

Board of Education Work Session

February 23, 2015 6:00 PM

Board Room, Central Services Building
765 Main St
Springfield, NE 68059

Agenda

- I. Meeting Roll Call
- II. Notice of Open Meetings Act - Posted
- III. Public Comment
- IV. Action Items
 - IV.A. Teacher Resignation
- V. Items for Discussion (Discussion Only)
 - V.A. VSP Policy
 - V.B. iPad Learning Initiative
 - V.C. Grading Policy
 - V.D. Classified and Administrative Pay 2015-16
 - V.E. AdvancEd visit schedule
- VI. Future Planning
- VII. Adjourn

The following standards are provided as a resource to assist schools, colleges, teachers and faculty members in defining curricular and assessment outcomes. The benchmarks are provided as examples and are neither exhaustive nor conclusive. Educators are encouraged to work with local business and industry councils to define learning objectives most appropriate for their situation. A crosswalk to Nebraska's academic standards will be completed in the future.

This document is organized by:

Standard (numeric)

Benchmark Topic (alpha)

AND

Sample Performance Indicators (numeric)

Nebraska Standards for Career Ready Practice

The career ready individual...



1. Applies appropriate academic and technical skills



2. Communicates effectively and appropriately



3. Contributes to employer and community success



4. Makes sense of problems and perseveres in solving them



5. Uses critical thinking



6. Demonstrates innovation and creativity



7. Models ethical leadership and effective management



8. Works productively in teams and demonstrates cultural competency



9. Utilizes technology



10. Manages personal career development



11. Attends to personal and financial well-being



iPad Initiative Report February 2015

The Vision- Here is the current vision for the iPad Initiative and a summary of what we are working on under each area.

VISION

- **Interactive, engaging resources and materials being used in the classroom by students and teachers aligned with curriculum.**

- Apps being used in high school math courses and social studies. Most other subject areas students have access to online or pdf copies of textbooks on iPads in grades 7-12. We will continue to review resources available on iPad during curriculum processes for each content area.

- **Best-practice instructional strategies with technology being utilized in every classroom.**

- In years 1-3, the district's expectations for teachers is for them to explore strategies/ research on technology use in the classroom, try these strategies in the classroom, and share with their peers about their experiences and strategies. Each teacher's professional growth plan reflects at least one technology goal and they meet with the principal early in the school year to talk about these goals. Many grade level teams and departments have technology related PLC goals related to technology use.

Jeremy Mahoney, our district's technology instructional coach, works with the principals, teacher teams, and departments on professional development needs. At least once a month, Jeremy provides professional development opportunities at each school related to app use or other ways to use technology in the classroom.

Principals in each building have technology as part of their school improvement plans to support their learning goals set by their leadership teams. It is the principals' duty to communicate with their teachers and follow up on technology goals related to the individual and the building goal. Principals also need to be in classrooms to ensure technology is being used on a regular basis and teachers are meeting the expectations set to explore, try, and share.

We have teachers at various levels of use of technology in the classroom.

- **Course management system use for all 7-12 teachers.**

- Teachers currently use a variety of course management systems. The district will move towards supporting only one course management system in 2015-16. Mr. Johnson and Miss Simpson went through a series of meetings with many teachers to select Schoology as our district's course management system in 2015-16. All teachers grades 7-12 will be required to use this system to manage homework, grades, and post assignments and projects and will be trained starting on

March 18 and into next school year. Teachers in grades 4-6 are interested in this system as well and will participate in training to determine if this is a feasible system for elementary teachers.

- **College and Career readiness and technology skills targeted through curriculum, instructional design, and assessment (NDE identified).**

- College and Career Readiness skills as identified through the Nebraska Department of Education are being taught by most of our teachers through daily lesson planning. In the future, our curriculum process will include these skills in curriculum and unit design to ensure being taught and utilized by students in the classroom.

- **Students and staff fluent in organization, communication, and productivity in technology skills and app use.**

- This is a critical area of our initiative. Students and staff need to be able to organize, communicate, and be productive with technology. Teachers throughout the district are interacting with students through the use of technology with note taking, organization of notes, materials, projects, and using emails. Students are also using iPads for presentations and projects. This is an area we are progressing in very well. We need to continue to focus on staff and student training each year in using these key technology tools.

- **Culture of teaching and learning reflects digital age collaboration and upper level of Bloom's Taxonomy.**

- As we continue to move forward with this initiative and obtain better resources for content area, use apps for student engagement, implement our course management system, and embed our career and college readiness skills in what we do in every unit, this is an area that will be a strength for us as a district. At the district level we will continue to challenge our school improvement teams to look at ways to collaborate with other schools and expertise outside the district.

