Accreditation Report

Milnor Public School

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Milnor is a small rural community located in Sargent County in the southeastern corner of North Dakota. It is located 30 miles west of Wahpeton along ND Highway # 13. Milnor has a population of approximately 700 people and agriculture and industry drive the economy. Doosan Bobcat in Gwinner is a major employer of families in the area. Milnor has three churches, a medical clinic, recreational facilities, fitness center, and a variety of businesses and services.   Residents can enjoy the safety, security, and the slower pace of our rural lifestyle without compromising technology, business, health care or education.

Milnor Public School District is comprised of 2 buildings. There are grades K-6 and 7-12 at the main building and grades K-8 and 9-10 at Sundale Colony School which is located six miles north of Milnor. The district has an enrollment of 214 students with 87 in the elementary, 85 in the high school and 42 at Sundale Colony School. Declining enrollment is a trend for the main building, but due to an online high school initiative, enrollment is rising slightly at Sundale Colony.

Milnor's main school facility was built in 1969. In 2002 the City of Milnor built the Milnor Area Community Center (MACC) which was attached to the main building. The MACC is used for community events and extensively by the school for physical education classes, sporting events and a variety of school related functions including, the Veterans Day Program, the Geography Fair, classroom presentations and graduation. The MACC also houses the Satre Memorial Library which is used by the district for K-6 and colony checkout. In 2003 Milnor School added a south wing which consists of restrooms and Kindergarten, First and Title I classrooms. The main building is now attached to the MACC.

The school currently has 179 days of instruction with three professional development days. For 2014-15, the calendar will shift to include four early dismissals to allow for ongoing professional development and school improvement. Twenty-two credits are required to graduate from Milnor Public School District.

Challenges faced by the city are trends of declining population, limited housing, limited childcare and limited pre-school. Besides declining enrollment, challenges faced by the school include failure to make AYP, limited para-professional and certified staffing and lack of a library-media center that serves all K-12 students district-wide. Additional services are also required for the German-speaking English Language Learner population at Sundale Colony.

Milnor Public School Demographics

Enrollment by Gender:

  121 male

   93 female

Enrollment by Ethnic Background

 Asian 1%

 African-American 2%

   Hispanic 2%

 American Indian 2%

   Pacific Islander 0%

   White 84%

   Unclassified 8%

   Other 0%

Enrollment by Subgroup:

   Special Education 15%

   Title I 13%

   ELL 3%

   Free & Reduced Lunch 38%

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose & vision: Milnor Public School; Building a Legacy of Excellence, One Student at a Time.
Essential Beliefs: Be Responsible, Be Respectful, Be Safe

Milnor Public School is committed to the belief of supporting excellence in every student. To meet the objective of our vision and purpose, Milnor School will follow these goals:

1. All students at Milnor Public School District will improve critical thinking skills across the curriculum.

Milnor Public School firmly believes that critical thinking skills are the foundation for academic achievement. Students will engage in lessons and activities which will require increased rigor and complexity of learning.

- Align to Common Core Standards
- Professional Learning Communities
- Data Analysis Groups
- Rti -A
- iPad Initiative
- Intervention and Enrichment Activities

2. All students at Milnor Public School District will engage in wellness activities that will promote a healthy lifestyle.
The Milnor Public School will continue to provide support and training for all students and staff in terms of wellness. The Milnor Public School understands that healthy kids make better learners.
- Healthy Snacks
- Salad Bar
- Student Fitness

3. All certified staff at Milnor Public School District will participate in professional development that will target improved critical thinking, curriculum design and 21st Century Skills.
The Milnor Public School believes that professional development has the highest impact on increased student achievement.
- Professional Learning Communities
- 21st Century Professional Development

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Area that we have improved in the past three years:
- English Language Learners met AYP & AMAOs in 2013
- Colony High School began in 2012-13
- Monsanto Grant for iPad Math Camp 2013-14
- iPad/Technology Initiative 2013-14
- 21st Century Technology Coach 2013-14
- Healthier US School Challenge - Gold Level Award 2013-14
- Fresh Fruits & Vegetables Grant 2012-13 & 2013-14
- RtI - A & B 2010-2011 to present
- Gearing Up for Kindergarten 2012-13 & 2013-14
- State BBB Champs 2013
- State FB Runners Up 2010 & 2013

Areas for improvement:
- Meet AYP Across the District
- Library Media Center for all students
- Library Media Specialist to serve all students
- Effective ELL Services
- Student Advocacy Program
- Targeted Professional Development
- Continue PLC Book Studies
- Expand Data Groups in the High School
- Increased Critical Thinking & Depth of Knowledge Instruction
- Common Core Aligned Curriculum Materials
- 21st Century iPad Initiative
- 21st Century IT Support
- Library Media Center for all students
- Library Media Specialist to serve all students
- Effective ELL Services
- Student Advocacy Program
- Additional Para-professional Support
- Co-op in Sports
- Improve Staff Morale Weakened by Impasse
- Continue Wellness Initiative

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Parental involvement:

Parental involvement is key to student success. Milnor Public School would like to encourage more parental involvement in school and school activities. This will improve a sense of increased value in education and will build trust with parents, students and the school.

Changes in Funding:

Because Milnor Public School is in Program Improvement, $10,000 of Title funding has been reallocated to be used for professional development purposes only.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Survey results •The school's statement of purpose	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths: We are beginning to recognize the importance of honestly reflecting on the culture and educational beliefs held by all stakeholders. We are also committed to making changes that will directly impact student success in social wellness, academic achievement, and overall well-being. In addition, we recognize the importance of including all stakeholders in all aspects of the improvement process to encourage ownership, which will facilitate authentic change.

Areas in need of improvement: We know that all students are not adequately challenged to engage in higher-order, critical thinking skills.

Actions to sustain strengths: We are committing professional development time and work time for our staff and for school leaders to directly focus attention on the school improvement process. We are striving to create committees and teams that are representative of all stakeholders.

Plans to improve areas of need: We are conducting surveys of all stakeholders to solicit input, which will help us to target areas in need of improvement.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •List of assigned staff for compliance •Proof of legal counsel •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Administrative surveys.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Strategic Plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	•Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Formal Evaluations Professional SMART Goals	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths: Philosophically, the leadership at our school is committed to high student achievement and effective instruction.

