

Board Goals Report

March 26, 2015

STUDENT SUCCESS

Literacy/Numeracy

Progress

- Unit tests are continuing to be used as a tool throughout the district. Teachers are constantly gaining a better understanding of how to use them as tools to plan instruction.
- Data meetings have been held at each school at least twice along with follow up sessions with teachers based on discussions during the data meetings.
- Reading courses have been shared with most teachers in grades K-5 and some 6-12 teachers through the CORE office to provide detailed information on teaching reading so teachers will have more tools to help students be better readers.
- RTI has been implemented deeply at the K-5 level and introduced in grades 6-8 and 9-12. Although we have hit a few bumps along the way, schools have gained a much deeper understanding of what students need and the district has offered follow up support through the academic coaches who have spent many days at several schools helping with schedules and providing other supports.
- PLP's have been used for the past few years, and through the institutes with Learning Leaders and administrators. The use will continue to be more focused on individual teacher needs to help improve their instruction.

Next Steps

- Standardize and refine expectations for small group instruction.
- Develop a crosswalk between new math textbooks and curriculum maps.
- Create a teacher leader group to review and revise curriculum maps and unit tests as needed.
- Complete resource development to aid lesson planning with frameworks, curriculum maps, and TNReady.
- Develop a comprehensive resource page to be available on our website.
- Streamline and strengthen options for interventions and enrichment.

Gap Closure

Progress

- Academic coaches revised the curriculum maps for the 2014-2015 school year.
- Curriculum maps are posted on the website.
- Academic coaches created a curriculum index to show a year-long progression of the standards and they are cross-referenced with SPIs for this year's TCAP test.
- Academic coaches worked with ENI to create unit assessments for grades 3-8.
- Academic coaches worked with teachers to create unit assessments for grades K-2.
- Professional Learning Plans (PLPs) were developed for each teacher, focusing on areas of refinement.
- All of the summer in-services were based on the needs shown from the PLPs.
- All students with disabilities are included in Tier I instruction.
- All students with disabilities are receiving instruction in skill deficits.
- Data meetings were conducted fall and spring at each school.
- Training completed on higher order questioning.
- Dr. Lamons and Dr. Wallin created a video explaining the curriculum maps.
- A colored copy of the curriculum maps were provided to every ELA and Math teacher for grades 3-8.
- Data teams at each school are in place and meeting.
- Teachers are attending grade-level meetings to discuss data and share ideas for lesson plans.
- District RTI team continues to provide support to the schools.
- The district RTI team created forms to help with the implementation of RTI, including guidelines for a referral to special education.
- Lesson plans for the resource notebooks will be finished the week of March 23rd.
- Printing for the resource notebooks will be done in April.
- All teachers were given a membership to simplek12.com.
- Training was completed on Learning-Focused lessons.

Next Steps

- Select and implement a progress monitor for special education (funding for purchase provided by the state).
- Assess effectiveness of universal screeners and progress monitors.
- Refine services to special education students through inclusion in Tier I and during direct instruction.

Graduation Rate/Success

Progress

- High schools have completed common assessment for the EOC classes, and those have been sent to ENI for scoring. These are not yet being used by all EOC teachers.
- Every teacher has a personalized learning plan (PLP). These have been constructed through collaboration between the teacher and the principal.
- An RTI vision team is working to study successful RTI options at the high school level and formulating a blueprint for success in our high schools. The goal is full implementation for 2015-2016.
- The number of AP courses is increasing in Greene County. Numerous teachers are attending AP training due to the generosity of the Niswonger Foundation.
- Teachers and school counselors have been trained in the use of assessment results to support students in the selection of Career Pathways and college preparation. The Kuder Career Assessment is given by elementary counselors to eighth graders. This is used to assess career strengths for each student. High school counselors use this information to help create schedules and to assess the potential academic success of each student. The EXPLORE test is given to eighth graders and is a valuable tool in assessing potential academic success as well. The PLAN is given to sophomores to assess their progress and to predict ACT scores. EXPLORE and PLAN may be discontinued by ACT in the near future.
- The data team continues to meet with school data teams to review data, curriculum and special education needs. The purpose of these discussions is to improve and focus instruction for student growth.
- The high school academic coach provides teachers and administrators with ongoing support in the areas of data analysis, instructional practice, curriculum and assessment. Individual teacher strengths have been identified and used as models for excellence. In areas where there are needs, the coach has modeled instruction, offered support and located resources. The coach has also been instrumental (as she is a Reading Specialist) in the research and development of a model for RTI at the high school level.

