

Board of Education Regular Meeting

Monday, December 28, 2015 6:00 PM

1. Call to Order

2. Flag Salute

3. Open Meetings Act

4. Roll Call

5. Review of Agenda

Motion to approve the agenda as presented Passed with a motion by JC Ourada and a second by Denise Ourada.

Jeff Meads: Yea, Morgan Meier: Yea, Lynette Mitchell: Yea, Denise Ourada: Yea, JC Ourada: Yea, John Worthing: Yea

6. Old Business

6.1. Review of District Goals Set in fall of 2012.

7. New Business

7.1. Introduction of Teacher AQuESTT committee work

7.2. Review of Teacher Professional Plan

7.3. Review of District Mission Statement

7.4. Consideration of New District Goal(s)

8. Executive Session

Motion to enter into Executive Session at 8:55pm Passed with a motion by Denise Ourada and a second by Jeff Meads.

Jeff Meads: Yea, Morgan Meier: Yea, Lynette Mitchell: Yea, Denise Ourada: Yea, JC Ourada: Yea, John Worthing: Yea

Motion to exit from Executive Session at 10:31PM Passed with a motion by Denise Ourada and a second by Morgan Meier.

Jeff Meads: Yea, Morgan Meier: Yea, Lynette Mitchell: Yea, Denise Ourada: Yea, JC Ourada: Yea, John Worthing: Yea

9. Next Regular Meeting on January 11, 2016 at 7:00PM

10. Adjournment

Motion to adjourn meeting at 10:36PM Passed with a motion by Jeff Meads and a second by Morgan Meier.

Jeff Meads: Yea, Morgan Meier: Yea, Lynette Mitchell: Yea, Denise Ourada: Yea, JC
Ourada: Yea, John Worthing: Yea

Elm Creek Public Schools
Setting Board Priorities
July 16, 2012

Tentative Agenda (annotated)

Introductions (I will use an activity to get them talking, usually around the mission of the school.)

Overview of Process (I will review the process/agenda to be used and the purpose of the planning session – set Board priorities. Additionally, I will talk briefly about the purpose of planning. This will be a little Board PD.)

Informing the Decision-Making Process (This is just a chance to bring in information to help the Board set priorities. This can be from both the administrative team and from the Board. It will be done in small groups so I can encourage conversation and participation. We will chart the major issues/themes.)

Critical Questions:

- 1) What is going well?**
- 2) What are some issues that we need to address?**
- 3) What are some issues from the perspective of the Administrative team?**

Prioritizing Themes/Issues (I will use an activity for the small groups and then the full Board to prioritize themes/issues).

Develop 2012-2013 Board Goals (From the themes/issues, develop simple goals. 2-4 goals are plenty - possibly five if there are a couple of short, easy ones.)

Develop Possible Action Steps (If time, develop possible action steps. Realistically, this will – and should - fall to the administrative team.)

Next Steps (Finalize the goals and action steps. Have the Board approve. Move to implementation. Revisit at Board meetings regularly.)

**Elm Creek Board of Education
Planning "Advance" Summary Notes
July 16, 2012**

Theme: Increase Academic Expectations

Draft Goal – Increase academic expectations and standards

Action Step (1) Create and implement a PK-12 curriculum alignment process.

Theme: Technology

Draft Goal - Implement a technology plan that will enhance parent's ability to support their student's learning (from the mission statement – "in partnership with students, parents and community").

Action Steps 1) Develop a functional website that informs stakeholders (including social media).
2) Publicize updated school/board policies.

Draft Goal – Increase teacher's access to and use of instructional technology.

Action Step 1) Train teachers on effective ways to use technology to impact student learning and engagement (e.g. google jockey, relevance/real life solutions – problem solving – and creating, development of "core team" of teachers to enhance technology integration).

Theme: Mutual Respect

Draft Goal – Increase respect top to bottom.

Action Steps 1) Define and implement a code of sportsmanship.
2) Identify and implement a program that teaches respect – by building.

Support Data

Activity: In a review of the District's mission, the Board identified "things" the district does well and "things" the district needs to improve. Numbers indicate duplicate answers.