Areas in need of improvement: We are not using our student achievement data effectively to change instructional practices at our school.

Actions: We are analyzing data to collectively create targeted goals that will focus our attention on a clear direction and means for improvement.

Plans for improving areas of need: surveys, committee of stakeholders, active reflection, commitment to communication. We are in an ELIOT Tool pilot program to create a more comprehensive and formative evaluation process.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.17

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•Survey results •Lesson plans •Posted learning objectives •Course schedules	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •Surveys results •Lesson plans aligned to the curriculum	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects •iPad Schedule Fundamental Five Book Study	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Examples of improvements to instructional practices resulting from the evaluation process •ELIOT Tool Pilot Program	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Teacher webpages	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •State Funded New Teacher Mentoring Program	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	•We have no formal list of students matched with adult advocates, but we generally have one teacher per content area in our high school and one classroom teacher per elementary class. This is a part of our school culture due to the small size of our district.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Staff regularly participates in professional learning communities that directly address the needs of the school or build capacity among staff members.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•List of learning support services and student population served by such services •Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths: We have a common policy for grading and reporting that is communicated clearly to all stakeholders. We also have formal mentoring and coaching programs for new teachers.

Areas in need of improvement: More focus is needed on critical thinking skills. We do not systematically monitor professional development opportunities, nor do we focus professional development choices on students' needs.

Actions to sustain areas of strength: We will continue to take part in the state mentoring program as a resource to support new teachers. We will continue to hold regular PLC meetings to improve instructional practices.

Plans to improve areas of need: We need to target intervention (for ELL), enrichment, and STEM activities that are specifically geared to meet the needs of all students regardless of ability level. We need to build a better structure for peer-observation & coaching within our district. We need to establish a student advocacy program in our school.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •1. There is no elementary library in the school. The high school library is not automated and is not adequately staffed to provide services for all students in the district. 2. Though two of the three teachers at Sundale Colony School are perusing an ELL endorsement, services provided to students on ILPs are inadequate. 3. We have three fewer para-professionals than three years ago, however we have not made AYP and are on Program Improvement. 4. We need a student advocacy program.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Crisis plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Limited budget for media and information resources	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •Technology plan and budget are innovative and adequate enough to address 21st Century learning skills. There is continued concern about having enough IT support once the school goes one-to-one iPads in the Fall of 2014.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Survey results •Social classes and services, e.g., bullying, character education •Bullying and character education is done on a small scale on an individual or small-group setting. RtI-B essential beliefs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths: Technology plan and budget are adequate and innovative enough to address 21st Century learning skills. We maintain a safe, clean, and healthy school environment. The school endeavors to support services that meet the physical, emotional, and social needs of the student. We provide counseling and support services that meet the needs of all students.

Areas in need of improvement: Materials are not always adequate to meet purpose and direction of the school. (We continue searching for textbooks and materials which are aligned to the Common Core.) We do not have adequate staffing in media and information resources or para-educators to meet the needs of the district.

Actions to sustain areas of strength: We will continue to monitor the school environment and the needs of the students and ensure we have an adequate number of qualified staff in the district. We will assign roles and responsibilities to ensure accountability in providing an environment that is safe, clean, and healthy.

Plans to improve the areas of need: We will open a discussion that addresses the concerns about media and information resources.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •DIBELS NWEA MAP STAR Reading & Math CPAA Skills Pointer	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Evidence of student readiness for the next level

•Evidence of student growth

•Evidence of student success at the next level | Level 2 |

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Survey results

•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals

•Websites PowerSchool Newsletter Reports (NWEA & NDSA assessment results) | Level 2 |

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Strengths: We have a variety of high quality student assessment systems that are reliable and valid. The data is used to drive instruction and formulate targeted school-wide goals.
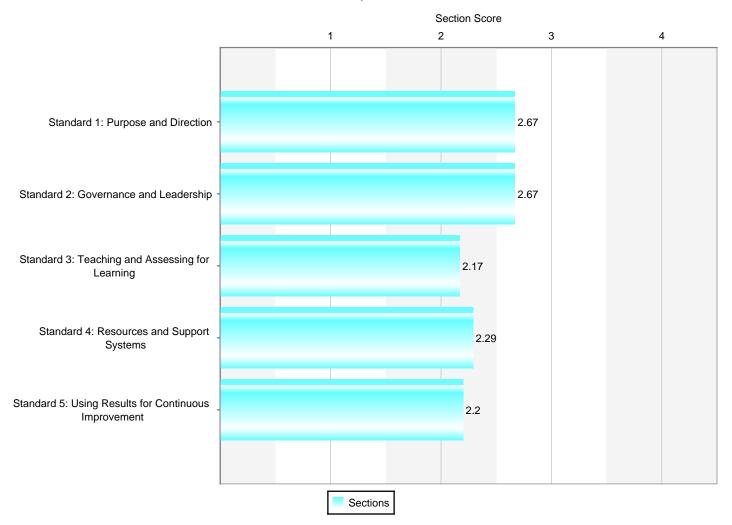
Areas in need of improvement: We need a systematic analysis of trends that are used to drive instruction and professional development. We need regular training opportunities for staff, which would include samples and training materials to ensure effective data analysis. Better communication of the plan is needed.

Actions to sustain areas of strength: We will continue to use and monitor assessment systems that are reliable and valid.

Plans to improve areas of need: Schedule professional development opportunities specific to data analysis and in designing instruction based on results. Leadership needs to monitor comprehensive information concerning student learning and school improvement.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 2.67

Standard 3: Teaching and Assessing for Learning — 2.17

Standard 4: Resources and Support Systems — 2.29

Standard 5: Using Results for Continuous Improvement — 2.2

Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The highest satisfaction ratings were Domain 1, Purpose and Direction, and Domain 4, Resources and Support Systems. Milnor Public School scored high in safety, purpose and direction and communication with parents. The school and teachers are viewed as having high, clearly defined expectations. Students ratings indicate that they feel motivated by teachers.