Next Steps

- Expand use of common assessments to all EOC teachers.
- Complete development and implementation of high school RTI. Keep in mind the purpose is to help each high school student move toward post-secondary success, so focus on a model that will assist all students, not just Tier III.
- Continue to develop AP courses and incorporate AP-type instruction (increased rigor) into all classes.
- Expand the pathways program to include a trajectory goal of ACT for each eighth grader with student goals and plans to achieve the target.
- Explore a wide range of opportunities for students to include CTE, advanced course offerings, the arts, STEM, and work-based learning experiences.

Wellness

Progress

- Most schools are compliant with 90 minutes of physical activity law.
- Some schools are meeting the 50% vigorous physical activity goal.
- Most K-8 schools fall short of the 90 minute goal for weekly physical education.
- Approximately 50% of physical education programs are implementing SPARK curriculum and 30% - 40% are implementing goal-setting with students.
- Cardio-fitness scores are coming in; due May 1.

Next Steps

- Identify ways to increase physical education/activity time. A realistic approach is necessary given the impact of accountability on school schedules.
- Identify bright spots and connect physical education teachers across the district to increase use of SPARK and goal setting.

STAFF SUCCESS

Salary/Benefits

Progress

- Salary rates have been monitored and reported to various stakeholder groups.
- Salary adjustments have been made for assistant principals and are being considered for other categories.
- The Governor's budget for 2015-2016 includes salary improvements including equity funds.
- A differentiated pay schedule was submitted to the State prior to June 2014; the committee will meet to consider other additional duties that may qualify for salary enhancements

Next Steps

- More duties will be added to the "additional duties" list, including but not limited to online instruction, tutoring, and teaching additional classes.
- Examine and make recommendations to the board regarding principal compensation.

Teacher/Leader Effectiveness

Progress

- All principals are certified TEAM evaluators.
- All teachers have access to view the NIET Best Practices portal for sample lessons.
- Teachers with scores of 1 or 2 have an intervention plan in place.
- All teachers have a personalized learning plan based on school goals and their area of refinement.
- Learning Leaders are being used to provide support to teachers. Each school has at least one Learning Leader.
- Institutes were held to train Learning Leaders; principals attended some or all of the institutes.
- Learning Leaders are part of each school's Leadership Team; the team meets regularly.
- Mentoring/coaching was available to principals as needed this year.
- Principals participated in Leader Results Teams this year.

Next Steps

- Develop a strategy for principals to calibrate and review the alignment of their observations.
- Strengthen new teacher orientation and follow-up with more regular, structured schedule.
- Ensure that principals and teachers are aware of, have access to, and use to their advantage, the portal.
- Expand personalized Professional Learning Plans (PLPs) to include district-wide Professional Learning Communities (PLCs) and online learning opportunities to achieve a blended model for professional development.
- Refine and structure learning opportunities for principals.

STEWARDSHIP

Climate & Culture

Progress

- A district school climate team is established and meets regularly. High school teams have begun working with middle school grade levels to establish school climate work in the feeder schools.
- Each of the four high schools has developed school climate teams that meet on a regular basis and provide representatives to the district school climate team. The level of participation at elementary/middle schools is varied. All schools are working toward this goal.

- All schools participated in the S3 school climate survey. The survey encompasses students, parents, faculty and staff.

Next Steps

- Establish strong school climate teams at each school with communication from feeder schools to high school.
- Develop baseline of school climate survey results and set goals from this baseline.
- Support work of schools as they set climate goals and share ideas across the district.
- Complete inventory of cameras and safety equipment.
- Establish and review safety procedures across the district.

Long-range Planning

Progress

- Facility needs are reviewed and prioritized annually, with infrastructure and safety needs given high priority.
- Principals provide feedback on facilities needs annually.
- Detailed records including dates and costs are kept on each capital project.
- Both priority and discretionary projects are considered and creative options for solutions are brainstormed regularly.
- Visits to schools by the Long-range Planning Committee were completed in the fall of 2014.