Do Well

- Safe environment (3)
- Cooperation between students, staff and families (2)
- Well-rounded students

- Students respect each other
- High standards – increased graduation requirements
- Educate all students
- Welcomes diversity
- Good staff
- Community support
- Student are contributing members of society

Can Improve

- Raise standards past the norms; bring all students to their potential (3)
- Mutual respect – peers, teachers, admin, etc. (2)
- Improve cooperation with community (2)
- Teacher morale
- Increased communication
- More inclusive environment

Activity: The Board identified current trends that may impact the district and listed possible implications. Numbers indicate duplicate responses.

Trends	Possible Implications
Technology integration (3)	Impact of social media (i-pads, cell phones); costs; relevance and engagement of students; an enrichment tool for students; exposure to the world; poor attention span; poor writing skills; addicted to playing games and texting; loss of classroom control
Change in student demographics (2)	Single parent homes; lack of work ethic; lack of experiences; carries baggage; both parents working; not as much parental support; need to find pathways for all students
ADA Regulations	More students identified; stress on budget

Federal oversight

Disregarding what we know to be best for us

Standard's based education

Raising the bar

Leadership

Growth; fiscal responsibility (doing more with less); academic improvement

Activity: The administrators identified issues for the district.

Issues

- Managing time and duties (e.g. K-6 principal plus supt.; providing equal attention to all);
- Balance and focus (e.g. curriculum, students, instruction, etc.); rifle vs. shotgun
- Managing budgets
- Policy updating
- Technology – integrating and managing
- Advancing the curriculum; advancing student achievement
- Improving standards PK-13; college/work ready students

Activity: The Board identified and prioritized themes. Numbers indicate priority votes.

- Technology/communication for all stakeholders (3)
- Academic standards; raise standards for all; raise expectations (3)
- Mutual respect (2)
- Time management (1)

Initiative Title		
Educational Opportunities and Access		
Long-term Outcome	Focus Area	Objective
To have an after-school program for grades K-8.	How to get the program started, how to staff it, cost, etc....	To offer educational opportunities beyond the regular school day.
Initiative Team Leader Cindy Schroeder		

Elm Creek Schools AQuESTT Initiative Action Plan

<ol style="list-style-type: none"> 1. Survey the parents/guardians of the Pre-K-8th grade parents to find the interest level of an after-school program. 2. Survey the staff to see who would be interested in working for the program. 3. Research the possibility of any grants available to fund the program. 				
Initiative Team Members				
Shaina McIntosh Lauren Ibach Andrew Votipka Rick Bauer Brandi McCarter				
Tasks/Action Steps	Results/Deliverable	Staff Responsible	Resources	Date to be Completed
1. Create a survey to have parents fill out while attending parent-teacher conferences.		Cindy Schroeder Shaina McIntosh Brandi McCarter	Google Form	February 26th, 2016

(Parents who don't attend will be sent a paper form to fill out and return.)				
2. Create an online staff survey to be completed that would show interest in working with the after school program.		Rick Bauer Andrew Votipka Lauren Ibach	Google Form	February 26th, 2016
3. Compile and analyze data from the surveys to determine interest from both parents and staff.		Our whole group will participate in this piece.		March 15th, 2016
4. Based on the results we will pursue any grants that may be available to assist in the financial need for the program.		Our whole group will participate in this piece.	Mr. Tickle Elm Creek School Foundation FFA/FCCLA	April 1st, 2016
5.				
6.				

Initiative Title

College and Career Ready

Long-term Outcome

Improve student readiness for college and careers

Focus Area

Consistent review of curriculum through a collaborative process

Objective

Using Nebraska Career Readiness Standards to modify and review curriculum annually

Initiative Team Leader**Elm Creek Schools AQuESTT Initiative Action Plan**

Melanie Klingelhofer

Initiative Team Members

Jan Gunderson, Holly Sindt, Melanie Klingelhofer , Jayce Dueland, Carmen Warner

Tasks/Action Steps	Results/Deliverable	Staff Responsible	Resources	Date to be Completed
1. Working with ESU to align course codes. Possible recognition for pathways completed. Opportunity to review course offerings, as a career tech team, for next school year.		Jayce Dueland Melanie Klingelhofer Carmen Warner (CTE Teachers)		May 2016