On open-ended survey questions, parents, students and staff all report to liking that the school is small and affords a variety of opportunities for students. One-on-one attention and strong, caring teachers were commonly mentioned in the survey comment section.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Milnor Public School is seen as having a clear purpose and high expectations. Students and parents indicated high ratings on safety. These areas had been targeted for improvement due to low ratings in previous surveys.

Opened-ended questions on stakeholder surveys indicate the Milnor Public School is dedicated to improving technology and increasing the amount of technology available for learning. This trend is likely due to the iPad initiative which began in Fall 2013.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

These finding were consistent on all AdvancED surveys for the 2013-14 school year. These findings are also consistent with the 2013-14 self-assessment.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest satisfaction ratings were Domain 3, Teaching and Assessing for Learning, and Domain 5, Using Results for Continuous Improvement, Milnor Public School scored low in adult advocacy, in differentiating instruction to meet student needs and in garnering student input.

Open-ended survey comments indicate some dissatisfaction with the amount and quality of school lunches. Milnor began a wellness initiative in the Fall of 2012 with notable success. We were a 2013-14 Healthier US School Challenge Gold Award recipient. Stakeholder feedback indicates that we still have room for continued improvement.

Individualized instruction was a item that was consistently rated low on surveys and in open-ended questions. Students, parents and teachers all agreed that teachers do not routinely change teaching to meet student needs. Differentiation of instruction needs to be an area of focus.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Adult advocacy has scored poorly during the last two survey years and continues to be an area of deficiency.

Teachers indicate that there are not enough staff members to fully meet student need and state requirements. This is true in the areas of Library Media Specialist, English Language services, Para-professional support and IT support.   In the high school, many content area teachers teach 6 classes and the music teacher teaches K-12 music, band and choir.

What are the implications for these stakeholder perceptions?

Parents and students need to feel that they are respected and that their opinions matter. Students need to feel as though they have a trusted adult to support them.

Teachers need to feel as though they are not overly-extended and are given the support they need to increase student achievement.

There is some perception that there is not enough transparency with the budget. There isn't a clear understanding of how the budget works. Administration has offered to meet for question-answer sessions, but few stakeholders have an shown interest in attending.
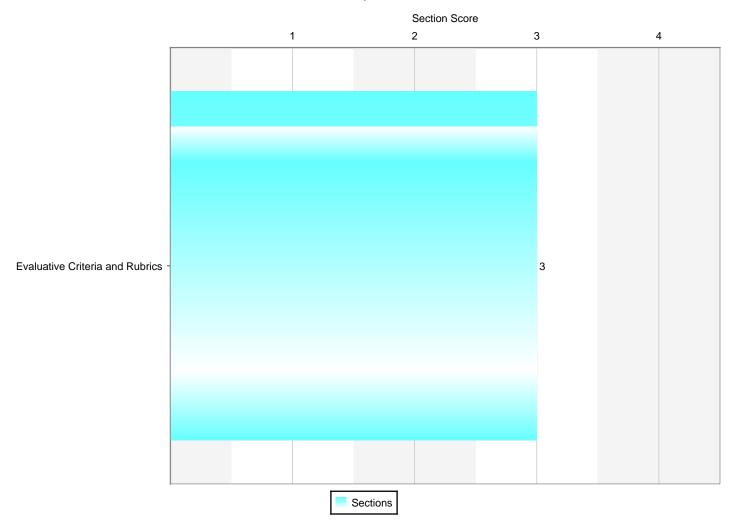
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

These have been trends that continue to show up on stakeholder surveys from year to year and on self assessment data. The concern about the declining number of para-professionals has been an on-going concern in surveys, written and verbal feedback.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3

Sections

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

1. Which area(s) are above the expected levels of performance?

a. In Spring of 2013 when the juniors took the ACT, the average ACT score in Math for the school was a 20.7 while the state average was a 20.6. These results are above the expected levels of performance set by the state average. Also using the same data, the percentage of students that were college ready based off of their ACT subtest scores and college ready benchmarks was greater in Math (44% at the school level and 40% at the state level), Science (33% at the school level and 26% at the state level), and percent of students that met all four benchmarks (22% at the school level and 20% at the state level). These results show that the students are graduating college and career ready at a greater percentage than the state averages.

b. In the AYP report from 2012-13, the high school was above the goal of 88.52% with a result of 89.19% in Reading. The high school was within statistical reliability with a result of 81.08% with a goal of 82.38% in Math. These two results gave the school a good start at meeting AYP, which was awarded for the school year.

c. The elementary school met AYP in the area of Math with a goal of 89.80% and a result of 89.80% in 2012-13.

Describe the area(s) that show a positive trend in performance.

2. Describe the area(s) that show a positive trend in performance.

a. The Fall 2013 RIT projected scores for MAP testing were met or exceeded in the high school setting by 56.6% of students in General Science, 60.0% of students in Reading, and 65.9% of students in Language Usage. In the elementary setting, the projected RIT scores were met or exceeded by 63.9% of students in Mathematics, 51.4% of students in Reading, and 61.0% of students in Science. In the Sundale Colony School, the percentage of students that met or exceeded their project scores was 54.3% in Mathematics, 71.4% in Reading, 57.6% in Language Usage, and 71.4% in General Science. These results show that the majority of students are meeting their expected progress in the subtests as they progress through their studies.

Which area(s) indicate the overall highest performance?

3. Which area(s) indicate the overall highest performance?

a. According to the Annual Adequate Yearly Progress (AYP) Report, in the past four years the high school has made adequate yearly progress in the Reading subtest. Along with meeting AYP, all subgroups made the goal or insignificant data was available.

b. Within the results of the AYP Report, the elementary school and the Sundale colony school have obtained attendance results in the greater than or equal to 95.0% for the past four years (2009-10 through 2012-13).

Which subgroup(s) show a trend toward increasing performance?

4. Which subgroup(s) show a trend toward increasing performance?

a. The ACT results from juniors in Spring of 2013 compared to juniors in Spring 2012 showed an increase in scores for the male subgroup. The scores showed a substantial increase in English (18.0 to a 20.0), Math (21.5 to a 23.4), Reading (18.5 to a 23.0), Science (19.8 to a 21.6), and Composite (19.7 to a 22.0). Even though this is just from one year to another, the increase is significant and across the board for all the subtests and composite scores.