Next Steps

- Reconvene Long-Range Planning Committee and develop a plan for their work in 2015-2016.
- Examine a plan for an independent facilities study.

Parent Involvement

Progress

- All Schools have updated their parent involvement plans. Schools are doing a great job communicating with the parents through website announcements, newsletters and through social media. The school system did conduct a successful Parenting Fair on March 9th. The event was attended by an estimated 5,000 people. We are still trying to identify training for parent leaders in the schools.
- Parent Involvement events are occurring many times at every school. We are currently evaluating ways to improve the “Power Up Read for 20!” initiative.

- Survey Monkey access has been renewed for this year to survey the satisfaction of the events. Ninety-nine percent of the survey results show satisfaction with the events. Chris Malone is currently compiling specific feedback for each school.

Next Steps

- Create a database for schools to record parent involvement events, rather than individual reports.
- Offer parent volunteer training and/or training for parent leaders in recruitment of volunteers and building strong teams.

Responsible Use of Resources

Progress

- New purchasing procedures have been adopted (Board approval January 2015) and implemented. Procurement procedures include processes for bidding, RFP procedures, and procedures for issuing requisitions and purchase orders. Also included are a vendor relations agreement and an updated cardholder agreement.
- Hiring practices and procedures have been streamlined to include an online process for posting positions and accepting applications. Salary schedules have been reviewed and standardized.
- A timeline for budget development has been established. A process for receiving requests from principals is utilized. These requests are combined with Central Team requests and needs. The Central Team reviews the lists and develops a priority list for the board's information. This priority list is based upon programming and staffing needs.
- The timeline for school improvement planning has been adjusted to allow the schools to plan for their needs and programs and then feed that information into the general budget process as well as the federal budget process. This planning includes staffing needs, materials and programming needs and professional learning needs.
- During the 2014-2015 school year, the Central Team has reviewed policies and procedures with an eye toward identifying new/needed procedures and refining existing procedures. Progress has been made to include necessary forms and procedures in the policy procedure manual as well as identifying relevant procedures on the face of each policy document.
- Travel procedures were developed, approved (December 2014 Board Meeting) and implemented.
- A policy review schedule and procedure was approved at the December 2014 Board Meeting. New and pertinent policies are being reviewed with the Leadership Team monthly.

Next Steps

- Inventory procedures and practices should be reviewed for most efficient use of storage and for most efficient and effective use of supplies and materials. Inventory procedures and practices should be uniform across the district.
- Job descriptions should be reviewed and revised to a new format across the board. Job descriptions should identify salary schedule and should be posted online.
- Budgeting processes should be reviewed annually for effectiveness.
- Procedures should be standardized in format and numbering.
- Budget for regular updates and training for Central Office Staff (e.g., HR updates and budget and audit information).

Technology

Progress

- **Increase Classroom Access to Technology:** As of September 2014, the district has deployed 29 laptop carts that have at least thirty one laptops in them. In the summer of 2014, the schools completed an XP Assessment in which we identified the computers that needed to be replaced or upgraded. Jason Patrick has met with each school's principal and or technology committee to decide what the best solutions would be for their classrooms. The combination currently appears as iPads, Chromebooks and laptops based on grade level for students. The team is currently preparing to bid out these items for April 2015 to purchase teacher desktops and laptops with capital funds and student devices will be bid out as money becomes available for the year end and the new budget cycle for 2015-16 to address these classroom needs.
- **Implement Skyward (Student Information System):** After a bit of a rough start, the implementation of Skyward has gone very well for the first year. Schools are now completing some retraining to reinforce key concepts to meet district needs. Mosheim Elementary and North Greene HS are piloting Family Access this spring and many schools will begin preparations to go to Family Access for the Fall of 2015.
- **Migrate to new district website and continue work on communications platform:** The Greene County Schools website has been totally updated. All 17 campuses have a working site due to the hard work of their individual webmasters. Websites are constantly updated and revised for the schools by the individual webmaster. We are currently using two electronic notification systems to contact parents and community members who have opted in for this service. The SchoolWay app provided by Josten's and the Notify me feature on our new website. The district does not have a twitter account, but there are many twitter users in our district. A Facebook page has been created but is not currently active.