- **Professional development individualized, teacher needs driven, and always available. Risk is OK and teachers are exploring, trying, and sharing on a weekly basis.**

- As we move into department leaders and team leaders, this area will become more refined as these leaders work with the Director of learning, ESU #3, and other outlets for designed professional development by grade level or content area. My hope is this becomes a district strength and area of recognition for our district and for other districts to try and replicate.

- **Local and global awareness of issues and communications with staff and students.**

- This gets back to how do we use the technology to collaborate with other districts and students to do community service projects, etc. in the classroom. Probably a year 4 or 5 initiative by one of our schools/ content areas.

- **Use of iPads for special needs students to address identified specific learning areas.**

- A very important area for us as research is starting to show the benefits of technology with students in special needs. Here's what we currently have going on with the iPads:

- *Speech Language Therapists:*

- Apps for articulation drills and targeting error sounds like Articulation Station Pro and Articulation Test Center

- Auditory processing apps like Hear Builders to work on remembering details, following directions, repeating a series of numbers and words and sequencing
- Apps that work on sentence structure and other language activities

Elementary Special Education:

- Apps used for drill and practice of content; math facts, algebra, figurative language, letter writing, sight words, and any topic on the Individual Education Plan goals
- To provide Modifications and Accommodations specified on Individual Education Plans there are Apps that spell check for writing, help with organization and specialized calculators
- Videotaping students performance to show them their progress and to show parents at Parent Teacher Conferences and Individual Education Plan meetings
- Put iPads in separate centers to rotate students through 10 minute instructional activities
- Assistive technology to help student with communication and fine motor skills

Junior High Special Education

- Use Good Notes to help students with taking notes
- Use Quia and Quizlet to drill, review and test
- Apps that work on strengthening math facts like Math Zombie, Math Ops and Math Racing
- Take notes on instruction for absent students and e-mail it to them as well as any assignment
- Journaling and communication with teacher

High School Special Education

- App from DMV to help students practice for driving test
- Researching current events, new stories, weather conditions and personal interest stories
- iPads access the classroom textbooks to study and take tests
- Use iPad to get on iTunesU and Schoology for Blended Learning Instruction
- Use iPads to e-mail and download Apps that are used in many classrooms like Checkbook, Graphing Calculator, Keynote, Pages, iBooks, iMovie, camera and video

Here are Jeremy Mahoney's goals/outcomes for the 2014-15 school year (instructional technology specialist):

- 1) Set at least one tech goal for each teacher that increases students engagement in the classroom and student learning.
- 2) Classroom observations to assist with integration of professional goals for teachers. Give specific feedback.
- 3) Meet with principals on building goals and work individually with them to address needs in professional development and/or technology areas in their schools and work with principalship on scheduling needed PLC's.
- 4) Set up small group or individual collaboration during teachers professional development time or after school.
- 5) Become expert in course management systems (Moodle, Google, iTunes U) and report to administration in early fall on each one. We will select two before Christmas to train teachers in. Work with principals to use Monday morning(s) with secondary staff to show the two we have selected. Then, work with each individual secondary teacher on training to set up and implement for 2015-16.

- 6) Work with Miss Simpson on setting up student help desk this year.
- 7) Continue to work with helpdesk troubleshooting.
- 8) Oversee SIMS Gradebook system.
- 9) Work with principals to organize student and parent trainings on iPad use, cyberbullying/social media, and checking up on your student.
- 10) Become expert in flipped/blended classroom concepts to serve as resource for teachers.
- 11) Participate in exploring Apple Distinguished District/ Teacher process.
- 12) Assist with implementing CASPAR Focus for classroom management of iPads.
- 13) Initiate collaboration resources with Brownell Talbot for teachers.

Grading System

PURPOSE

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that clearly communicates achievement toward learning standards and supports the process of learning.

The Superintendent will be responsible for implementing a system for appraising and reporting the development of students' academic and behavioral knowledge *and* skills based upon the standards of learning established by the District/State.

COMMUNICATION OF ACADEMIC AND BEHAVIORAL PROGRESS

Communicating student progress to students and parents shall be the responsibility of the building administrator and the classroom teacher. In grades K-12, student progress will be communicated every 4-5 weeks. Two parent-teacher conferences will be scheduled in the elementary, junior high school and senior high school each year. Additional communication of student progress is expected between required progress reporting in a timely manner when students are struggling.

Communication of student progress must be aligned with District assessment expectations outlined in *Policy No. 6211: Springfield Platteview Community Schools "has adopted an assessment plan and has aligned the curriculum with the state (and/or national standards in non-core content areas) approved content standards. Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students. Teachers are to conduct the assessment in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards."*

The following are the grading parameters:

1. Grading procedures shall only be related directly to the prescribed curriculum and the College and Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit will not be given.
2. Grades on the report card will be based upon content area standards and goals. Group grades will not be given.
3. Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.