Between which subgroups is the achievement gap closing?

5. Between which subgroup is the achievement gap closing?

a. According to the AYP Report at the high school level, the subgroup of economically disadvantaged students has gone from 35.71% in 2010-11 to 36.36% in 2011-12 to now 46.15% in 2012-13. This data shows that the gap in scores of the subgroup economically disadvantaged students is closing.

Which of the above reported findings are consistent with findings from other data sources?

6. Which of the above reported findings are consistent with findings from other sources?

a. All above reported findings are pulled from reliable and valid resources such as NWEA MAP results, ACT Profile Reports, and ND AYP reports.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

1. Which area(s) are below the expected levels of performance?

a. The results from the 2013 spring juniors taking the ACT showed that the juniors from the school were below the state averages in English (17.6 school average, 19.3 state average) Reading (19.0 school average, 20.5 state average), Science (19.3 school average, 20.3 state average), and Composite (19.2 school average, 20.3 state average). This data set shows that the students are not meeting the state average when compared to other juniors in the state. The results also show that the percentage of students meeting college benchmark scores were lower than the state average in English (44% at the school level, 61% at the state level) and Reading (33% at the school level, 49% at the state level). These results show that the percentage of students that are college and career ready in the areas of English and Reading are lower than the state average.

b. In the AYP report from 2012-13, the elementary school did not reach the goal set by the state at 90.89% in Reading with a results of 85.42%. These results show a below expectations performance by the state, which led to the school not meeting AYP for the year.

Describe the area(s) that show a negative trend in performance.

2. Describe the area(s) that show a negative trend in performance.

a. The fall 2013 RIT projected scores for MAP testing were met or exceeded in the high school setting by 40.4% of students in Language Usage. In the elementary setting, the projected RIT scores were met or exceeded by 45.0% of students in Math. These results show that a majority of students did not make expected growth in these areas through school progress.

Which area(s) indicate the overall lowest performance?

3. Which area(s) indicate the overall lowest performance?

a. According to the results from the AYP Report, the graduation rate of all students has declined in the past three years from 93.75% in 2010-11 to 86.96% in 2011-12 to now 85.71% in 2012-13. This data shows a steady decline in the percentage of students that are completing their schooling to graduate.

Which subgroup(s) show a trend toward decreasing performance?

4. Which subgroup(s) show a trend toward decreasing performance?

a. The ACT results from juniors in Spring of 2013 compared to juniors in Spring 2012 showed a decrease in scores for the female subgroup. The scores showed a substantial decrease in English (21.8 to a 14.5), Math (20.8 to 17.3), Reading (21.4 to a 14.0), Science (22.1 to a 16.5), and Composite (21.7 to a 15.8). Even though this is just from one year to another, the decrease is significant and across the board for all the subtests and composite scores.

b. According to the AYP Reports from the past three years in the elementary school, the achievement gap between the subgroup of students with disabilities is growing in the Reading test shown by the data in 2010-11 at 83.33%, 2011-12 at 69.23%, and 2012-13 at 52.94%. This change in achievement results shows a growing achievement gap from within the subgroup of students with disabilities.

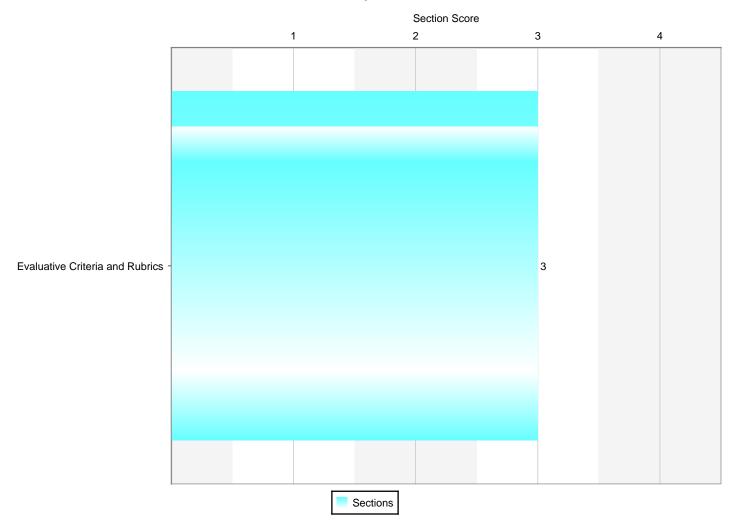**Between which subgroups is the achievement gap becoming greater?**

5. Between which subgroup is the achievement gab becoming greater?

a. Within the elementary school, the subgroup of students with disabilities has obtained declining scores from the year 2011-12 to 2012-13 while the composite scores have been increasing in both the Reading and Math subtests. In Reading students with disabilities moved from a 69.23% to a 52.94% while the composite score moved from 78.57% to 85.42%. In Math students with disabilities moved from 92.31% to 60.00% while the composite score moved form 85.71% to 89.80%. This data shows that the subgroup of students with disabilities has been expanding while the composite score rises, the subgroup's is decreasing.

Which of the above reported findings are consistent with findings from other data sources?

6. Which of the above reported findings are consistent with findings from other sources?

a. All above reported findings are pulled from reliable and valid resources such as NWEA MAP results, ACT Profile Reports, and ND AYP reports.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3

Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		emergency plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Milnor

Overview

Plan Name

Milnor

Plan Description

Critical Thinking

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Milnor Public School DIstrict will improve critical thinking skills across the curriculum.	Objectives: 2 Strategies: 1 Activities: 3	Academic	$1960
2	All students at Milnor Public School District will engage in wellness activities that will promote a healthy lifestyle.	Objectives: 2 Strategies: 3 Activities: 9	Organizational	$4250
3	All certified staff at Milnor Public School District will participate in professional development that will target improved critical thinking, curriculum design and 21st Century Skills.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	$3978

Goal 1: All students at Milnor Public School DIstrict will improve critical thinking skills across the curriculum.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 75% increase of All Students will demonstrate a proficiency of improved scores on critical thinking test items in English Language Arts by 05/01/2015 as measured by systematic formative and summative assessments to include, but not limited to, NWEA MAP, Skills Pointer, CPAA, STAR Reading and NDSA..

