PEORIA PUBLIC SCHOOLS
STRATEGIC PLAN: 2011-14

OUR MISSION:

Ensure that each student reaches his or her fullest academic and personal potential and is a well-balanced citizen.

OUR VISION:

We take pride in educating and graduating each student prepared and inspired to contribute to the world.

STRATEGIC PLAN FOR STUDENT ACHIEVEMENT:

The Strategic Plan for Student Achievement is a three-year plan, 2011-2014. Target actions will be evaluated at the end each year and updated, modified and revised in accordance with the strategic plan.

Overarching Goal: The goal of Peoria Public Schools is to take an integrated approach to learning by addressing academic disciplines and basic skills through broad themes, projects, and authentic real-life experiences. Students focus on the knowledge, skills, and understandings needed to prepare them to be members of a rapidly changing and increasingly interconnected world of the 21st century. In short, District 150's principles and practices are based on proven understandings of how students may best learn what they will need to know in order to succeed throughout their lives.

SMART GOALS:

SMART GOALS are goals that are Specific, Measurable, Attainable, Realistic and Timely. Each of the three goals in the Strategic Plan is:

- Specific by identifying exactly what we intend to accomplish.
- Measurable by setting concrete criteria for measuring progress toward the attainment.
- Attainable by planning steps and establishing a time frame for carrying out those steps.
- Realistic by defining targets and actions that can be accomplished.
- Timely by being grounded within a time frame.

***SPECIAL NOTE (2014):**

All ISAT, PSAE and "Other Indicator" data has been updated in the tables below. Please note that testing has changed each year, starting in 2012/2013. The level of questioning began changing on State assessment tests to align with the Common Core and has increased in difficulty each year. In addition, new cut scores were implemented State-wide for 2013 and 2014. With two major changes over two separate testing cycles, the Illinois State Board of Education has indicated an expectation that Districts throughout the State will see significant declines in test scores. While the rigor of the tests is higher, the changes have made it extremely difficult to accurately compare scores from year to year and gauge student growth. For that reason, District-wide Northwest Evaluation Association (NWEA) and **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** test scores have been added to this document as an addendum. NWEA is used to gauge student growth for all 3rd – 11th grade students in the District. NWEA is administered three times (fall, winter, spring) each school year. **(DIBELS)** are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through fourth grade students in the district.

COLLABORATIVE EFFORTS:

The district's central office administrative team will continue to work with employee and community groups to develop and implement each of the strategies outlined in the following Strategic Plan to achieve the Board's desired outcomes. The "Actions" contained in the Strategic Plan below are 'evergreen' and can be adjusted whenever necessary. It is important to note that the district is not attempting to formulate a "one size fits all" reform initiative. However, research has clearly indicated that school improvement is more effective when approached on a district-wide versus a school-by-school basis. Schools and their staffs must be empowered to ensure that our school teams make quality informed professional decisions that will result in significant improvements to student learning. Each school's School Improvement Plan format will be modified to approximate the same structure of the Board's Strategic Plan which will utilize the format of Rising Star the Illinois system that is used for inputting the school district improvement efforts. This action will ensure that the district aligns its improvement efforts.

SMART GOAL 1: By the year 2014,70% of all District students will meet or exceed grade-level standards in Reading as measured by the ISAT and PSAE.

Reading Meets/Exceeds Standards	Overall			Grade 3			Grade 4			Grade 5			Grade 8			Grade 11		
	Goal	Actual	Cut	Goal	Actual	Cut	Goal	Actual	Cut	Goal	Actual	Cut	Goal	Actual	Cut	Goal	Actual	Cut
2011	64	67	42	67	67	43	65	65	43	61	61	40	73	72	39	45	40	x
2012	66	65	43	69	66	48	68	58	40	64	62	41	75	77	45	50	34	x
2013	68	62	41	71	63	45	71	58	43	67	54	36	77	72	43	55	41	x
2014	70			73			74			70			79			60		
2015	72			75			77			73			81			65		

Reading Achievement Gap ISAT	2011 Baseline: White (83%)/ African American (57%) Meets/Exceeds Standards					2011 Baseline: Non-Special Education (75%)/Special Education (35%) Meets/Exceeds Standards					2011 Baseline: Non-Economically Disadvantaged (89%)/Economically Disadvantaged (61%) Meets/Exceeds Standards				
	Gap Goal	Actual	Actual White/ African-American	Cut	Cut White/ African-American	Gap Goal	Actual	Actual Non-SPED / SPED	Cut	Cut Non-SPED / SPED	Gap Goal	Actual	Actual Non-Econ. Adv. / Econ. Adv.	Cut	Cut Non-Econ. Adv. / Econ. Adv.
2011	26	26	83 / 57	36	65 / 29	40	40	74 / 34	33	48 / 15	28	29	89 / 60	31	74 / 33
2012	24	26	81 / 55	37	66 / 29	37	29	70 / 41	25	47 / 22	25	23	81 / 58	29	63 / 34
2013	22	28	80 / 52	36	64 / 28	34	39	66 / 27	39	44 / 13	22	27	81 / 54	31	63 / 32
2014	20					31					19				
2015	18					28					16				

Reading **Achievement Gap PSAE**	2011 Baseline: White (63%)/ African American (25%) Meets/Exceeds Standards			2011 Baseline: Non-Special Education (46%)/Special Education (14%) Meets/Exceeds Standards			2011 Baseline: Non-Economically Disadvantaged (66%)/Economically Disadvantaged (25%) Meets/Exceeds Standards		
	Gap Goal	Actual	Actual White/ African-American	Gap Goal	Actual	Actual Non-SPED / SPED	Gap Goal	Actual	Actual Non-Econ. Adv. / Econ. Adv.
2011	22	38	63 / 25	32	30	44 / 14	41	40	64 / 24
2012	20	38	58 / 20	29	32	39 / 7	38	24	46 / 22
2013	18	40	64 / 24	26	31	44 / 13	35	26	55 / 29
2014	16			23			32		
2015	14			20			29		

NWEA READING	COMPARISON DATA		
SCHOOL NAME	CHANGE FALL 13 TO WINTER 14	CHANGE WINTER 14 TO SPRING 14	CHANGE FALL 13 TO SPRING 14
CALVIN COOLIDGE MIDDLE SCHOOL	4.6	0.8	5.3
CHARTER OAK PRIMARY SCHOOL	8.4	2.7	11.1
Day Treatment	3.3	-0.1	3.2
FRANKLIN PRIMARY SCHOOL	5.4	4.4	9.8
GLEN OAK PRIMARY SCHOOL	7.9	1.4	9.3
Greeley Alternative School	5.0	2.5	7.6
Guardian Angel	4.0	-4.3	-0.3
HARRISON PRIMARY SCHOOL	7.7	1.3	9.1
HINES PRIMARY SCHOOL	9.8	3.7	13.4
KELLAR PRIMARY SCHOOL	7.1	2.7	9.8
KNOXVILLE CTR STUDENT SUCCESS	1.6	-3.5	-1.9
LINCOLN MIDDLE SCHOOL	2.7	4.3	7.0
LINDBERGH MIDDLE SCHOOL	5.3	0.3	5.5
MANUAL ACADEMY	2.4	-0.3	2.1
MARK BILLS MIDDLE SCHOOL	3.1	1.8	5.0
NORTHMOOR PRIMARY SCHOOL	7.0	2.3	9.3
PEORIA HIGH SCHOOL	3.7	0.2	3.9
RICHWOODS HIGH SCHOOL	3.1	0.1	3.2
ROLLING ACRES MIDDLE SCHOOL	4.1	1.3	5.4
ROOSEVELT MAGNET SCHOOL	8.3	2.4	10.7
STERLING MIDDLE SCHOOL	3.9	1.7	5.6
THOMAS JEFFERSON SCHOOL	8.3	2.2	10.5
TREWYN SCHOOL	7.1	0.4	7.5
VON STEUBEN MIDDLE SCHOOL	2.3	-0.1	2.2
WASHINGTON GIFTED SCHOOL	1.4	1.5	2.9
WHITTIER PRIMARY SCHOOL	6.7	4.2	10.8
WOODROW WILSON PRIMARY SCHOOL	9.4	2.6	12.0
WOODRUFF CAREER TECH CTR	6.6	0.0	6.6
Grand Total	5.4	1.3	6.7

mCLASS®:DIBELS® Completion Rates 2010-2011 to 2013-2014 District Overview (K-4)

	DIBELS® *Next* 13-14	DIBELS® *Next* 12-13	DIBELS® *Next* 11-12	DIBELS® 10-11
BOY	95%	95%	94%	95%
MOY	97%	99%	98%	97%
EOY	99%	99%	99%	96%

SMART GOAL 2: By the year 2014, 77% of all District students will meet or exceed grade-level standards in Mathematics as measured by the ISATs and PSAE.