- a. Effort, participation, attitude, and other behaviors shall not be included in grades but will be reported separately unless they are a stated part of a learning goal established by the District/State.
 - b. Late work and incomplete work (formative assessments such as homework) shall be handled as follows:
 - i. Students are expected to complete all required formative work through each summative assessment period.
 - ii. Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.
 - iii. In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as **I** (Incomplete). Zeros will not be used unless the student fails to complete required work prior to the student taking the summative/unit assessment. Late work, if penalized, shall not exceed 10% if it is turned in prior to the student taking the summative/unit assessment.
 - c. Absences shall be handled as follows:
 - i. Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.
 - ii. Students with excused absences shall be given at least 1 day, per day of absence, for make-up opportunities for all missed assignments/assessments (marked work that will be part of student grades) without penalty.
 - iii. See student-parent handbook for additional attendance procedures/policies.
4. Summative/unit assessments shall be determined as follows:
- a. Marks from formative assessment shall not exceed 30% of overall grade.
 - b. Summative assessments shall account for at least 70% of the overall grade.
 - c. Students who fail a summative assessment are required to retake an assessment. Second chance assessment opportunities shall be made available to students who score below a 79% in grades 6-12. Second chance assessment opportunities shall be made available to students who score "Progressing" in grades K-5. Students must follow teacher guidelines for

second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is a 79% or “Proficient”.

c. Grading Scale for grades K-5 and K-6 Specials (Art, PE and Music):

| | |
|-------------------|--|
| Advanced AD | Advanced level of understanding beyond grade level expectations. |
| Proficient PF | Proficient level indicates a solid understanding of grade level expectations. |
| Progressing PG | Progressing level indicates a partial understanding of grade level expectations. |
| Beginning BG | Beginning level indicates a limited understanding of grade level expectations. |

d. Grading Scale for grades 6-12:

| Letter Grade | Percentage | Mark Points | Weight (Grades 9-12) |
|--------------|------------|-------------|----------------------|
| A+ | 97-100 | 4.0 | 5.0 |
| A | 93-96 | 4.0 | 5.0 |
| A- | 90-92 | 3.67 | 4.67 |
| B+ | 87-89 | 3.33 | 4.33 |
| B | 83-86 | 3.0 | 4.0 |
| B- | 80-82 | 2.67 | 3.67 |
| C+ | 77-79 | 2.33 | 3.33 |
| C | 73-76 | 2.0 | 3.0 |
| C- | 70-72 | 1.67 | 2.67 |
| D+ | 67-69 | 1.33 | 2.33 |
| D | 63-66 | 1 | 2.0 |
| D- | 60-62 | 0.67 | 1.67 |
| F | 0-59 | 0 | 0.0 |

5. Other procedures on grading can be found in parent/student handbooks and course syllabi at each school.

Adopted by Board of Education: _____



**SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS
External Review Team Schedule
MARCH 1-4**

SUNDAY, MARCH 1

| Time | Event | Where | Who |
|--------------------|--|---|----------------------|
| Check in 3:00 p.m. | External Review Team | Embassy Suites 12520 Westport Parkway LaVista, NE 402-331-7400 | External Review Team |
| 4:00-6:30 p.m. | Evening Work Session #1 Prepare for Day 1 | Hotel Conference Room | External Review Team |
| 6:30 p.m. | Dinner | TBD | External Review Team |

MONDAY, MARCH 2 - System Office

| Time | Event | Where | Who |
|------------------------|--|----------------------------|--|
| 7:30 a.m. | External Review Team Depart for SPCS | Hotel | External Review Team will car pool to system office |
| 7:50-8:15 a.m. | Breakfast | SPCS Central Office | External Review Team and SPCS Admin Team |
| 8:15-9:00 a.m. | Superintendent's Overview | Board Room | SUPERINTENDENT, CENTRAL OFFICE LEADERSHIP, External Review Team |
| 9:00-9:45 a.m. | Superintendent's Interview | Board Room | SUPERINTENDENT, External Review Team |
| 9:45-10:00 a.m. | Break | | |
| 10:00 - 11:00 a.m. | Standards, Stakeholder Feedback and Student Performance Overview | Board Room | CO ADMIN, Principals and DLT, External Review Team |
| 11:00a.m.-12:00pm | School Board Interviews | Board Room | SCHOOL BOARD MEMBERS, External Review Team (divided) |
| 12- 12:45 p.m. | Lunch & Team Debriefing | Board Room | External Review Team |
| 12:45- 1:45 p.m. | Interviews: 1. Standards 3, 5 and Student Performance 2. Standards 1, 2, and Stakeholder Feedback 3. Standard 4 | Board Room and offices | CO ADMIN, Principals and DLT, External Review Team (divided, as needed) |
| 1:45- 2:45 p.m. | Principal Interviews | Board Room | PRINCIPALS, External Review Team (divided) |
| 2:45- 3:00 p.m. | Break | Board Room | External Review Team |