<p>2. To review school curriculum and make sure it is aligned to the Nebraska Career Readiness.</p>			<p>Course Codes</p> <p>Look at the K-12 CTE goals for personal/social, career readiness and academic</p> <p>CTE courses</p>	
<p>3.</p>				
<p>4.</p>				
<p>5.</p>				
<p>6.</p>				

Initiative Title		
Educator Effectiveness		
Long-term Outcome	Focus Area	Objective
Increased Student Achievement	Technology Integration	Teachers will effectively implement technology to increase student engagement and achievement.
Initiative Team Leader		

Elm Creek Schools AQuESTT Initiative Action Plan

Initiative Team Members				
Tasks/Action Steps	Results/Deliverable	Staff Responsible	Resources	Date to be Completed
1. Form a technology committee to recognize and identify technology needs as well as help	More staff able to problem-solve and provide support in the school.	Head of Technology Committee	passwords, time,	May 2016
2. Analyze comparable school (size and technology) technology support staff. Also analyze an effective	Appropriate technology support on staff to effectively	Technology Committee	2. time to collaborate and connect with other school districts	May 2016

<p>technology-implementation plan from any size school to set a goal and vision for our technology support plan.</p>	<p>implement technology in our school.</p>			
<p>3. Create a technology Google document for staff to list any technology issues (i.e. printers, ipads, apple tvs, speakers, etc) in order to gather data as documentation of our needs.</p>	<p>Documentation and identification of technology needs in our school.</p>	<p>Educator Effectiveness group, all staff</p>	<p>1. Full time staff member to help troubleshoot technology issues</p>	<p>May 2016</p>
<p>4. Create a Technology Implementation Google document for staff to list any integration needs (i.e. in-service, presentations, collaboration) in order to gather data as documentation of our needs.</p>	<p>Documentation and identification of integration needs in our school.</p>	<p>Educator Effectiveness group, all staff</p>	<p>1. Time to practice, learn and implement technology.</p>	<p>May 2016</p>

5. Form a technology committee to recognize and identify specific a technology integration goal(s)	Committee provides a specific short term (day-to-day), as well as a long term vision for technology goals			
6.				

Initiative Title

Create Personalized Individual Learning Plans

Long-term Outcome

Improve student achievement

Focus Area

Positive Partnerships, Relationships and Student Success

Objective

Allow students to own their learning.

Initiative Team Leader**Elm Creek Schools AQuESTT Initiative Action Plan**

Teresa Aten

Initiative Team Members

Lacey Bouc, Nathan Dietz, Liz Martinez, Linda Killion, Jessica Sullivan

Tasks/Action Steps	Results/Deliverable	Staff Responsible	Resources	Date to be Completed
1. Develop/ Edit an ILP template- Combine the two plans				Friday, 12/11/15
2. Get final ILP template back from administration				End of 3rd Quarter
3. Introduce/ train the teachers				End of March 2016
4. Introduce/ train the students				End of April 2016
5. Include graduation requirements to ILP: Student Goals page (UNK, UNL, CCC, etc)				

6. Chart student test scores into ILP		Mr. Sullivan Mrs. Klingelhoefter		May 2016
7.				

Initiative Title

Transitions

Long-term Outcome

Focus Area

Objective

Transition students into the new school year

Technology

To prepare our students for advancement of grade levels focusing on the area of technology.