Mathematics Percent Meets/Exceeds Standards	Overall			Grade 3			Grade 4			Grade 5			Grade 8			Grade 11		
	Goal	Actual	Cut	Goal	Actual	Cut	Goal	Actual	Cut	Goal	Actual	Cut	Goal	Actual	Cut	Goal	Actual	Cut
2011	71	76	46	80	80	43	79	79	46	71	71	45	73	74	45	38	35	x
2012	73	73	44	82	77	41	81	72	43	73	70	43	76	74	47	43	29	x
2013	75	70	40	84	73	38	83	73	42	75	65	37	79	72	44	48	37	x
2014	77			86			85			77			82			53		
2015	79			88			87			79			85			58		

Mathematics Achievement Gap ISAT	2011 Baseline: White (89%)/ African American (68%) Meets/Exceeds Standards					2011 Baseline: Non-Special Education (82%)/Special Education (50%) Meets/Exceeds Standards					2011 Baseline: Non-Economically Disadvantaged (94%)/Economically Disadvantaged (71%) Meets/Exceeds Standards				
	Gap Goal	Actual	Actual White/ African-American	Cut	Cut White/ African-American	Gap Goal	Actual	Actual Non-SPED / SPED	Cut	Cut Non-SPED / SPED	Gap Goal	Actual	Actual Non-Econ. Adv. / Econ. Adv.	Cut	Cut Non-Econ. Adv. / Econ. Adv.
2011	21	21	89 / 68	36	69 / 33	32	32	82 / 50	32	52 / 20	23	22	93 / 71	42	79 / 37
2012	19	23	87 / 64	38	68 / 30	29	23	77 / 54	24	48 / 24	21	17	85 / 68	30	65 / 35
2013	17	23	84 / 61	36	63 / 27	26	33	73 / 40	28	43 / 15	19	20	84 / 64	32	63 / 31
2014	15					23					17				
2015	13					20					15				

Mathematics Achievement Gap PSAE	2011 Baseline: White (62%)/African American (17%) Proficient/Advanced			2011 Baseline: Non-Special Education (40%)/Special Education (5%) Proficient/Advanced			2011 Baseline: Non-Economically Disadvantaged (60%)/Economically Disadvantaged (19%) Proficient/Advanced		
	Gap Goal	Actual	Actual White/ African-American	Gap Goal	Actual	Actual Non-SPED / SPED	Gap Goal	Actual	Actual Non-Econ. Adv. / Econ. Adv.
2011	45	44	61 / 17	35	35	40 / 5	41	39	58 / 19
2012	43	45	57 / 12	33	25	33 / 8	39	28	43 / 15
2013	42	40	60 / 20	31	27	39 / 12	37	27	51 / 24
2014	40			29			35		
2015	38			27			33		

Other Indicators	2011 Baseline Graduation Rate			2011 Baseline Number of high school students enrolled in Advanced Placement Courses				2011 Baseline Attendance Rate	
Year	Goal	Actual		School	Students Tested in 2012	Students Tested in 2013	Students Tested in 2014	Goal	Actual
		4 yr.	5 yr.						
2011	7.2%	77%	x					92.5%	93
2012	10.2%	69%	72%	Manual	18	71	76	93.0%	92
2013	13.2%	71%	74%	Peoria High	36	215	223	93.5%	92
2014	16.2%			Richwoods	267	372	464	94.0%	
2015	19.2%			District	321	658	763	94.9%	

**The State's required calculation for High School Graduation rate changed in 2012. In addition, the new calculation now looks at both a 4-year completion and 5-year completion, as indicated on the graph above.

NWEA MATHEMATICS	COMPARISON DATA		
SCHOOL NAME	CHANGE FALL 13 TO WINTER 14	CHANGE WINTER 14 TO SPRING 14	CHANGE FALL 13 TO SPRING 14
CALVIN COOLIDGE MIDDLE SCHOOL	4.5	3.1	7.5
CHARTER OAK PRIMARY SCHOOL	8.6	3.9	12.6
Day Treatment	-0.2	0.0	-0.1
FRANKLIN PRIMARY SCHOOL	5.5	4.9	10.4
GLEN OAK PRIMARY SCHOOL	7.2	4.2	11.4
Greeley Alternative School	2.1	0.8	2.8
Guardian Angel	2.3	2.5	4.8
HARRISON PRIMARY SCHOOL	6.4	2.4	8.8
HINES PRIMARY SCHOOL	10.4	3.7	14.1
KELLAR PRIMARY SCHOOL	8.7	4.5	13.2
KNOXVILLE CTR STUDENT SUCCESS	2.9	-5.5	-2.6
LINCOLN MIDDLE SCHOOL	3.9	4.1	8.0
LINDBERGH MIDDLE SCHOOL	5.0	1.5	6.5
MANUAL ACADEMY	2.1	1.3	3.4
MARK BILLS MIDDLE SCHOOL	6.6	4.3	10.9
NORTHMOOR PRIMARY SCHOOL	8.6	4.7	13.4
PEORIA HIGH SCHOOL	3.9	2.3	6.2
RICHWOODS HIGH SCHOOL	2.5	1.4	3.9
ROLLING ACRES MIDDLE SCHOOL	5.4	2.4	7.8
ROOSEVELT MAGNET SCHOOL	6.8	3.5	10.3
STERLING MIDDLE SCHOOL	3.7	1.9	5.6
THOMAS JEFFERSON SCHOOL	8.5	4.3	12.7
TREWYN SCHOOL	5.0	2.3	7.2
VON STEUBEN MIDDLE SCHOOL	3.4	1.9	5.3
WASHINGTON GIFTED SCHOOL	4.5	4.8	9.3
WHITTIER PRIMARY SCHOOL	8.4	5.8	14.2
WOODROW WILSON PRIMARY SCHOOL	10.0	4.8	14.7
WOODRUFF CAREER TECH CTR	1.2	2.5	3.7
Grand Total	5.0	2.8	7.8

SMART GOAL 3: By the year 2014, 90% of district students and teachers will access and use technology learning tools and resources across the curriculum.

Instructional Objectives are the basic categories of actions PSD 150 must take in order to achieve its SMART GOALS. Each SMART GOAL has a series of different Instructional Objectives within 5 categories. In addition, each Instructional Objective listed below is linked to an established Operational Expectation. For example, the following Instructional Objectives apply to SMART GOAL 1—by the year 2014, 70% of all PSD150 students will meet or exceed grade level standards in Reading.

Access To and Use of Relevant Data	Academic Achievement/Rigor	Student Time On Task/ Opportunity To Learn	Home School Relationships	Student Attendance/School Climate

Operational Objectives are those regular, ongoing tasks that PSD 150 must pay attention to in order for the organization to provide effective and efficient services to support instruction. There are five Operating Objectives that support our three SMART GOALS:

Financial/ Logistical Services	Student Support Services	Human Resource Services	Technology Services	Communications/ Community Outreach/ Resource Development Services

SMART GOAL 1: By the year 2014, 70% of all District students will meet or exceed grade-level standards in Reading as measured by the ISATs and the PSAE.

SMART GOAL 2: By the year 2014, 77% of all District students will meet or exceed grade-level standards in Mathematics as measured by the ISATs and the PSAE.

SMART GOAL 3: By the year 2014, 90% of district students and teachers will access and use technology learning tools and resources across the curriculum.

Instructional Objective 1: Access to and Use of Relevant Data

Improvement Target 1.1: By the end of the 2011-12 school year, all principals, instructional improvement officers, and central office leaders will have on-time, on-demand access to relevant student data, including ongoing state and district/site assessment, attendance and behavior, course enrollment, and value added data.

#		Action	Impact	Timeline	Responsible
√	1.1.1	Pilot, purchase, and implement a web-based planning and advising system (e.g., College Board) at all high schools to track students' credits, interests, and progress toward graduation and post-secondary careers. Completed. Counselors use this system on a regular basis with students. Counselors are assigned by alphabet at RHS and PHS. At Manual they are assigned by Academy, so they are able to track for students in grades 9-12.	S Goal 3	August 2011 – June 2012	R. Johnson M. Langholf L. Kennedy
√	1.1.2	Train and support Instructional Improvement Officers, principals, and central office leaders in the use of Skyward and other data management tools currently in place to access relevant academic, attendance, behavior, and course enrollment data. This task is complete, but ongoing instruction is offered.	S Goals 1-3	August 2011 – June 2013	J. Tan S. Marlin
√	1.1.3	Identify, purchase and implement monitoring tools (e.g., Northwest Evaluation Association Measures of Academic Progress - MAPS) that measures individual student progress toward meeting state academic and graduation standards; provide training for Instructional Improvement Officers, principals, and key central office leaders in the use of data monitoring tools. This task is complete with the purchase of NWEA.	S Goals 1-3	June 2012	J. Tan L. Kennedy
√	1.1.4	Purchase a Data and Learning Management with a Professional Development component (e.g., Pinpoint) to help develop, deliver, assess, remediate, and manage instruction. This task is complete with the purchase and implementation of PinPoint. In addition, two new Pinpoint modules (Teacher Effectiveness and Professional Development) will be rolled out by the 2014-2015 school year. These modules will provide our District with user-friendly tools to collect effectiveness data	S Goals 1-3	August 2011	S. Marlin

		and recommend personalized training for each teacher, based on his/her particular professional development needs. Tool will be customized so that our District is able to use existing instructional frameworks. Once the Professional Development and Teacher Effectiveness modules are rolled out, support and personalized feedback will be provided to tailor development for teachers and administrators.			

Instructional Objective 1: Access to and Use of Relevant Data - *Continued*					
Improvement Target 1.2: By the end of the 2011-12 school year, Instructional Improvement Officers, principals, Universal Leadership Teams, and teachers will use a range of data to guide on-going instructional planning and practices.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	1.2.1	Establish and train Universal Leadership Teams (ULTs) on how to use Rising Star the state's school improvement monitoring tool to inform and achieve SMART Goals. Completed but monitored. Training continuously is provided to new administrators and new process managers.	S Goals 1-3	October 2011 – Ongoing	T. Delinski R. Johnson R. McKinnon L. Kennedy
√	1.2.2	Administer, review and analyze a range of student assessment data to monitor student learning, determine progress toward meeting SMART Goals and achievement targets specified School Improvement Plans, and make adjustments, as appropriate. The District currently utilizes Pinpoint to review all student data including common assessments, DIBELS, NWEA, Easy CBM, Discipline, etc. The new Illinois State Report Card is also utilized.	S Goals 1-3	November 2011 – June 2012	T. Delinski R. Johnson R. McKinnon Principals R. Lindholm
√	1.2.3	Administer common assessments at all three high schools in the district. English I, II, III and Algebra I Common Assessments are administered each quarter at all District High Schools.	S Goals 1-3	December 2011 – Ongoing	R. Johnson L. Kennedy Principals
√	1.2.4	Hire eight gifted enriched teachers to provide services to primary and middle schools. 3 for 2011-12, 3 for 2012-13 and 2 for 2013-14. Four Enrichment Teachers were hired by 2012-2013. Roadblocks to successful implementation as "traveling" enrichment teachers included lack of time during instructional day for quality pull-out instruction and inability to cover all schools efficiently. To provide quality services for each school, a plan was created for high ability learners. Each school has selected staff members to provide services to all students identified as High Ability Learners through the district screening process. These selected staff members receive training and materials to provide 45 minutes of enriched/accelerated instruction daily. Renzulli Learning by Compass Learning was also purchased as a tool for selected staff members to provide additional support. Differentiation is also an integral part of the instructional day in each building.	S Goals 1-3	August 2014	S. Sykes-Patterson
Improvement Target 1.3: By the end of the 2012-13 school year, implement a digital dashboard to measure effectiveness of instructional programs.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	1.3.1	Conduct a district-wide data requirements assessment, and based on the results, identify solutions to address the district's reporting needs. This action is complete.	S Goals 1-3	June 2011	J. Tan