Next Steps

- Examine the structure of the department for needed additions and reorganization.
- Complete XP Transition and Update Classroom Needs for Summer 2015.
- Look at resources and needs in training and support for classroom technology.
- Prepare schools for Skyward Family Access in 2015-16.
- Develop private website (intranet) resources for staff

Energy

Progress

- **Energy Savings of 24%**

Performance Year (Follows performance timeline with Cenergistic - October through September)

	October 2014 - January 2015	22.5% savings	\$166,988
Fiscal Year 2014/15	July 2014 - January 2015	25.4% savings	\$300,724

- **EnerNOC Participation**

FY 2014/15 Demand Dispatch participation results are in table below.

*Schools were closed for snow/ice on 2/20/15, so performance was exceptional.

**NGHS was not included in these dispatches due to lack of reduction on previous requests

	Nov. 14, 2014		Nov. 18, 2014		Nov. 19, 2014		*Feb. 20, 2015	
	Expected Reduction (kWh)	Actual Reduction (kWh)	Expected Reduction (kWh)	Actual Reduction (kWh)	Expected Reduction (kWh)	Actual Reduction (kWh)	Expected Reduction (kWh)	Actual Reduction (kWh)
Baileyton	10	-24	10	-103	10	-124	10	215
CDHS	20	4	20	-29	20	-66	10	176
Mosheim	15	-39	15	-45	15	-85	10	194
SGHS	55	14	55	-87	55	-77	30	280
WGHS	35	59	35	-8	35	-2	35	218

Next Steps

- Add additional schools to the existing Building Automation System. This will allow remote access to set back for snow days, holidays, and other scheduling functions. It also allows automated electrical demand monitoring and limiting which will result in significant savings.
- Expand the use of programmable thermostats and wireless gateways to allow scheduling and remote network access of thermostats in field houses, agriculture buildings, and other buildings unreachable by the existing system.
- Energy Specialist will partner with teachers to give electricity demonstrations to reinforce grade level standards and also introduce the details and results of the energy conservation program. Hopefully this will eventually lead to more understanding and cooperation in all aspects of energy conservation.

Communications & Public Relations

Progress

- It is common practice to use email and School Messenger to inform employees of important information (e.g., press releases, important information regarding employment, insurance, etc...).
- A Teacher Advisory Council is in place. The Council meets quarterly, and many issues are resolved through the information learned at Council Meetings. Some examples of changes and improvements include: automated calling system for substitutes, differentiated blocking of content, adjustments to kindergarten grade card, more inclusive process for developing common assessments at high school, calendar of meetings and events developed, better transfer of information from eighth grade to high school, more timely turn-around on unit tests, decreased time out of school for school-level administrators, and evaluation of wireless network to improve connectivity.
- The Parent Advisory Council meets quarterly. Information about the school system and system initiatives are shared. Feedback is sought on a variety of issues including policy. The PAC is currently brainstorming information that will be an addition to board goals – wide range of opportunities for students (e.g., CTE offerings, arts offerings, and advanced coursework).
- Dr. Kirk and Mr. Tipton have met with student board members twice during this school year to gain student perspective and feedback on initiatives.
- Dr. Kirk has met with the S3 Grant Team twice this year to listen to their issues and ideas.
- Community meetings were held in association with S3 Grant initiatives.
- Non-negotiables surveys have gone out once to assess C Team effectiveness; shared with C Team members.
- Quad Meetings were held twice during this school year.

- School-level leadership meetings were held; this is an expectation from the Director of Schools.
- Leadership Team meeting agendas were developed and distributed in advance of the Leadership Team meetings.
- Social media was used in meaningful and fun ways to communicate with and inform stakeholders and to promote the schools and the school system. Examples include tweets to notify of school closures, to highlight events and practices, and to promote TNPromise, ACT testing dates and other statewide, national events of interest.

Next Steps

- Implement a Classified Employee Advisory Council.
- Continue with employee satisfaction survey in the spring. This measure is used to assess progress on communications board goal.
- Use social media (Twitter in particular) to gather information through events such as a Twitter Town Hall.
- Assemble all surveys in use by the school system for review by an expert consultant who can advise on refining and revising for efficiency and effectiveness of data collection.