Curriculum review and revision *	Update technology software	Establish hardware replacement cycle		Electronic textbooks *
Upgrade wireless infrastructure <ul style="list-style-type: none"> • Centrally managed • Fully cover building 	SMART boards, projectors and doc cameras in every classroom *	Fully integrate technology into classrooms and curriculum* (flipped classrooms, web-based access, component of each curriculum)		
Portable distance learning equipment	Replace aging computers and outdated operating systems			
Evaluate 1 to 1 initiatives	Upgrade infrastructure <ul style="list-style-type: none"> • All switches to gigabit speeds, smart / managed switches 			
	Additional resources			

Revised 2/2013

	<ul style="list-style-type: none">• Laptop carts• iPad carts			
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Continue and Strengthen:

(* Indicates discussion at parent meetings)

- Continue to research effective practices using various forms of technology to support student learning
- Increase use of technology in daily instruction



Staffing

Goals: 1) Hire and retain knowledgeable educational professionals and 2) maintain small class sizes to maximize learning

Board of Education Priorities

- Add mathematics teacher
- 1.0 FTE elementary teacher
- Add 1.0 FTE preschool teacher
- Liaison Officer

District Strategies and Timelines

One Year	Two to Three Years	Four to Five Years	Seven Years +	Additional
Add .5 FTE 7-12 math / .5 FTE math coach*	Liaison officer	Add 1 FTE preschool		Reading coach
Add 1 FTE elementary		Add 1 FTE Elementary		Employee health program

Continue and Strengthen:

- Maintain small class sizes
- Mentoring program

(* Indicates discussion at parent meetings)

Parent/Community Involvement

Goals: 1) Increase the engagement of parents and the community to support student learning and 2) increase effective and consistent communication with stakeholders

Board of Education Priorities

- Career Education Program
- PTA/PTO

District Strategies and Timelines

One Year	Two to Three Years	Four to Five Years	Seven Years +	Additional
PTA or PTO				Career education program that includes fieldtrips*
				Establish business partnerships *
				Teammates mentoring program
				Media Center open to the public

Continue and Strengthen:

(* Indicates discussion at parent meetings)

- Various means of informing parents – School Reach, Facebook, Power School, Newsletter, and website
- Parent Forums
- Preschool Parent Advisory Committee
- School Improvement Committee
- Annual surveys
- Pride Assemblies

Revised 2/2013

School Improvement Profile and Plan

Facilities and Grounds

Goals: 1) Provide a safe, comfortable and secure learning environment for students and staff and 2) Ensure that the facilities and grounds are well maintained and highly efficient

Board of Education Priorities

- Roof replacement
- Elementary computer lab
- Light system for safety in buildings
- Track and football lights
- Additional classroom space
- Gym lights, PA system
- Playground equipment

District Strategies and Timelines

One Year	Two to Three Years	Four to Five Years	Seven Years +	Additional
Roof repair/Replacement	Roof replacement	Roof replacement	Bleachers	Auditorium*
Prepare elementary computer lab as classroom	Track * <ul style="list-style-type: none"> • Replacement • Add 8th lane 	Additional classrooms * <ul style="list-style-type: none"> • PK, 1, 5, 6 • Math 7-12 • 7-12 Resource Center 		Dressing and shower area for officials
Additional playground equipment	Football lights	Additional restrooms <ul style="list-style-type: none"> • Student-south wing • Fine arts area • Adult 		Meeting room*
Red light system for lockdowns	Football PA system	Library/Media Center *		Larger weight room*
Stage lights	Football scoreboard	Expand cafeteria *		Bus garage
Gym lights		Additional storage		
Gym PA system		Resurface parking lot		

Continue and Strengthen: Annual repairs

(* Indicates discussion at parent meetings)

Revised 2/2013

Finance

Goals: Maximize sources of revenue and control expenditures to meet the current and future needs of the district while providing a quality education

Board of Education Priorities

- All

District Strategies and Timelines

One Year	Two to Three Years	Four to Five Years	Seven Years +	Additional
Maintain ability to cover salary costs	Maintain ability to cover salary costs	Maintain ability to cover salary costs	Maintain ability to cover salary costs	
Increase building fund to \$500,000	Increase building fund to \$750,000	Increase building fund to \$1,000,000		
Research grants for projects (village/school library, liaison officer, technology)	Payoff bond (2015)			
Fund repairs and replacement	Fund repairs and replacement	Fund repairs and replacement		

Continue and Strengthen:

(* Indicates discussion at parent meetings)

- Building cash reserve to prepare for potential losses in revenue
- Monitor changes in state aid and valuations
- Maximize potential for state aid