√	1.3.2	Purchase and implement necessary hardware and software to serve as the infrastructure to support the district's reporting needs. This action is complete with the installation of a new Skyward server in December 2013.	S Goals 1-3	Spring 2013	J. Tan M. Seipel
√	1.3.3	Contract with an external agency to develop and implement a digital dashboard; and train principals and central office leaders in its use. This task is complete with the purchase of Pinpoint.	S Goals 1-3	June 2013	S. Marlin

Instructional Objective 2: Academic Achievement/Rigor					
Improvement Target 2.1: By the 2013-14 school year, provide additional learning time, improved technology, and improve the effectiveness of teachers and administrators in the district.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	2.1.1	Lengthen the school day for all schools in the district by 30 minutes. This task was complete in July 2011	S Goals 1-3	July 2011	G. Lathan
√	2.1.2	Implement a screening/selection process that offers administrators and teaching staff the opportunity to apply for positions in targeted schools. This task is complete. (Beginning in 2010 and continuing through our most recent MOU agreement in 2013) As part of the negotiation of MOU's (see below item 2.1.3 for list) with the PFT, there were provisions made in the MOU's that vacancies at Trewyn, Manual, Peoria High, and WCTC were exempt from the previous (pre-SB7) process by which seniority or tenure was the deciding/priority factor for placement. Language in these MOU's also includes that both parties recognize that teachers at these schools "choose" (are not required) to be part of these schools and are committed to making positive change. Administrative rights for involuntary transfer and Staff Opt-Out language was also included in these early MOU's to allow for staff to be at the school by choice, not as a requirement.	S Goals 1-3	April 2011-ongoing	T. Dunn G. Hammer
√	2.1.3	Negotiate with the Peoria Federation of Teachers to develop strategies to attract and retain the district's most experienced teachers to chronically low-performing schools. This task is complete. The District successfully negotiated Memoranda of Understandings with the PFT to provide financial stipends, additional professional development time, additional instructional time, additional sick days and/or additional financial targeted achievement incentives for these time periods for these schools: Manual High School - expired June 2013. 2010-2013: September 2010, revised January 2013 2013-2014: June 2013 to expire June 2014. Peoria High School – to expire June 2014 2011-2014: September 2011, revised January 2013 Woodruff CTC – June 2014 2011-2014: July 2011, revised June 2013, to expire Trewyn School - June 2014 2011-2014: July 2011, revised June 2013 to expire	S Goals 1-3	April 2011-ongoing	T. Dunn G. Hammer
√	2.1.4	Develop and implement a 45-hour summer training program for teachers and administrators, in targeted schools, that focuses on cooperative learning and the use of technology to support instructional improvement. Targeted schools are selected each year and training is provided throughout	S Goals 1-3	July-August 2011	L. Kennedy

		the year, not just during a summer program. In addition, PD is provided through teaching and learning session, principal/assistant principal professional development and more.			
√	2.1.5	Implement a literacy plan for all schools in the district. All schools in the district implemented the Comprehensive Balanced Literacy Framework beginning in 2011-2012.	S Goals 1-3	August 2011	S. Sykes-Patterson Principals
IP	2.1.6	Provide Classroom Instruction That Works training for targeted schools. The District has used parts of Classroom Instruction that Works in the teaching and learning sessions with select teachers but have not provided the formal training at full schools.	S Goals 1-3	August 2012-ongoing	L. Kennedy
√	2.1.7	Purchase 20 I-Pad Learning Labs to be utilized for IEP subgroups and for full inclusion schools. iPad Carts were purchased through the use of the IDEA grant.	S Goals 1-3	June 2011 and July 2012	M. Langholf
√	2.1.8	Provide professional development for middle and high school teachers on reading in the content area. An outside consultant conducted this training initially in the summer of 2011. This consultant has since visited the district and provided follow up support to the curriculum department and the teachers. He has provided us with access to his website and materials. The Social Studies/Literacy Coordinator is able to provide additional supports.	S Goals 1-3	August 2011	L. Kennedy
√	2.1.9	Implement Standards Based Report Cards in all primary schools over a two year period. Completed in Kindergarten only.	S Goals 1-3	August 2012 – ongoing	T. Delinski L. Kennedy R. McKinnon
Improvement Target 2.2: Increase the percentage of Grade 3 students meeting or exceeding standards on the English Language Arts ISATs from 67% in 2010-11 to 69% in 2011-12 and to 71% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	2.2.1	Provide site-level professional development for implementation of the common core standards. Provided Common Core Training for interventionists and Principals in monthly meetings. Provided Common Core Training to Grade Level Literacy Leaders, on School Improvement Days and during In-Service Training Days. District Coordinator developed 7 sessions to be delivered in each building by the interventionist and/or grade level literacy leaders during the 2012-2013 school year. This provided a consistent Professional Development for all staff members in the district. Common Core Sessions are ongoing as teachers implement the standards in their classrooms.	S Goals 1-3	September 2011 – Ongoing	Curriculum Facilitators S. Sykes-Patterson
√	2.2.2	Implement a visual thinking program (e.g., Thinking Maps) and training in all schools. Initial training completed for Thinking Maps. Each building has a trainer to provide ongoing support for implementation. Write from the Beginning and Beyond and Write to the Future adopted in 2013-14 to support writing with Thinking Maps.	S Goals 1-3	June 2011 – June 2012	L. Kennedy S. Sykes-Patterson Principals

IP	2.2.3	Make Teacher Expectations Student Achievement training available to all primary school teachers. In 2014-2015, Teacher Expectations Student Achievement training will be provided for all new 1st and 2nd year teachers to the district.	S Goals 1-2	July 2012 – June 2013	S. Sykes-Patterson
√	2.2.4	Provide training on racial equity and cultural relevance (e.g., Undoing Racism) in selected schools. The District has not contracted or participated in "Undoing Racism" Professional Development, but school administrators have participated in "Cultural Proficiency, Culture Counts: Constructive leadership that Promotes Student Success" and "Ensuring Equity through Culturally Responsive Leadership."	S Goals 1-3	August 2012 – June 2013	L. Kennedy

Instructional Objective 2: Academic Achievement/Rigor – *Continued*					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	2.2.5	Implement daily 90-minute literacy blocks at all primary and K-8 schools to include modeled, shared, guided, and independent practice components. All schools developed a master schedule that allows for ample time in all balanced literacy components.	S Goals 1-2	September 2011 – June 2012	T. Delinski R. Johnson R. McKinnon Principals S. Sykes-Patterson
√	2.2.6	Assess and monitor early literacy skills using the universal screener DIBELS Next for K-4 grades and monitoring reading foundation skills using the universal screener Easy CBM for grades 5-8. All K-4 schools use DIBELS Next 3 times a year. All 5-8 schools use Easy CBM 3 times a year.	S Goals 1-2	September 2011 – June 2012	S. Sykes-Patterson Principals
√	2.2.7	Provide Personal Digital Assistants (PDAs) to teachers at primary and middle schools to enable them to have instant access to DIBELS assessments. Teachers use laptops, I-Pads, desktops to administer DIBELS and EASY CBM assessments.	S Goals 1-2	September 2011 – June 2012	S. Sykes-Patterson
√	2.2.8	Implement and monitor school-wide, scientifically-researched interventions such as, Scientific Research Associates (SRA), Read180, Compass Learning, etc., where students are performing below grade level. All interventions are in place – 95% Group replaces Read180	S Goals 1-2	September 2011 – June 2012	L. Kennedy S. Sykes-Patterson Principals
IP	2.2.9	Apply for authorization to implement an International Baccalaureate Programme at Charter Oak and Trewyn. Site visits are currently planned to complete the authorization process during the 2014-2015 school year	S Goals 1-3	September 2011 – ongoing	R. Johnson
√	2.2.10	Purchase Science Fusion, a K-8 science program that provides 360 degrees of science inquiry, a balanced learning environment of print and digital materials, student text that provides scaffold student support to facilitate student's effective application of key reading strategies in the content area of science, and provides built in STEM lessons and activities. Science Fusion was purchased in 2011 and teacher training is ongoing.	S Goals 1-3	September 2011 – ongoing	L. Kennedy
IP	2.2.11	Collaborate with the CEO Roundtable to implement a reading buddies program for all third graders not on grade level. Reading buddies would provide direct instruction to students on a weekly basis. Volunteerism continues to be strong for our program. A significant amount of community organizations and churches also provide support, as well as city businesses.	S Goals 1-3	October 2011-ongoing	R. McKinnon