| | | | |
|---|---|--|---|
| 3:00- 4:00 p.m. | Evidence Review and Team Debriefing | Board Room | External Review Team |
| 4:00 - 5:00 p.m. | Parent/Community Stakeholder Interviews | PHS Media Center | PARENT/COMMUNITY STAKEHOLDERS, External Review Team |
| 5:00 p.m. | Team returns to hotel | | External Review Team |
| 5:00 - 7:00 p.m. 7:00 p.m. | Evening Work Session #2 / Prepare for Day 2 Dinner | Hotel hotel, nearby restaurant, or brought in | External Review Team |

Tuesday, MARCH 3 - School Reviews (Breakfast at hotel)

| Time | Event | Where | Who |
|-------------------------|---|--|---|
| 7:00 - 7:20 a.m. | Breakfast | Hotel Name | External Review Team |
| 7:20 a.m. | Pick-Up External Review Team Members | Pick up times may vary | System provide transportation to/from school |
| 7:45 - 8:15 a.m. | Interview: Principal, School Leadership or School Improvement Team | Split the team: <ul style="list-style-type: none"> • 2 members at PHS • 1 member at PC • 1 member at WE • 1 member at SE (Adjust times based on School Schedule) | PRINCIPAL and BLT, External Review Team |
| 8:15 - 11:15 a.m. | Classroom Reviews (talk to teachers/students throughout observation times) | | External Review Team |
| 11:15- 11:30 a.m. | Drive back to SPCS CO Lunch and team debrief | | External Review Team |
| 11:30 a.m. | Lunch | Board Room | External Review Team |
| Noon | Transportation to next school | | System personnel and External Review Team |
| 12:15 - 12:45 p.m. | Check in with Principal | Team members now swap. The PHS and PC members will go to the elementary buildings. The team members who went to the elementary buildings will go to PHS and PC. (Adjust times based on School Schedule) | PRINCIPAL |
| 12:45 - 3:35 p.m. | Classroom Reviews (Be sure to talk to teachers and students throughout observation times) | | External Review Team |
| 3:35 - 3:45 p.m. | Team debrief | | External Review Team |
| 3:45-4:00 PM | Concluding meeting with Principal | | PRINCIPAL, External Review Team |
| 4:00-7:00 p.m. | Evening Work Session #3 / Prepare for Day 3 | | Back to hotel, External Review Team |
| 7:00 - 8:00 p.m. | Dinner | | External Review Team |

Wednesday, MARCH 4 - System Office

| Time | Event | Where | Who |
|-------------------|---|------------|--|
| 7:30 a.m. | Check out of hotel, depart for SPCS | Hotel Name | External Review Team |
| 7:45 a.m. | Breakfast | SPCS CO | SPCS ADMIN TEAM, External Review Team |
| 8:00 - 9:00 a.m. | Follow-up interviews to verify Standards, Stakeholder Feedback, Student Performance ratings | Board Room | SPCS ADMIN TEAM, External Review Team |
| 9:00 - 11:30 a.m. | Team Work Session | Board Room | External Review Team |
| 11:30 - 1:30 p.m. | Working Lunch, Final Team work session Finalize ratings, discussions, deliberations, final decisions, completion of Exit Report | Board Room | External Review Team |
| 1:30-2:00 p.m. | Final Meeting with Superintendent | Board Room | SUPERINTENDENT Lead Evaluator, Associate Lead Evaluator, |
| 2:00 - 2:30 p.m. | Exit Report during called meeting | Board Room | Lead Evaluator–Presents Exit Report External Review Team SPCS ADMIN AND STAFF School Board Members Public |
| 2:30 p.m. | Departure of team | | |



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Future Planning February 23, 2015

1. 3/1-3-15 AdvancEd Accreditation visit
Board Visit Monday, March 2, 2015 11 a-12 p
Exit Report Wednesday, March 4 @ 2 PM D.O.
2. 3/9/15 Board Meeting 7 PM; 6 PM- Policy Cmte.
3. 3/23/15 Board Work Session 7 PM
4. 4/13/15 Board Meeting 7 PM; 6 PM- Site Cmte.
5. 4/8/15 NASB Back to Basics Workshop- Lincoln
6. 4/27/15 Board Work Session 7 PM
7. 5/11/15 Board Meeting 7 PM- 6 PM- Policy Cmte.
8. 5/13/15 PHS Honors Night 7 PM
9. 5/17/15 PHS Commencement- 1 PM
10. 5/21/15 Last Day of School- Students
11. 5/21/15 Recognition Banquet 6 PM- Millard Social Hall