(shared) Strategy 1:

Intervention and Enrichment Blocks - Teachers will block a 20 minute intervention and enrichment block each day. Students will be placed in flexible groups and will work on specific skills indicated by test results of the NWEA, Skills Pointer, CPAA, STAR Reading & Math and other formal and informal assessments.

Research Cited: Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. Journal of Psychoeducational Assessment, 23, 362–380.

Ellis, A. K. (2001). Research on educational innovations (3rd ed.). Larchmont, NY: Eye on Education.

Kovaleski, J. F., Gickling, E. E., Morrow, H., & Swank, H. (1999). High versus low implementation of instructional support teams: A case for maintaining program fidelity. Remedial and Special Education, 20, 170–183.

Peterson, D. W., Prasse, D. P., Shinn, M. R., & Swerdlik, M. E. (2007). The Illinois flexible service delivery model: A problem-solving model initiative. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 300–318). New York, NY: Springer.

Activity - Flexible Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be flexibly grouped for 20 minutes of daily intervention and enrichment activities. The groups will be based on data collected from the CPAA and Skills Pointer tests which are NWEA add-on assessments.	Academic Support Program	01/20/2014	05/20/2014	$1960	General Fund	All certified elementary teachers.

Activity - Recommended Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan intervention and enrichment activities based on scores and recommendations in the CPAA and Skill Pointer programs. Supplemental materials will also be available in the Florida Center for Reading Research (FCRR) binders.	Academic Support Program	09/10/2013	05/20/2014	$0	No Funding Required	All certified elementary teachers.

Activity - iPad Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will increase a depth of knowledge in the study, creation and presentation of research projects through the use of iPads. Presentations will be conducted through Apple TV using a variety of platforms including Haiku Deck, Inspiration, Prezi and Animoto.	Academic Support Program	01/06/2014	05/21/2014	$0	No Funding Required	Classroom teacher & 21st Century Technology Coach

Measurable Objective 2:

A 75% increase of All Students will demonstrate a proficiency of improved scores on critical thinking test items in Mathematics by 05/01/2015 as measured by systematic formative and summative assessments to include, but not limited to, NWEA MAP, Skills Pointer, CPAA, STAR Math and NDSA...

(shared) Strategy 1:

Intervention and Enrichment Blocks - Teachers will block a 20 minute intervention and enrichment block each day. Students will be placed in flexible groups and will work on specific skills indicated by test results of the NWEA, Skills Pointer, CPAA, STAR Reading & Math and other formal and informal assessments.

Research Cited: Ardoin, S. P., Witt, J. C., Connell, J. E., & Koenig, J. L. (2005). Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. Journal of Psychoeducational Assessment, 23, 362–380.

Ellis, A. K. (2001). Research on educational innovations (3rd ed.). Larchmont, NY: Eye on Education.

Kovaleski, J. F., Gickling, E. E., Morrow, H., & Swank, H. (1999). High versus low implementation of instructional support teams: A case for maintaining program fidelity. Remedial and Special Education, 20, 170–183.

Peterson, D. W., Prasse, D. P., Shinn, M. R., & Swerdlik, M. E. (2007). The Illinois flexible service delivery model: A problem-solving model initiative. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 300–318). New York, NY: Springer.

Activity - Flexible Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be flexibly grouped for 20 minutes of daily intervention and enrichment activities. The groups will be based on data collected from the CPAA and Skills Pointer tests which are NWEA add-on assessments.	Academic Support Program	01/20/2014	05/20/2014	$1960	General Fund	All certified elementary teachers.

Activity - Recommended Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan intervention and enrichment activities based on scores and recommendations in the CPAA and Skill Pointer programs. Supplemental materials will also be available in the Florida Center for Reading Research (FCRR) binders.	Academic Support Program	09/10/2013	05/20/2014	$0	No Funding Required	All certified elementary teachers.

Activity - iPad Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will increase a depth of knowledge in the study, creation and presentation of research projects through the use of iPads. Presentations will be conducted through Apple TV using a variety of platforms including Haiku Deck, Inspiration, Prezi and Animoto.	Academic Support Program	01/06/2014	05/21/2014	$0	No Funding Required	Classroom teacher & 21st Century Technology Coach

Goal 2: All students at Milnor Public School District will engage in wellness activities that will promote a healthy lifestyle.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to educate students about nutrition and promote healthy food choices by 05/21/2014 as measured by participation in the activities.

Strategy 1:

Healthy Snacks - Because healthy kids have higher academic success, students will learn the nutritional content of a variety of snacks. The nutritional content will be posted to encourage healthy snack choices.

Research Cited: Bogden, J.F. Fit, healthy, and ready to learn: a school health policy guide. Alexandria (VA): NASBE, 2000

American School Food Service Association (ASFSA). Impact of hunger

and malnutrition on student achievement. School Board Food Service Research Review 1989

U.S. Department of

Health and Human Services. Guidelines for school health programs to promote lifelong healthy eating. Morbidity and

Mortality Weekly Report Recommendations and Report 1996 Jun 14; 45:RR-9

Minnesota Department of Children Families and Learning. School

breakfast programs energizing the classroom 1998

Shephard, R.J., Volle, M., Lavalee, M.,

LaBarre, R., Jequier, J.C., Rajic, M. Required physical activity and academic grades: a controlled longitudinal study.