Improvement Target 2.3: Increase the percentage of Grade 5 students meeting or exceeding standards on the English Language Arts ISATs from 61% in 2010-11 to 64% in 2011-12 and to 67% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	2.3.1	Provide site-level professional development on the common core standards. Provided Common Core Training for interventionists and Principals in monthly meetings. Provided Common Core Training to Grade Level Literacy Leaders, on School Improvement Days and during In-Service Training Days. District Coordinator developed 7 sessions to be delivered in each building by the interventionist and/or grade level literacy leaders during the 2012-2013 school year. This provided a consistent Professional Development for all staff members in the district. Common Core Sessions are ongoing as teachers implement the standards in their classrooms.	S Goals 1-3	September 2011 – Ongoing	Curriculum Facilitators
√	2.3.2	Implement a visual thinking program (e.g., Thinking Maps) and training in all schools. Initial training completed for Thinking Maps. Each building has a trainer to provide ongoing support for implementation. Write from the Beginning and Beyond and Write to the Future adopted in 2013-14 to support writing with Thinking Maps.	S Goals 1-3	August 2011 – ongoing	L. Kennedy Principals
IP	2.3.3	Make Teacher Expectations Student Achievement (TESA) training available to all middle school teachers. In 2014-2015, Teacher Expectations Student Achievement training will be provided for all new 1st and 2nd year teachers to the district.	S Goals 1-2	July 2013 – June 2014	L. Kennedy S. Sykes-Patterson
√	2.3.4	Provide systematic vocabulary training for all primary school teachers. Implemented robust vocabulary study in grades K-8. Implemented Greek and Latin Roots in Grades 9-12. Tier 2 and Academic Vocabulary training ongoing.	S Goals 1-2	July 2012 – June 2013	S. Sykes-Patterson
√	2.3.5	Provide training on racial equity and cultural relevance (e.g., Undoing Racism) in selected schools. The District has not contracted or participated in "Undoing Racism" Professional Development, but school administrators have participated in "Cultural Proficiency, Culture Counts: Constructive leadership that Promotes Student Success" and "Ensuring Equity through Culturally Responsive Leadership."	S Goals 1-3	July 2012 – June 2013	L. Kennedy
√	2.3.6	Purchase Science Fusion, a K-8 science program that provides 360 degrees of science inquiry, a balanced learning environment of print and digital materials, student text that provides scaffolded student support to facilitate student's effective application of key reading strategies in the content area of science, and provides built in STEM lessons and activities. Science Fusion was purchased in 2011 and teacher training is ongoing.	S Goals 1-3	September 2011 – ongoing	L. Kennedy

√	2.3.7	Assess and monitor early literacy skills using the universal screener DIBELS Next for K-4 grades and monitoring reading foundation skills using the universal screener Easy CBM for grades 5-8. All K-4 schools use DIBELS Next 3 times a year. All 5-8 schools use Easy CBM 3 times a year.	S Goals 1-2	September 2011 – June 2012	S. Sykes-Patterson Principals
√	2.3.8	Provide Personal Digital Assistants (PDAs) to teachers at all schools to enable them to have instant access to DIBELS Next assessments. Teachers use laptops, I-Pads, desktops to administer DIBELS and EASY CBM assessments.	S Goals 1-2	September 2011 – June 2012	S. Sykes-Patterson
√	2.3.9	Implement and monitor school-wide, scientifically-researched interventions such as, Compass Learning, Scientific Research Associates (SRA), Read180, where students are performing below grade level. All interventions are in place – 95% Group replaces Read180	S Goals 1-2	September 2011 – June 2012	Curriculum Facilitators S. Sykes-Patterson Principals
√	2.3.10	Implement a nine period day at all middle schools in the District. Completed and monitored. Strategic staffing and additional positions are added when needed.	S Goals 1-3	August 2011	IIOs/Principals
IP	2.3.11	Apply for authorization to implement an International Baccalaureate Programme at Mark Bills and Sterling. IB Authorization Visit for Mark Bills and Sterling are scheduled for Spring 2014.	S Goals 1-3	September 2011 – ongoing	R. Johnson
Improvement Target 2.4: The percentage of Grade 8 students meeting or exceeding standards on the Reading ISATs will increase from 73% in 2010-11 to 75% in 2011-12 and to 77% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	2.4.1	Investigate, design and implement reading intervention programs; and provide related professional development. Implemented Corrective Reading, Skill/Strategy Groups and 95% Group, Inc.	S Goals 1 & 3	June 2011 – June 2012	Curriculum Facilitators S. Sykes-Patterson
√	2.4.2	Provide professional development for teachers to incorporate academic language and vocabulary study into all subject areas. At the school level, ELL staff provide professional development on SIP days and at grade level meetings. The Title III Director provides professional development as requested by principals.	S Goal 1	July 2011 – Ongoing	Curriculum Facilitators R. Lindholm M. Langholf
√	2.4.3	Provide training and ongoing professional development for English Language Support Teachers in supplemental accelerated English Language Development and academic support. The Title III Director provides ongoing professional development for all ELL teachers. Siopp (sheltered English) model is being reviewed at these sessions.	S Goals 1-3	July 2012 – Ongoing	R. Lindholm

IP	2.4.4	Provide professional development for and monitor implementation of English as a Second Language/English Language Development. The Director of ELL Programs conducts walkthroughs, reviews schedules in ESL classrooms to monitor implementation of English Language Development. Access testing data is reviewed by the Title III Director. Ongoing professional development is provided for ELL teachers.	S Goals 1-3	January 2012	R. Lindholm
IP	2.4.5	Provide site-level professional development for implementation of the common core standards. Provided Common Core Training for interventionists and Principals in monthly meetings. Provided Common Core Training to Grade Level Literacy Leaders, on School Improvement Days and during In-Service Training Days. District Coordinator developed 7 sessions to be delivered in each building by the interventionist and/or grade level literacy leaders during the 2012-2013 school year. This provided a consistent Professional Development for all staff members in the district. Common Core Sessions are ongoing as teachers implement the standards in their classrooms.	S Goals 1-3	June 2012	Curriculum Facilitators S. Sykes-Patterson
IP	2.4.6	Provide professional development in differentiated instruction intervention classes at all middle schools. Provided professional development for all 4th, 5th and 6th grade teachers and purchased resources to support implementation. Training is ongoing.	S Goals 1-3	June 2012	Curriculum Facilitators
√	2.4.7	Implement a nine period day at all middle schools in the District. Completed and monitored. Strategic staffing and additional positions are added when needed.	S Goals 1-3	August 2011	IIOs/Principals
√	2.4.8	Implement a direct instruction reading system (e.g., Reading Mastery Plus, Reading to Achieve) in selected Grade 8 classrooms using effective curriculum-based programs, (e.g., What Works curriculum). Implemented Corrective Reading and Skill/Strategy Groups during Intervention/Enrichment Period.	S Goal 1 & 3	July 2012 – June 2013	Curriculum Facilitators S. Sykes-Patterson Principals
√	2.4.9	Administer the NWEA to Grade 8 students during the last month of school to determine which students will be required to attend summer school. While NWEA is administered three times each school year for all 3-8 grade students, including an administration in early May, there has been no funding to host summer school for primary/middle/high school grade levels.	S Goal 3	May 2012 – June 2013	J. Tan R. Johnson
IP	2.4.10	Apply for authorization to implement an International Baccalaureate Programme at Mark Bills and Sterling. IB Authorization Visit for Mark Bills and Sterling are scheduled for Spring 2014	S Gaols 1-3	September 2011 – ongoing	R. Johnson
√	2.4.11	Purchase Science Fusion, a K-8 science program that provides 360 degrees of science inquiry, a balanced learning environment of print and digital materials, student text that provides scaffold student support to facilitate student's effective application of key reading strategies in the content area of science, and provides built in STEM lessons and activities. Science Fusion was purchased in 2011 and teacher training is ongoing.	S Goals 1-3	September 2011 – ongoing	L. Kennedy

√	2.4.12	Implement AVID at all high schools and selected middle schools. AVID is implemented at Manual, Peoria High, Richwoods and Lincoln K-8 in 2011. Harrison and Franklin were added in 2013. Additional AVID sites will be added in fall 2014.	S Goals 1-2	July 2011-ongoing	L. Kennedy
Improvement Target 2.5: Increase the percentage of Grade 11 students meeting or exceeding standards on the Reading PSAE from 45% in 2010-11 to 50% in 2011-12 and to 55% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	2.5.1	Provide professional development for implementation of content area literacy strategies and reading intervention classes in the high schools. Developed Strategic Reading and English Composition Courses in the high schools. Reading in the Content Area training provided for content area teachers and resources provided.	S Goals 1-3	July 2011 – June 2012	Curriculum Facilitators S. Sykes-Patterson
√	2.5.2	Provide professional development for reading intervention. Training provided for the following intervention programs: 95% Group, Inc., Strategic Reading, Corrective Reading, Read to Achieve, and English Composition.	S Goals 1-3	July 2011 – June 2012	Curriculum Facilitators S. Sykes-Patterson
IP	2.5.3	Provide targeted writing and reading instruction, including online opportunities, at all high schools. June 2013, principals and interventionists received writing instruction training to lead in their buildings. Staff have been trained and building. Implementation is ongoing.	S Goals 1-3	September 2011 – June 2013	T. Delinski R. Johnson R. McKinnon
IP	2.5.4	Provide professional development for and monitor implementation of English as a Second Language/English Language Development. The Director of ELL Programs conducts walkthroughs, reviews schedules in ESL classrooms to monitor implementation of English Language Development. Access testing data is reviewed by the Title III Director. Ongoing professional development is provided for ELL teachers.	S Goals 1-3	January 2012	R. Lindholm
==	2.5.5	Develop and implement a summer school reading program required of all rising ninth graders reading two or more grade levels below standard. Not complete. There have been no new summer school programs implemented due to funding.	S Goal 3	April 2012– August 2012	Curriculum Facilitators S. Sykes-Patterson
√	2.5.6	Develop and implement a reading course for ninth grade students reading one or more grade levels below grade level. 9th Graders reading below grade level are enrolled in Strategic Reading and English I.	S Goal 3	April 2012 – June 2013	Curriculum Facilitators S. Sykes-Patterson
IP	2.5.7	Provide teacher professional development offerings on cooperative learning to increase student engagement. Initial Trainings provided. Training ongoing.	S Goals 1-3	July 2011 – June 2012	Curriculum Facilitators
IP	2.5.8	Provide teacher professional development on differentiated instruction in core subjects. Initial Trainings provided. Training ongoing.	S Goals 1-3	July 2011 – June 2013	Curriculum Facilitators