Initiative Team Leader

Tanner Cavenee

Initiative Team Members

Rhonda Knapp, Hillary Schlecht, Renee Bauer, Mitch Muma, Tanner Cavenee

Tasks/Action Steps	Results/Deliverable	Staff Responsible	Resources	Date to be Completed
1. 4-6 technology training K-6 Behavior Expectations/BIST	basic usage, programs to be used, expectations	instruct sessions and find the specific list of programs *Administration Responsibility - Policy	ESU Staff - ? BIST (Cozad Schools) Who and when would planning take place?	First two days of school year
2. 7-8 Training	use padlocks, schoolology, Power	instruct sessions and find the specific list of programs	ESU Staff - ? BIST	First two days of school year

	point, Connect Ed, Power School,	*Admin. Responsibility - Policy	(Cozad Schools) Who and when would planning take place?	
3. New Students	use padlocks, schoolology, Power point, Connect Ed, Power School,	*Admin. Responsibility	Who and when would planning take place?	As needed
4. 9-12 Training	Review technology expectations and cover any new material needed for the year	nstruct sessions and find the specific list of programs *Admin. Responsibility - Policy	ESU Staff - ? BIST (Cozad Schools) Who and when would planning take place?	First two days of the school year
5.				
6.				

Elm Creek Public Schools

Our Mission

The Elm Creek School District uses a whole child approach to help all young people become productive and engaged citizens. Our students will be problem solvers and creative thinkers and, able to make positive choices about their education, future, and the community.

Operating Principles

In order to fulfill our mission, we embrace the following operating principles:

As an educational community we know children learn when:

*they are actively engaged in a variety of tasks including exploration, play, reading, research, conversation, and invention;

*they are in an environment where they feel safe and supported, where their and physical, intellectual, emotional and social needs are met, and where they are not afraid to fail knowing they will be

given more chances to succeed;

*they have a personal connection to or interest in what they are learning and can see how it applies in the world in which they live;

*they are encouraged to think for themselves, to reflect upon their work, to make appropriate choices and to build connections to prior learning;

*they receive ongoing feedback, see and share models of expected outcomes, feel competent and not overwhelmed, and are provided with time for monitored practice;

*they are exposed to a wide variety of learning experiences, materials, technologies, and environments.

In responding to how children learn, our classrooms will be...

*child centered, flexible learning environments with multiple resources and technologies, and full of displays of student work;

*learning communities where children feel respected, safe, and well-known;

*environments that enhance communication, collaboration, engagement and enjoyment;

*flexible, but with established routines and shared norms, and a balance of learning activities;

*comfortable places for students to ask questions, learn to make choices, and engage in both individual and group work;

*utilizing authentic and performance assessments in order to modify and adapt instruction and reporting student progress to parents in ways that are easily understood and reflect student development;

*inviting to parents, family members, and our communities as they too are valued resources in the learning process.

To support such classrooms, our schools will be...

*filled with the voices of kids and where their natural excitement and curiosity is nurtured and accepted;

*places where teachers are encouraged to collaborate and are provided time to do so, hold consistent beliefs on how children learn

and share a collective responsibility for the welfare of all students;

*exemplified by a climate of mutual respect and trust among all community members, focused on positive behavior as opposed to punishment;

*flexible in terms of age-grouping, schedules, classrooms, and curriculum, all based on student needs;

*focused on the whole-child, her/his physical, intellectual, emotional and social well-being;

*filled with exhibitions of student work and activities in all areas with regular times for school-wide gatherings and celebrations;

*concerned with more than just test scores, knowing that every child is more than a test score;

*open and welcoming to all parents, encouraging their active involvement;

*supportive of teachers, providing focused professional development to help teachers create, develop, and expand child-centered, thought provoking and engaging classroom practices using a wide range of instructional strategies and educational technologies.

The district in support of these schools, is committed to...

*nurturing and encouraging a purposeful, common vision across our district through focused goals and action plans that allow for staff to do their work well;

*utilizing available resources and searching for additional resources to support this common vision as well as to provide

appropriate staffing, teaching resources (including technology, texts, materials, and access to the world outside of school), and time for teachers to collaborate;

*listening to and responding to the needs of staff to carry out our shared visions;

*supporting the development of an infrastructure where teachers and students have access to current technologies, learning tools, and the world beyond the schools;

*encouraging and expecting that staff will take unique and flexible approaches to our shared goals and vision;

*providing a focused, district-wide professional development program consistent with our vision that is effective, meaningful, and sustainable;

*communicating with our community and with policy makers about our schools' programs, successes, and needs;

*supporting the economic and civic health of our community;

*communicating regularly with our educational community in ways that include all staff and provides the information necessary for collaborative decision making.