In: Limarinen and Valimaki, editors. Children and Sport. Berlin: Springer Verlag; 1984. 58-63; National Association for

Sport and Physical Education (NASPE). New study supports physically fit kids perform better academically. 2002

Activity - Healthy Snack Machine Nutrition Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Family and Consumer Science will investigate the nutritional content of the snacks in the snack machine. They will create BISON charts that indicate calories, sugars, sodium, fat and fiber. These charts will be posted on the Healthy Snack Machine.	Behavioral Support Program	08/21/2013	05/21/2014	$0	No Funding Required	FACS teacher and students

Activity - Fresh Fruits and Vegetables Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Milnor Public School has written and received the Fresh Fruits and Vegetables Grant for the past two years. All K-6 students receive a free fresh fruit or vegetable snack each Monday, Wednesday and Friday. Cooks notify teachers when a new, interesting snack will be served so that teacher can teach kids about it earlier in the day or week. Teachers also teach students about making healthy food choices. | Behavioral Support Program | 09/04/2012 | 05/22/2014 | $4250 | Other | Betsy Buckhouse, principal - writing the grant; Karla Dusek, head cook - ordering fruit; Jodi Widhalm, food service - preparation and distribution; Wanda Hogness, business manager - billing; Classrooms teachers - serving and nutrition education |

Activity - Bring Healthy Snacks to School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On Tuesdays and Thursdays when there isn't a Fresh Fruit or Vegetable Snack served through the grant program, students are able to bring a healthy snack to school for milk break. A list of snack ideas is sent home at the beginning of the school year to give families ideas about what might be appropriate. Sweets, cakes and chips are strongly discouraged.	Behavioral Support Program	08/21/2012	05/22/2014	$0	No Funding Required	Principal posts policy in the handbook and newsletter; Teachers send notes and monitor snack items.

Activity - A la carte options	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A la Carte options are available for student purchase from 11:00am - 1:00am. The a la carte menu options include yogurt, string cheese; Gogurt; Ultimate Breakfast Rounds; milk; juice; Uncrustables. Prices range from 50 to 75 cents which is a discounted rate to encourage kids to make healthier food selections.	Behavioral Support Program	08/21/2012	05/22/2014	$0	Other	Karla Dusek, head cook; Diana Halmrast, custodian/food service; Joan Peterson, para professional/PowerLunch

Activity - Concessions Handbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Wellness Committee and Rough Rider Teams will create a concessions handbook which will include fewer sweets and a wide variety of healthy snack options to include items like: fresh fruits and vegetables, yogurt, string cheese, milk and applesauce.	Academic Support Program	03/03/2014	05/22/2014	$0	No Funding Required	Wellness Committee & Concessions Coordinator

Strategy 2:

Salad Bar - Cooks will prepare an endless salad bar at lunch. It is filled with fresh fruits and vegetables that are displayed in an appealing manner to prompt kids to make healthy selections.

Research Cited: Huang TT, Sorensen D, Davis S, Frerichs L, Brittin J, Celentano J, et al. Healthy Eating Design Guidelines for School Architecture. Prev Chronic Dis 2013;10:120084. DOI: http://dx.doi.org/10.5888/pcd10.120084;

1 U.S. Department of Agriculture, Food and Nutrition Service, "National Annual Summary of Food and Nutrition Service Programs (data as of Aug 3, 2010)," www.fns.usda.gov/pd/annual.htm (accessed Aug 24, 2010).

2 Institute of Medicine, "About the IOM," National Academies of Science, www.iom.edu/About-IOM.aspx (accessed Oct 21, 2010).

3 Institute of Medicine, School Meals: Building Blocks for Healthy Children, (Washington, DC: National Academies Press, 2009).

4 Institute of Medicine, School Meals.

5 Cynthia L. Ogden et al., "Prevalence of High Body Mass Index in U.S. Children and Adolescents, 2007–2008," Journal of the American Medical Association 303, no. 3 (2010): 242–249.

6 Centers for Disease Control and Prevention, "Overweight and Obesity: Health Consequences," www.cdc.gov/obesity/causes/health.html (accessed Feb 3, 2011).

Activity - Salad Bar Food Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cooks will select, order and prepare fresh fruits and vegetables and display them in an appealing manner on the salad bar.	Behavioral Support Program	08/20/2013	05/22/2014	$0	Other	Karla Dusek, head cook; Erin Olson, food service; Jodi Widhalm, food service

Activity - Serving Salad Bar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and para professionals are on hand to assist primary grades in selecting nutritious salad bar options. the serving spoons that are used are proportionate to that of a recommended serving size.	Behavioral Support Program	08/21/2012	05/22/2014	$0	Other	Food service, primary teachers and para professionals.

Measurable Objective 2:

collaborate to involve students in activity and educate them about fitness by 05/22/2014 as measured by participation in the morning activity and active recess.

Strategy 1:

Student Fitness - By engaging students in enjoyable activities, the school will promote lifelong health and wellness, because healthier students behave better and make better learners.

Research Cited: Beighle A. Increasing Physical Activity Through Recess. A Research Brief. Princeton, NJ: Active Living Research, a National Program of the Robert Wood Johnson Foundation; January 2012. Available from: www.activelivingresearch.org.;Etnier, J. L., Salazar, W., Landers, D. M., Petruzzello, S. J., Han, M., & Nowell, P. (1997). The influence of physical fitness and exercise upon cognitive functioning: A meta-analysis. JOURNAL OF SPORT AND EXERCISE PSYCHOLOGY, 19(3), 249-277.

Jarrett, O. S., Maxwell, D. M., Dickerson, C., Hoge, P., Davies, G., & Yetley, A. (1998). The impact of recess on classroom behavior: Group effects and individual differences. JOURNAL OF EDUCATIONAL RESEARCH, 92(2), 121-126. Jensen, E. (1998). TEACHING WITH THE BRAIN IN MIND. Alexandria, VA: Association for Supervision and Curriculum Development. ED 434 950. Pellegrini, A. D. (1995). SCHOOL RECESS AND PLAYGROUND BEHAVIOR. Albany: State University of New York. ED 379 095.

Pellegrini, A. D., & Davis, P. L. (1993). Relations between children's playground and classroom behaviour. BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 63(1), 88-95.

Pellegrini, A. D., Huberty, P. D., & Jones, I. (1995). The effects of recess timing on children's playground and classroom behaviors. AMERICAN EDUCATIONAL RESEARCH JOURNAL, 32(4), 845-864. EJ 520 960.

Pellegrini, A. D., & Smith, P. K. (1993). School recess: Implications for education and development. Review of EDUCATIONAL RESEARCH, 63(1), 51-67. EJ 463 378.