√	2.5.9	Implement a seven period day at Peoria High School and Richwoods High School. A seven period day was implemented at both schools in 2011. Manual changed to a seven period day in 2012.	S Goals 1-2	August 2011	IIOs/Principals
√	2.5.10	Provide professional development training on teaching on a block schedule for teachers at Manual Academy. Manual teachers are on a seven period day like the other traditional high schools – no block-schedule training needed.	S Goals 1-2	August 2011- July 2012	L. Kennedy R. Johnson
√	2.5.11	Purchase new secondary social studies materials. Innovative multimedia content will be embedded throughout the program, which utilizes content from The History Channel. This curriculum was purchased and implemented.	S Goals 1-3	September 2011-ongoing	L. Kennedy S. Sykes-Patterson
√	2.5.12	Provide common core planning for teachers at Peoria High School and Richwoods High School to assist with following pacing guides, writing common assessments and using data driven instruction. This is now complete. The three traditional high schools have a common planning built into their day for the core courses. This allows the teachers to collaborate and receive additional assistance with the move towards Common Core and the use of data to drive instruction in their classrooms.	S Goals 1-3	September 2011-ongoing	R. Johnson HS Principals
Improvement Target 2.6: Increase the percentage of Grade 3 students meeting or exceeding standards on the Mathematics ISATs from 80% in 2010-11 to 82% in 2011-12 and to 84% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	2.6.1	Continue to monitor the class sizes in all primary schools. This task is complete. The District has a class size committee that meets periodically to monitor, review, and address any class size issues in our primary schools. This is an annual committee and an ongoing review/resolution process.	S Goals 1-2	August 2011- June 2013	T. Delinski T. Dunn R. McKinnon
IP	2.6.2	Provide site-level professional development for implementation of the common core standards. Provided Common Core Training for interventionists and Principals in monthly meetings. Provided Common Core Training to Grade Level Literacy Leaders, on School Improvement Days and during In-Service Training Days. District Coordinator developed 7 sessions to be delivered in each building by the interventionist and/or grade level literacy leaders during the 2012-2013 school year. This provided a consistent Professional Development for all staff members in the district. Common Core Sessions are ongoing as teachers implement the standards in their classrooms. Presenting professional development to grade level teams and math teams on the implementation of The Common Core Standards for Mathematics. This work involves the integration of The Standards for Mathematical Practice as well as increasing the rigor through the Content Standards.	S Goals 1-3	September 2011 – Ongoing	S. Gobeyn S. Sykes-Patterson

IP	2.6.3	Increase the use of multiple representations of including the empty number line, arrays, and the bar model in primary mathematics classes. Meeting with K-2 Grade Level Leaders once per quarter and 3,4,5 Grade Level Leaders twice per quarter. The focus of this work is on improving content knowledge and strategy knowledge as stated in The Common Core Standards for Mathematics. Much work has been done this year on the integration of the bar model problem solving strategy in both primary and middle school classrooms. Interventionists have also received training on the importance of arrays, empty number lines, and the bar model. Modeled multiplication lessons to show how to use the array model when developing early multiplication ideas.	S Goals 1-3	January 2012 – June 2013	S. Gobeyn
IP	2.6.4	Make research-based training on improving classroom climate (e.g., Teacher Expectations Student Achievement - TESA) available to all primary school teachers. In 2014-2015, Teacher Expectations Student Achievement training will be provided for all new 1st and 2nd year teachers to the district.	S Goals 1-3	July 2012 – June 2013	S. Sykes-Patterson L. Kennedy R. McKinnon
IP	2.6.5	Provide professional development to teachers on how to design whole class mathematics lessons and how to create learning stations that help students reach mastery incorporating the common core standards for Mathematical Practice. During school visits and Grade Level Leader meetings, teachers continue to receive information and resources that will assist them in developing lesson plans that include fluency practice, development of conceptual ideas, and problem solving. Lessons that have been uploaded to Pinpoint will also guide teachers in their work as the lessons are written in an exemplary fashion. Work is also being done with teachers on how to anticipate student understanding of the ideas of each lesson so that they can develop questions to include in their lesson plans. The interventionists are also receiving training on lesson planning so that they can support the teachers in their building. A lesson planning template has been made available to all teachers, K-12, which includes ideas for each portion of the lesson.	S Goal 2	August 2012 – June 2013	IIOs S. Gobeyn
IP	2.6.6	Implement daily 90-minute mathematics block to include 60 minutes of whole class mathematics instruction and 30 minutes of learning stations incorporating the common core standards for Mathematical Practice. Work is being done to ensure that each student is receiving at least 60 minutes of solid core mathematics instruction with remaining time from the 90-minute block devoted to purposeful learning stations/differentiated work. For the most part, adequate time is built into the daily schedules, but we must make sure that all of the time is used for meaningful mathematics. Current research states that K-1 should receive at least 60 minutes of core math instruction, 2-5 at least 75 minutes of core math instruction.	S Goal 2	September 2012 – June 2013	IIOs S. Gobeyn Principals

IP	2.6.7	Implement school-wide, scientifically-researched interventions based on the Learning Framework in Number for students who are performing below grade level. At the primary level, teachers are using data from the math screener to place students into groups according to their needs. The SEAL Stages (Stage of Early Arithmetic Learning) require teachers to focus on the skills that the student needs in order to move to the next stage. Strategies such as ten frames, bead strings, empty number lines, and subtilizing are being used during the intervention time.	S Goal 2	September 2012 – June 2013	IIOs S. Gobeyn Principals
IP	2.6.8	Apply for authorization to implement an International Baccalaureate Programme at Charter Oak and Trewyn. Site visits are currently planned to complete the authorization process during the 2014-2015 school year	S Goals 1-3	September 2011 – ongoing	R. Johnson
IP	2.6.9	Assess and monitor early numeracy concepts and skills using the Math Screeners. Each student at the primary level is screened using a tool based on The Learning Framework in Number. Throughout the year, teachers are using the progress monitoring flipbook questions to monitor progress.	S Goals 1-2	September 2011-ongoing	IIOs S. Gobeyn
Improvement Target 2.7: Increase the percentage of Grade 5 students scoring at or above proficient on the Mathematics ISATs from 71% in 2010-11 to 73% in 2011-12 and to 75% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	2.7.1	Provide professional development on the common core standards. Each school is being visited and presented professional development to grade level teams and math teams on the implementation of The Common Core Standards for Mathematics. This work involves the integration of The Standards for Mathematical Practice as well as increasing the rigor through the Content Standards.	S Goals 1-3	September 2011 – Ongoing	Curriculum Facilitators S. Gobeyn S. Sykes-Patterson
IP	2.7.2	Increase the use of multiple representations of including the empty number line, arrays, and the bar model in primary mathematics. 3,4,5 Grade Level Leaders are visited twice per quarter. The focus of this work is on improving content knowledge and strategy knowledge as stated in The Common Core Standards for Mathematics. Much work has been done this year on the integration of the bar model problem solving strategy in both primary and middle school classrooms. The interventionists have also received training on the importance of arrays, empty number lines, and the bar model. Multiplication lessons were modeled to show how to use the array model when developing early multiplication ideas.	S Goals 1-3	June 2012 – June 2013	S. Gobeyn Principals
IP	2.7.3	Make research-based training on improving classroom climate (e.g., Teacher Expectations Student Achievement - TESA) available to all primary school teachers. In 2014-2015, Teacher Expectations Student Achievement training will be provided for all new 1st and 2nd year teachers to the district.	S Goals 1-3	July 2012 – June 2013	S. Sykes-Patterson L. Kennedy

IP	2.7.4	Provide professional development to teachers at targeted schools and teacher leaders at other schools on how to design whole class instruction mathematics instruction incorporating the Common Core Standards for Mathematical Practice. Grade level teams/math teams are visited to help them develop an understanding of The Standards for Mathematical Practice and to give them strategies for integrating the practice standards into daily lesson plans. Interventionists are visited so that they also have a solid understanding the practice standards in order to support the teachers in their buildings.	S Goal 2	August 2012 – June 2013	S. Gobeyn
IP	2.7.5	Implement daily 90-minute mathematics block to include 60 minutes of whole class mathematics lessons incorporating the Common Core Standards for Mathematical Practice and 30 minutes of learning stations. Work is being done to ensure that each student is receiving at least 60 minutes of solid core mathematics instruction with remaining time from the 90-minute block devoted to purposeful learning stations/differentiated work. For the most part, adequate time is built into the daily schedules, but we must make sure that all of the time is used for meaningful mathematics. Current research states that grades 2-5 receive at least 75 minutes of core math instruction.	S Goal 2	September 2012 – June 2013	IIOs S. Gobeyn Principals
IP	2.7.6	Implement school-wide, scientifically-researched interventions such as Compass Learning for students who are performing below grade level. Master schedules include classroom and lab time according to enrollment needs. Reports are monitored and verbal and written feedback given to principals.	S Goal 2	September 2012 – June 2013	IIOs Principals
IP	2.7.7	Implement a nine period day at all middle schools in the District. Master schedules include time for components of the math and literacy curriculum.	S Goals 1-3	August 2011	IIOs/Principals
IP	2.7.8	Apply for authorization to implement an International Baccalaureate Programme at Mark Bills and Sterling. IB Authorization Visit for Mark Bills and Sterling are scheduled for Spring 2014	S Goals 1-3	September 2011 – ongoing	R. Johnson

Improvement Target 2.8: The percentage of Grade 8 students scoring at or above proficient on the Mathematics ISATs will increase from 73% in 2010-11 to 76% in 2011-12 and 79% in 2012-13.