Activity - Morning Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From 8:00 to 8:20 each morning, elementary students will take part in morning activity in the high school gymnasium. Activity option are Walk of Fame, Lighting, Dance & Limbo, and Keep It Up/Balloon Volleyball. High School Student Council member and National Honor Society students will rotate to lead morning activity at least once per week.	Behavioral Support Program	08/21/2012	05/22/2014	$0	No Funding Required	Janet Roeder, Wellness Coordinator; Chris Larson, High School Student Council Advisor; Julie Kaspari, National Honor Society Advisor

Activity - Active Recess	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Students will have the option of taking part in active recess options during recess break both outside and in the MACC (on cold days). Lightning, jump rope, Hop Scotch, Tic Tac Toe Beanbag, Limbo, Active Kickball | Behavioral Support Program | 08/21/2012 | 05/22/2014 | $0 | No Funding Required | Janet Roeder & Lori Yagow, Active Recess Coordinators |

Goal 3: All certified staff at Milnor Public School District will participate in professional development that will target improved critical thinking, curriculum design and 21st Century Skills.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to improve professional capacity that will require increased rigor and depth of knowledge in all content areas by 05/21/2015 as measured by attendance at PLC meetings, professional growth surveys, implementation during instruction and growth on student achievement tests.

Strategy 1:

Professional Learning Communities - Twice per month, high school teachers will meet from 7:45 AM to 8:30 AM and elementary teachers will meet from 7:45 AM to 8:45 AM to take part in professional learning communities. These meetings will include Book Studies and discussions on Best Teaching Practices, Data Analysis, Common Core Standards, Smarter Balanced Assessment, Technology and Critical Thinking.

Research Cited: Cosner, Shelby. "Leadership Supports for Evidence-based Teacher Professional Learning Communities" Paper presented at the annual meeting of the UCEA Annual Convention, Anaheim Marriott, Anaheim, California, Nov 18, 2009 . 2013-12-29 Professional Learning Communities: Developing a School-Level Readiness Instrument. Canadian Journal of Educational Administration and Policy, Issue #74, June 6, 2008. © by CJEAP and the author(s).

Activity - Fundamental Five: The Formula for Quality Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategy All certified staff will participate in twice monthly professional learning communities during the Fall of 2013 school year, learning and discussing ways to implement the teaching strategies that are found in Sean Cain's and Michael Laird's book "The Fundamental Five." These include: 1. Framing the Lesson 2. Work in the Power Zone 3. Frequent Small-Group Purposeful Talk about the Learning 4. Recognize & Reinforce 5. Write Critically	Professional Learning	09/10/2013	12/17/2013	$1037	Title I Part A	AdvancED co-chairs and team leaders

Activity - What Great Teachers Do Differently: Seventeen Things That Matter Most	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in twice monthly professional learning communities during the Spring of 2013-14 school year, learning and discussing ways to implement the teaching strategies that are found in Todd Whitaker's Book "What Great Teachers Do Differently: Seventeen Things that Matter Most."	Professional Learning	01/20/2014	05/20/2014	$1378	Title I Part A	AdvancED co-chairs and team leaders

Activity - Understanding by Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in twice monthly professional learning communities during the 2014-2015 school year, learning and discussing ways to improve the curriculum design using strategies that are found in "Understanding By Design" by Grant P. Wiggins and Jay McTighe.	Professional Learning	09/09/2014	12/16/2014	$1563	Title I Part A	AdvancEd co-chairs and team leaders

Measurable Objective 2:

collaborate to improve professional capacity in technology-imbedded instruction to enhance academic achievement in all content areas by 05/21/2015 as measured by measured by attendance at trainings, PLC meetings, professional growth surveys, implementation during instruction and growth on student achievement scores.

Strategy 1:

Job Embedded Technology Professional Development - Teachers will collaborate with and receive training from the 21st Century Technology Coach. The Tech Coach

will team-teach in the classroom and provide supports in the use of technology for enhanced learning.

Research Cited: Blank, R. K., & de la Alas, N. (2009). Effects of teacher professional development on gains in student achievement: How meta analysis provides

scientific evidence useful to education leaders. Washington, DC: Council of Chief State School Officers

Brown-Easton, L. (2008). Powerful designs for professional learning (2nd ed.). Oxford, OH: National Staff Development Council.

Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student

achievement (Issues & Answers report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for

Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved March 17, 2010, from

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Activity - Collaboration & Team Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st Century Technology Coach will train and collaborate with classroom teaches to incorporate Haiku Deck, Inspiration, Prezis, Animoto and other presentation platforms for both teacher and student use.	Professional Learning	08/21/2013	05/21/2014	$0	No Funding Required	21st Century Technology Coach and all certified teachers.

Activity - Peer Observation and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe the use of technology by instructors who are highly trained in the implementation of technology-embedded instruction. Teachers will observe and collaborate with colleagues to enhance instructional capacity.	Professional Learning	09/10/2013	05/21/2014	$0	Other	All certified staff and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Active Recess	Students will have the option of taking part in active recess options during recess break both outside and in the MACC (on cold days). Lightning, jump rope, Hop Scotch, Tic Tac Toe Beanbag, Limbo, Active Kickball	Behavioral Support Program	08/21/2012	05/22/2014	$0	Janet Roeder & Lori Yagow, Active Recess Coordinators
Recommended Interventions	Teachers will plan intervention and enrichment activities based on scores and recommendations in the CPAA and Skill Pointer programs. Supplemental materials will also be available in the Florida Center for Reading Research (FCRR) binders.	Academic Support Program	09/10/2013	05/20/2014	$0	All certified elementary teachers.
iPad Use	Students will increase a depth of knowledge in the study, creation and presentation of research projects through the use of iPads. Presentations will be conducted through Apple TV using a variety of platforms including Haiku Deck, Inspiration, Prezi and Animoto.	Academic Support Program	01/06/2014	05/21/2014	$0	Classroom teacher & 21st Century Technology Coach
Bring Healthy Snacks to School	On Tuesdays and Thursdays when there isn't a Fresh Fruit or Vegetable Snack served through the grant program, students are able to bring a healthy snack to school for milk break. A list of snack ideas is sent home at the beginning of the school year to give families ideas about what might be appropriate. Sweets, cakes and chips are strongly discouraged.	Behavioral Support Program	08/21/2012	05/22/2014	$0	Principal posts policy in the handbook and newsletter; Teachers send notes and monitor snack items.
Collaboration & Team Teaching	21st Century Technology Coach will train and collaborate with classroom teaches to incorporate Haiku Deck, Inspiration, Prezis, Animoto and other presentation platforms for both teacher and student use.	Professional Learning	08/21/2013	05/21/2014	$0	21st Century Technology Coach and all certified teachers.
Concessions Handbook	The Wellness Committee and Rough Rider Teams will create a concessions handbook which will include fewer sweets and a wide variety of healthy snack options to include items like: fresh fruits and vegetables, yogurt, string cheese, milk and applesauce.	Academic Support Program	03/03/2014	05/22/2014	$0	Wellness Committee & Concessions Coordinator