#		Action	Impact	Timeline	Responsible
IP	2.8.1	Provide professional development and support for the use of Mathematics software interventions. Compass Learning will be providing all day and 1/2 day building level training to teacher on how to better utilize the Odyssey Compass Learning software to meet the intervention needs of their students.	S Goals 2-3	July 2011 – June 2012	S. Gobeyn

IP	2.8.2	Provide site-level professional development on the common core standards. Strategies are embedded in the Teaching and Learning Sessions, Grade Level Leader's meetings. We have produced a video for the public to gain an understanding of the CCSS. The ELA and math 4 quarter plans have been written to the CCSS.	S Goals 1-3	September 2011 – Ongoing	Curriculum Facilitators
IP	2.8.3	Make research-based training on improving classroom climate (e.g., Teacher Expectations Student Achievement - TESA) available to all primary and middle school teachers. In 2014-2015, Teacher Expectations Student Achievement training will be provided for all new 1st and 2nd year teachers to the district.	S Goals 1-3	July 2012 – June 2013	S. Sykes-Patterson L. Kennedy
IP	2.8.4	Provide professional development to teachers at targeted schools and teacher leaders at other schools on how to design whole class instruction mathematics instruction incorporating the Common Core Standards for Mathematical Practice. Grade level teams/math teams are visited to help them develop an understanding of The Standards for Mathematical Practice and to give them strategies for integrating the practice standards into daily lesson plans. Interventionists are also visited so that they also have a solid understanding the practice standards in order to support the teachers in their buildings.	S Goal 2	August 2012 – June 2013	S. Gobeyn
IP	2.8.5	Continue to develop the algebraic concepts of linear functions, equations and inequalities using Connected Mathematics 2. Teachers in grades 6-8 continue to use Connected Mathematics 2 in order to develop algebraic concepts. Teachers are also using the Connected Mathematics Common Core Transition Kit containing an alignment document and extra investigations in order to develop the ideas of linear functions, equations, and inequalities, as the Common Core Standards require.	S Goals 2-3	September 2012 – Ongoing	S. Gobeyn
IP	2.8.6	Implement a nine period day at all middle schools in the District. Master schedules include time for components of the math and literacy curriculum.	S Goals 1-3	August 2011	IIOs/Principals
√	2.8.7	Eliminate early bird Algebra at the middle school level and provide students an opportunity to take Algebra as a part of the school day. The district continues to offer Algebra 1 Enriched during the school day in order to meet the needs of adequately prepared 8th grade students.	S Goals 1-3	August 2011	IIOs/Principals S. Gobeyn
IP	2.8.8	Apply for authorization to implement an International Baccalaureate Programme at Mark Bills and Sterling. IB Authorization Visit for Mark Bills and Sterling are scheduled for Spring 2014	S Goals 1-3	September 2011 – ongoing	R. Johnson
IP	2.8.9	Implement daily at least 80 minutes of mathematics to include 60 minutes of whole class mathematics lessons incorporating the Common Core Standards for Mathematical Practices and at least 20 minutes of learning stations. Work is being done to ensure that each student is receiving at least 60 minutes of solid core mathematics instruction with remaining time from the 80-minute block devoted to purposeful learning stations/differentiated work.	S Goals 103	September 2011-ongoing	IIOs S. Gobeyn Principals

		For the most part, adequate time is built into the daily schedules, but we must make sure that all of the time is used for meaningful mathematics. The ideal amount of time for core math instruction would be 80 minutes for core concepts.			
Improvement Target 2.9: Increase the percentage of Grade 11 students meeting or exceeding standards on the Math PSAE from 38% in 2010-11 to 43% in 2011-12 and to 48% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	2.9.1	Develop and pilot common core standards Units of Study in collaboration with teachers. Work began to unpack the Common Core State Standards in 2012-2013. Unit plans and accompanying lesson plans are being created in 2013-2014. Multiple lessons and units that are fully aligned to The Common Core State Standards for Mathematics have been/are being uploaded onto Pinpoint. Teachers are using these lessons in their classrooms this year and will provide feedback on the lesson value and need to modify.	S Goals 1-3	September 2012 – June 2013	S. Gobeyn S. Sykes-Patterson
IP	2.9.2	Provide targeted mathematics instruction, including online opportunities, at all high schools. High school teachers, interventionists, and principals are working together to use NWEA data along with the DesCarte Continuum of Learning in order to provide students will differentiated work that will move them forward to a deeper understanding of mathematics. Students also have opportunities to work online through the Odyssey Compass Learning program which is also aligned to a student's NWEA results.	S Goals 1-3	September 2011 – June 2012	R. Johnson S. Gobeyn
√	2.9.3	Implement a mathematics summer school program required of all incoming ninth graders who did not pass second semester mathematics. While a true mathematics summer school program does not exist, all high school students have access to Credit Recovery through Compass Learning.	S Goals 2-3	April 2012 – August 2012	S. Gobeyn
IP	2.9.4	Implement an extended Algebra 1 course for ninth grade students who are not proficient in Algebra based on the Mathematics ISATs. Students are placed into a double block Algebra 1 course so that students can develop a deeper understanding of the pre-algebra skills and can also receive additional support with Algebra 1 concepts.	S Goals 2-3	April 2012 – June 2012	S. Gobeyn
IP	2.9.5	Provide teacher professional development offerings on cooperative learning to increase student engagement. Initial Trainings provided. Training ongoing. The Standards for Mathematical Practice expect that students are working together, discussing mathematics, and critiquing the reasoning of others. So, through the work during the Math Department meetings, teachers are receiving additional support with cooperative learning and student engagement.	S Goals 1-3	July 2012 – June 2013	S. Gobeyn S. Sykes-Patterson

IP	2.9.6	Provide teacher professional development on differentiated instruction in core subjects. Initial Trainings provided. Training ongoing. Work with teachers on the use of the DesCarte Continuum of Learning is being done through the interventionists and Math Department meetings.	S Goals 1-3	July 2012 – June 2013	S. Gobeyn S. Sykes-Patterson
IP	2.9.7	Provide professional development focused on implementing the Standards of Mathematical Practices. Grade level teams/math teams are visited to help them develop an understanding of The Standards for Mathematical Practice and to give them strategies for integrating the practice standards into daily lesson plans. Interventionists are visited so that they also have a solid understanding the practice standards in order to support the teachers in their buildings.	S Goals 1-2	July 2012 – June 2013	S. Gobeyn
IP	2.9.8	Increase the use of lessons that incorporate TI-Nspire technology in all 8th grade and high school mathematics classes. The Texas Instruments Math*Forward* training is in its second year. All middle schools and all high schools are involved in this training process. Representatives from Texas Instruments provide out of class professional development as well as in class coaching to teachers. Texas Instruments equipment has now been purchased for all middle schools and all high schools.	S Goals 1-2	September 2011-ongoing	S. Gobeyn
√	2.9.9	Implement a seven period day at Peoria High School and Richwoods High School. A seven period day was implemented at both schools in 2011. Manual changed to a seven period day in 2012.	S Goals 1-2	August 2011	IIOs/Principals
√	2.9.10	Provide common core planning for teachers at Peoria High School and Richwoods High School to assist with following pacing guides, writing common assessments and using data driven instruction. This is now complete. The three traditional high schools have a common planning built into their day for the core courses. This allows the teachers to collaborate and receive additional assistance with the move towards Common Core and the use of data to drive instruction in their classrooms.	S Goals 1-3	September 2011-ongoing	R. Johnson HS Principals

Instructional Objective 2: Academic Achievement/Rigor – *Continued*

Improvement Target 2.10: By the end of the 2012-13 school year, 80% of English Language Learners will increase .5 in proficiency levels as measured by the IL Access for English Language Learners.

#		Action	Impact	Timeline	Responsible
IP	2.10.1	Provide training and ongoing professional development for English Language Support Teachers in supplemental accelerated English Language Development and academic support. Ongoing professional development is scheduled for the 2013-14 school year for all ELL teachers. Siopp model (sheltered English) is being reviewed at these sessions.	S Goals 1-3	July 2011 – Ongoing	R. Lindholm
IP	2.10.2	Strengthen bilingual, biliteracy and all world language curriculum and programs; and expand opportunities to develop bilingualism and biliteracy for district students. Bilingual programs have been expanded for LEP students Pre-K -12. No plans in place to expand bilingualism and biliteracy for district students.	S Goals 1-3	September 2011-ongoing	R. Lindholm
IP	2.10.3	Provide professional development for Focused English Language Development and monitor implementation. Ongoing professional development is scheduled for the 2013-14 school year for all ELL teachers. Siopp (sheltered English) model is being reviewed at these sessions. The Director of ELL Programs conducts walkthroughs, reviews schedules in ESL classrooms to monitor implementation of English Language Development. The Director also reviews ACCESS results with ESL teachers to monitor students' areas of need.	S Goals 1-3	September 2011 – Ongoing	R. Lindholm
√	2.10.4	Provide English Language Support Teachers to each high school to eliminate students "dropping out" of the program because they don't want to leave their home school. ELL programs are in place at Richwoods, Manual, and Peoria High.	S Goals 1-3	September 2011-ongoing	R. Lindholm R. Johnson

Improvement Target 2.11: Narrow the achievement gap in ISAT *Reading* between:

- White and African American students from 26% in 2010-11 to 24% in 2011-12 and 22% in 2012-13
- Special Education and Non-Special Education students from 40% in 2010-11 to 37% in 2011-12 and 34% in 2012-13
- Non-Economically Disadvantaged and Economically Disadvantaged students 28% in 2010-11 to 25% in 2011-12 and 22% in 2012-13

#		Action	Impact	Timeline	Responsible
IP	2.11.1	Strengthen bilingual, biliteracy and all world language curriculum and programs; and expand opportunities to develop bilingualism and biliteracy for district students. Additional Bilingual classrooms have been added at Pre-K-12 levels for LEP students. No plans are in place to increase world language programs for district students.	S Goals 1-3	Fall 2011-ongoing	R. Lindholm

IP	2.11.2	Analyze school data and identify schools that have successfully closed the achievement gaps between certain populations of students and implement best practices among like schools. During goal setting for principals, the process is driven by data. Principals determine goals based on gaps in achievement. Principals are leading conversations about over-identifying certain subgroups for special ed and OSS. Principals are expected to engage RtI tiers, ULT and teachers in discussions regarding problem solving.	S Goals 1 & 2	September 2011	T. Delinski R. Johnson R. McKinnon
√	2.11.3	Convene a work group to develop a district-wide, Equity Plan to ensure that all students have equal opportunities to succeed and all educators understand and apply the key concepts for closing the achievement gap. Significant efforts have been made toward this goal by the Superintendent's Cabinet Members, including centralizing the Boundary Waiver and District Choice programs, expanding Advanced Placement courses to all three District high schools, expanding recruiting efforts for the RHS International Baccalaureate Programme to the entire District, providing the same curriculum resources and technology to every region of the District.	S Goals 1-3	Spring 2012 – Ongoing	G. Lathan
√	2.11.4	Provide training on racial equity and cultural relevance (e.g., Undoing Racism) in selected schools. The District has not contracted or participated in "Undoing Racism" Professional Development, but school administrators have participated in "Cultural Proficiency, Culture Counts: Constructive leadership that Promotes Student Success" and "Ensuring Equity through Culturally Responsive Leadership."	S Goals 1-3	July 2012 – June 2013	L. Kennedy