Healthy Snack Machine Nutrition Guide	Students in Family and Consumer Science will investigate the nutritional content of the snacks in the snack machine. They will create BISON charts that indicate calories, sugars, sodium, fat and fiber. These charts will be posted on the Healthy Snack Machine.	Behavioral Support Program	08/21/2013	05/21/2014	$0	FACS teacher and students
Morning Activity	From 8:00 to 8:20 each morning, elementary students will take part in morning activity in the high school gymnasium. Activity option are Walk of Fame, Lighting, Dance & Limbo, and Keep It Up/Balloon Volleyball. High School Student Council member and National Honor Society students will rotate to lead morning activity at least once per week.	Behavioral Support Program	08/21/2012	05/22/2014	$0	Janet Roeder, Wellness Coordinator; Chris Larson, High School Student Council Advisor; Julie Kaspari, National Honor Society Advisor
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Flexible Groupings	Students will be flexibly grouped for 20 minutes of daily intervention and enrichment activities. The groups will be based on data collected from the CPAA and Skills Pointer tests which are NWEA add-on assessments.	Academic Support Program	01/20/2014	05/20/2014	$1960	All certified elementary teachers.
				Total	$1960	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observation and Training	Teachers will observe the use of technology by instructors who are highly trained in the implementation of technology-embedded instruction. Teachers will observe and collaborate with colleagues to enhance instructional capacity.	Professional Learning	09/10/2013	05/21/2014	$0	All certified staff and administration

A la carte options	A la Carte options are available for student purchase from 11:00am -1:00am. The a la carte menu options include yogurt, string cheese; Gogurt; Ultimate Breakfast Rounds; milk; juice; Uncrustables. Prices range from 50 to 75 cents which is a discounted rate to encourage kids to make healthier food selections.	Behavioral Support Program	08/21/2012	05/22/2014	$0	Karla Dusek, head cook; Diana Halmrast, custodian/food service; Joan Peterson, para professional/PowerLunch
Fresh Fruits and Vegetables Grant	Milnor Public School has written and received the Fresh Fruits and Vegetables Grant for the past two years. All K-6 students receive a free fresh fruit or vegetable snack each Monday, Wednesday and Friday. Cooks notify teachers when a new, interesting snack will be served so that teacher can teach kids about it earlier in the day or week. Teachers also teach students about making healthy food choices.	Behavioral Support Program	09/04/2012	05/22/2014	$4250	Betsy Buckhouse, principal - writing the grant; Karla Dusek, head cook - ordering fruit; Jodi Widhalm, food service - preparation and distribution; Wanda Hogness, business manager - billing; Classrooms teachers - serving and nutrition education
Salad Bar Food Selection	Cooks will select, order and prepare fresh fruits and vegetables and display them in an appealing manner on the salad bar.	Behavioral Support Program	08/20/2013	05/22/2014	$0	Karla Dusek, head cook; Erin Olson, food service; Jodi Widhalm, food service
Serving Salad Bar	Teachers and para professionals are on hand to assist primary grades in selecting nutritious salad bar options. the serving spoons that are used are proportionate to that of a recommended serving size.	Behavioral Support Program	08/21/2012	05/22/2014	$0	Food service, primary teachers and para professionals.
				Total	$4250	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
What Great Teachers Do Differently: Seventeen Things That Matter Most	All certified staff will participate in twice monthly professional learning communities during the Spring of 2013-14 school year, learning and discussing ways to implement the teaching strategies that are found in Todd Whitaker's Book "What Great Teachers Do Differently: Seventeen Things that Matter Most."	Professional Learning	01/20/2014	05/20/2014	$1378	AdvancED co-chairs and team leaders
Fundamental Five: The Formula for Quality Instruction	Strategy All certified staff will participate in twice monthly professional learning communities during the Fall of 2013 school year, learning and discussing ways to implement the teaching strategies that are found in Sean Cain's and Michael Laird's book "The Fundamental Five." These include: 1. Framing the Lesson 2. Work in the Power Zone 3. Frequent Small-Group Purposeful Talk about the Learning 4. Recognize & Reinforce 5. Write Critically	Professional Learning	09/10/2013	12/17/2013	$1037	AdvancED co-chairs and team leaders
Understanding by Design	All certified staff will participate in twice monthly professional learning communities during the 2014-2015 school year, learning and discussing ways to improve the curriculum design using strategies that are found in "Understanding By Design" by Grant P. Wiggins and Jay McTighe.	Professional Learning	09/09/2014	12/16/2014	$1563	AdvancEd co-chairs and team leaders
				Total	$3978	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Understanding by Design	Not Completed	The Understanding by Design PLC will continue through the entire 2014-2015 school year with the choosing of Power Standards targeting critical thinking skills across all grade levels and content areas.	February 04, 2014	Ms. Betsy R Buckhouse
Activity	Fundamental Five: The Formula for Quality Instruction	Not Completed	The book study was completed in December of 2013, but components of the Fundamental Five continue to be monitored via lesson plans, classroom observations and teacher evaluations.	February 04, 2014	Ms. Betsy R Buckhouse
Activity	What Great Teachers Do Differently: Seventeen Things That Matter Most	In Progress	This district-wide book study is being conducted during the Spring of 2014.Implementation will be monitored via PLC discussion groups and surveys.	February 04, 2014	Ms. Betsy R Buckhouse