Instructional Objective 2: Academic Achievement/Rigor – *Continued*

Improvement Target 2.12: Narrow the achievement gap in ISAT *Mathematics* between:

- White and African American students from 21% in 2010-11 to 19% in 2011-12 and 17% in 2012-13
- Special Education and Non-Special Education students from 32% in 2010-11 to 29% in 2011-12 and 26% in 2012-13
- Non-Economically Disadvantaged and Economically Disadvantaged students from 23% in 2010-11 to 21% in 2011-12 and 19% in 2012-13

#		Action	Impact	Timeline	Responsible
IP	2.12.1	Analyze school data and identify schools that have successfully closed the achievement gaps between certain populations of students and implement best practices among like schools. During goal setting for principals, the process is driven by data. Principals determine goals based on gaps in achievement. Principals are leading conversations about over-identifying certain subgroups for special ed and OSS. Principals are expected to engage RtI tiers, ULT and teachers in discussions regarding problem solving.	S Goals 1 & 2	September 2011	T. Delinski R. Johnson R. McKinnon Curriculum Dept.
√	2.12.2	Convene a work group to develop a district-wide, Equity Plan to ensure that all students have equal opportunities to succeed and all educators understand and apply the key concepts for closing the achievement gap. Significant efforts have been made toward this goal by the Superintendent's Cabinet Members, including centralizing the Boundary Waiver and District Choice programs, expanding Advanced Placement courses to all three District high schools, expanding recruiting efforts for the RHS International Baccalaureate Programme to the entire District, providing the same curriculum resources and technology to every region of the District.	S Goals 1-3	Spring 2012 – Ongoing	G. Lathan
√	2.12.3	Provide training on racial equity and cultural relevance (e.g., Undoing Racism) in selected schools. The District has not contracted or participated in "Undoing Racism" Professional Development, but school administrators have participated in "Cultural Proficiency, Culture Counts: Constructive leadership that Promotes Student Success" and "Ensuring Equity through Culturally Responsive Leadership."	S Goals 1-3	July 2012 – June 2013	L. Kennedy

Improvement Target 2.13: The 2012 district graduation rate will increase from 76.6% to 92%; and the 2013 district graduation rate will increase from 92% to 93%.

#		Action	Impact	Timeline	Responsible
√	2.13.1	Develop and implement placement guidelines and pathways to graduation for English language learners entering high school. High school counselors work with 8th grade counselors in placing LEP students in high school courses that lead to on time graduation. High school ELL teachers co-teach in classes so that all courses count toward graduation.	S Goal 3	July 2011-June 2012	R. Lindholm

√	2.13.2	Develop and implement a Graduation Coach/Credit Recovery program in each high school, including training and a process for counselors to communicate with students and parents. This is complete. We have established a Credit Recovery system for all high school students. Parents are notified of expectations by counselors and information is located in our course registration book.	S Goal 3	August 2012	R. Johnson
√	2.13.3	Contract with a service provider for on-line course software to serve as the platform for student course recovery. This task is complete with the purchase of Compass Learning.	S Goal 3	August 2011	M. Seipel J. Tan
√	2.13.4	Set up new computer labs in all high schools in support of credit recovery programs. This task is complete. Compass Learning is internet based and can be assessed with Internet and a computer/laptop.	S Goal 3	August 2012	M. Seipel J. Tan
√	2.13.5	Increase the graduation requirements from 18 credits to 22 credits for Peoria and Richwoods students and 28 for Manual Academy students for the graduating class of 2014 and beyond. **Manual operates on a block schedule. (Approved 3-2011) RECOMMENDING AN ADDITIONAL CHANGE DUE TO THE IMPLEMENTATION OF A SEVEN PERIOD DAY AT PHS AND RHS. Class of 2012 (18 credits), 2013 (22 credits), 2014 (25 credits) and 2015 (26 credits) All three high schools now are on a seven period day and utilize the same graduation requirements. In 2015, the number of credits required to graduate will increase to 26.	S Goal 1-3	September 2011	R. Johnson
IP	2.13.6	Provide curriculum and related training for administrators, teachers, and support staff at selected high schools with the goal of building positive, productive, and trusting personal student relationships. Counselors, Principals, and Staff have received various trainings to improve the relationships of students. Ex: Culturally Responsive PBIS and AVID Training at all high schools.	S Goal 3	February 2012	R. Johnson
√	2.13.7	Explore the feasibility of implementing an online summer school program that includes opportunities for students to make up credits in core subjects. An online summer program was implemented during the summer of 2011, however no funding has been available for 2012 or 2013. There was not enough interest among students or families to offer a "paid" program. Compass Learning is used District-wide for Credit Recovery.	S Goal 3	June 2012	J. Tan L. Kennedy
IP	2.13.8	Provide teacher professional development offerings on cooperative learning to increase student engagement. Kagan Training was provided to all 1st and 2nd year teachers in January and March 2014	S Goals 1-3	July 2012 – June 2013	Curriculum Facilitators
IP	2.13.9	Work with school counselors to provide intentional guidance groups to address social/emotional issues that interfere with positive school expectations.	S Goal 1-3	September 2011 – Ongoing	IIOs M. Langholf Psychologists

		Counselors serve on tier 2 teams. Based on school data, small groups or check in/check out interventions are completed for students with a certain number of office referrals.			Social Workers
Improvement Target 2.14: By the end of the 2011-12 school year, the percentage of PSD150 students meeting or exceeding standards on the PSAE in Grade 11 will improve from 40% to 45% in Reading and from 33% to 38% in Mathematics.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	2.14.1	Provide professional development and related materials for teachers of English learners and students below proficiency that focus on the writing portion of the PSAE. Write from the Beginning curriculum training and program is in place at all high schools. This writing program incorporates Thinking Maps into the writing process.	S Goals 1 & 3	September 2011-January 2012	R. Lindholm
√	2.14.2	Provide targeted professional development for teachers who are teaching PSAE support classes. Teaching and Learning sessions have provided teachers with opportunities on how to embed PSAE review in their units.	S Goal 3	September 2011-June 2012	R. Johnson Curriculum Facilitators
√	2.14.3	Train teachers in PSAE prep, and offer prep courses in English Language Arts and mathematics at each high school campus. Double dose Math and English classes help students get on grade level and prepare for the PSAE. Professional development was provided to teachers prior to implementation.	S Goals 1-3	September 2011-June 2012	R. Johnson Curriculum Facilitators
==	2.14.4	Implement online and off-line PSAE prep courses for Grades 9-12. Courses do not exist, however high schools do offer prep events such as "March Madness Saturday", allowing students to attend review and preparatory events for the upcoming PSAE in April.	S Goal 3	September 2011-ongoing	J. Tan
√	2.14.5	Analyze best practices in reading intervention at all three high schools and develop a plan for implementation for use across the district in 2012-13. This is complete. Our high schools now offer Strategic Reading and English Composition in order to increase the on-grade-level Reading and Writing of our students.	S Goals 1 & 3	June 2012	Curriculum Facilitators
==	2.14.6	Establish online writing classes for students and provide corresponding professional development for teachers using Compass Learning Odyssey Writer. It was decided that the district would implement another writing program instead of the Odyssey Writer.	S Goals 1 & 3	June 2012	J. Tan S. Gobeyn
√	2.14.7	Provide training for principals, teachers and counselors on College Board and its offerings in order to effectively instruct students on the usage. This is complete. All high schools and counselors have been trained using College Board and the Big Future website with our students. This provides	S Goals 1-2	October 2011 – ongoing	R. Johnson L. Kennedy

		virtual college tours, information on scholarship and entrance requirements, and helps parents/students map out their plans for preparing for college.			
Improvement Target 2.15: Increase the percentage of students enrolled in at least one Advanced Placement course from 6.7% of students 2010-11 to 7.2% in 2011-12.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	2.15.1	Develop a plan (including timeline, budget, and monitoring) to increase the number of underrepresented and low-income students in Advanced Placement (AP) classes. Professional development offered to counselors and teachers allowed them to better identify potential and underserved students. As a result, the District has doubled the amount of AP courses, especially at Manual and PHS.	S Goals 1-3	October 2011-ongoing	R. Johnson
IP	2.15.2	Design and implement "Advanced Placement (AP) Super Saturday Share-the-Success" programs for Advanced Placement (AP) teachers and students. Events are scheduled at least once a semester. AP Saturday was held September 7 and will also scheduled for February 1, but canceled due to weather. We also held AP Parent Workshops at Parent's University on September 5th and on January 22nd at Manual.	S Goals 1-3	January 2012-June 2013	R. Johnson L. Kennedy
√	2.15.3	Design and implement middle and high school vertical team professional development in the core subjects. Grade-level Literacy and Math leaders are in place at the District level, making up the vertical team. Each building is represented on this team and their feedback drives professional development in the core subjects.	S Goals 1-3	February 2012 – June 2013	R. Johnson L. Kennedy
IP	2.15.4	Develop placement guidelines utilizing the results from Preliminary Scholastic Aptitude Test (PSAT) and Advanced Placement (AP) potential program. Plans are in place to begin this process after the October 2014 PSAT.	S Goals 1-3	Spring 2012	R. Johnson
Instructional Objective 2: Academic Achievement/Rigor – *Continued*					
√	2.15.5	Provide opportunities for teachers to attend Advanced Placement (AP) training. All teachers that are teaching Advanced Placement classes have attended AP training as well as refresher courses. Additional training will be provided as needed.	S Goals 1-3	June 2012 – ongoing	R. Johnson L. Kennedy
√	2.15.6	Fund the cost of Advanced Placement (AP) and International Baccalaureate (IB) examinations for students who take Advanced Placement (AP) and International Baccalaureate (IB) courses, i.e., district and/or the foundation pays a portion of the cost not covered by state/federal incentive program. The District pays for all AP and IB exams taken by students registered in the courses.	S Goals 1-3	Spring 2012	D. Kinney R. Johnson C. Morris
IP	2.15.7	Develop a plan to ensure that all middle schools offer world language courses for students as a preparation for more rigorous coursework that will lead to increased student enrollment in Advanced Placement (AP) world language courses.	S Goal 3	June 2012	T. Delinski R. Johnson R. McKinnon

		IIOs monitor High ability learners instruction to insure the rigor is matched with students ability.			
IP	2.15.8	Fund the cost of the Preliminary Scholastic Aptitude Test (PSAT) for all students in Grades 9, 10, and 11. AVID students throughout the District are now able to take the SAT at no cost to their family. Plans are in place to begin the PSAT in 2015.	S Goals 1-3	September 2012	D. Kinney
IP	2.15.9	Implement a Pre-AP program at Calvin Coolidge and Rolling Acres Middle Schools. Teachers will attend training in the Summer of 2014.	S Goals 1-3	September 2011	R. Johnson
Improvement Target 2.16: Decrease the percentage of African-American students identified as 'Emotionally Disturbed' and English Language Learners (ELL) students identified as Speech and Language Impaired to reflect their percentage of the student populations.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	2.16.1	Conduct an audit of the referral and identification processes of African American students identified as emotionally disturbed and Hispanic students identified as students with disabilities. This action is currently being addressed through our work collaboration with Renae Azziz, Educational Consultant, regarding disproportionality. According to data from the ISBE State Performance Plan for Indicator 9 and 10, we have not over-identified African American students as having an Emotional Disability, nor have we over-identified Hispanic students with disabilities. However, our data indicates that of all our African American students in the district who have been identified as having a disability, 56.4%, they comprise 64.2% of students having an Emotional Disability in the district. This presents a risk ratio of 1:6.	S Goals 1-3	Spring 2012 – June 2013	M. Langholf
√	2.16.2	Convene a work group to develop a district-wide, Equity Plan to ensure that all students have equal opportunities to succeed and all educators understand and apply the key concepts for closing the achievement gap. Significant efforts have been made toward this goal by the Superintendent's Cabinet Members, including centralizing the Boundary Waiver and District Choice programs, expanding Advanced Placement courses to all three District high schools, expanding recruiting efforts for the RHS International Baccalaureate Programme to the entire District, providing the same curriculum resources and technology to every region of the District.	S Goals 1-3	Spring 2012 - ongoing	G. Lathan
√	2.16.3	Use the findings of the audit to ensure that the referral and identification processes do not result in inappropriate identification of African American and English Language Learners (ELL) as students with disabilities. This action is complete based on our annual data report from ISBE related to the district special education data profiles. Although we have not been cited	S Goals 1-3	June 2013	M. Langholf

		for over-identification from the Illinois State Board of Education, the percent of African American students in the district is 56.4%, while African American students make up 61% of the composition of special education students. This presents a risk ratio of 1:21. Hispanic students make up 9.5% of the district enrollment composition, while 5.4% of our students with disabilities are Hispanic. We will continue to monitor this data annually as we further identify areas of disproportionality and action plans for improvement.			
√	2.16.4	Establish a district-wide Response to Intervention (RTI) and pre-referral process that prevents inappropriate referrals by targeting interventions to at-risk students. This action is ongoing. The pre-referral process for special education includes each school's use of data to build tiered interventions for students. Whether the concerns are academic or behavioral, school-based teams have established a data-driven process to implement interventions for students who are not meeting benchmarks. For example, school teams are using behavioral referral data to identify students in need of tier 2 interventions such as Check-In-Check Out. For academics, schools are using data from MAP/NWEA testing, DIBELS, the district Math Screener, and Common Assessments to drive decisions related to which students need intervention.	S Goals 1-3	June 2013	M. Langholf

Instructional Objective 3: Student Time On Learning/Opportunity To Learn					
Improvement Target 3.1: By the end of the 2011-12 school year, increase the use of educational technology and web-based tools to enhance teaching and learning.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.1.1	Establish a web-based learning course management system that allows teachers to easily create on-line student learning activities and to extend learning beyond the classroom. This task is complete with the purchase of Gaggle.	S Goals 1-3	June 2012 – June 2013	M. Seipel
√	3.1.2	Increase the use of educational technology as a tool to support and enhance student learning at all schools. The District has made a huge investment in technology at every school over the last three years and will continue to monitor needs as PARCC approaches in 2014-2015. In addition, three Regional Technology Facilitators travel to all schools to provide training and support for teachers. RTFs help and encourage staff to best utilize iPads, teacher and school websites, Compass Learning, Type to Learn and more during the school day. The District also is now training staff to use Gaggle, which allows electronic homework assignments, and safe email interaction between students and teachers.	S Goals 1 & 2	June 2012 – Ongoing	M. Seipel Regional Tech Facilitators
==	3.1.3	Pilot an online eighth grade mathematics course (Compass Learning) at Lindbergh and Rolling Acres Middle Schools. Rolling Acres is piloting the Math Fuse program with his Algebra 1 students. This program consists of an iPad App from Houghton Mifflin Harcourt.	S Goal 2	August 2012 – Ongoing	M. Seipel S. Gobeyn
√	3.1.4	Design for implementation of a 21st Century Interactive Classroom platform for all schools. The District is now training staff to use Gaggle, which allows electronic homework assignments, and safe email interaction between students and teachers.	S Goals 1-3	June 2013-ongoing	M. Seipel
IP	3.1.5	Identify research based assistive technology tools that can be used to improve academic skills (reading and mathematics) and factual skills of students with disabilities. This action is ongoing and is maintained by our district regional technology facilitator team. They work with staff members across the district in delivering professional development and also ensure that the technology we have purchased is being utilized to enhance student engagement. The team also stays current with new technology and attends conferences in order to ensure we are maximizing our resources.	S Goals 1-3	June 2011-ongoing	M. Langholf

√	3.1.6	Purchase 20 I-Pad Learning Labs to be utilized for IEP subgroups and for full inclusion schools. Complete. District Regional Technology Facilitators work in the schools and communicate with staff members to ensure that appropriate applications are purchased for student use, proper training is delivered for new staff members, and that teachers receive ongoing support in order to integrate technology into instruction.	S Goals 1-3	June 2011 and July 2012	M. Langholf
√	3.1.7	Pilot Math Fuse using I-Pads at Richwoods High School in Algebra I, Algebra II and Geometry. A pilot was completed for Algebra I and Geometry at RHS and the District has also added the Algebra I course at Rolling Acres as well.	S Goals 1-3	September 2011	S. Gobeyn
√	3.1.8	Utilize Rosetta Stone to provide a world language curriculum to all primary students and targeted middle schools. Rosetta Stone was implemented at all of the schools that did not have a Foreign Language Teacher. Once the student usage was reviewed, the program was eliminated, except at Trewyn and Manual Academy.	S Goals 1-3	September 2011-ongoing	M. Seipel L. Kennedy

Improvement Target 3.2: During the 2012-13 school year, begin implementation of a comprehensive plan for improving the district magnet school and themed-school programs to be completed in 2014.

#		Action	Impact	Timeline	Responsible
==	3.2.1	Establish new magnet/choice programs as funding allows that could include the International Baccalaureate Programme, a Language Academy or Montessori School. Not completed.	S Goals 1-3	September 2014	IIOs
IP	3.2.2	Require principals of magnet schools to develop and implement a SMART Goal, and align with School Improvement Plans, focused on integrating the magnet theme within instructional approaches in order to make learning more relevant for students. Roosevelt Magnet school is monitored during school visits. Verbal and written feedback given to principal regarding the progress of the performance and visual arts program. The school ULT meets on a regular basis to monitor progress toward goals. The fine arts staff is represented on each leadership team.	S Goals 1-3	September 2014 – ongoing	IIOs
IP	3.2.3	Develop an evaluation instrument for district magnet and program-themed school programs to determine status and continuance of magnet and program-themed designations. Roosevelt Magnet and Peoria High received new principals who, with the help of a new Fine Arts Facilitator, are leading the arts integration.	S Goals 1-3	June 2015	IIOs
==	3.2.4	Develop and disseminate a district wide Parent Magnet Theme Interest Survey. Not completed.	S Goals 1-3	Summer/Fall 2012	IIOs
==	3.2.5	Expand district magnet website to include transparent evaluation data of magnet school programs. Not completed. Each school website has a link to the Illinois School report	S Goals 1-3	Fall 2015	IIOs

		card, which is an academic evaluation.			
Improvement Target 3.3: By the end of the 2012-13 school year, the district will expand opportunities for students to recover course credits in order to meet district graduation requirements.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.3.1	Develop, implement, supervise, and monitor Graduation Coaches and Credit Recovery programs in each high school, including training and a process for communicating with students and parents. This is complete. We have established a Credit Recovery system for all high school students. Parents are notified of expectations by counselors and it is in our course registration book.	S Goals 1-3	August 2012	R. Johnson
√	3.3.2	Contract with a service provider for on-line course software to serve as the platform for student course recovery. Compass Learning was purchased and installed in high school computer labs for credit recovery. Compass Learning is also used District-wide for enrichment and intervention.	S Goals 1-3	August 2011	M. Seipel J. Tan
√	3.3.3	Set up new computer labs in all high schools in support of credit recovery programs. New computer labs have been added to each high school as part of the Technology Integration Plan.	S Goals 1-3	August 2012	M. Seipel J. Tan
√	3.3.4	Explore the feasibility of implementing an online summer school program that includes opportunities for students to make up credits in core subjects. An online summer program was implemented during the summer of 2011, however no funding has been available for 2012 or 2013. There was not enough interest among students or families to offer a "paid" program.	S Goals 1-3	June 2012	R. Johnson
Improvement Target 3.4: By the end of the 2012-13 school year, expand opportunities for PSD 150 students to take college courses.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.4.1	Obtain Board approval for community college courses that students may take for District graduation credit. The District currently offers two dual credit courses at Richwoods, based on enrollment. Students receive high school and college credit.	S Goal 3	June 2012	L. Kennedy R. Johnson
√	3.4.2	Meet with representatives from the Community College and Universities to discuss and maintain and possibly expand partnerships. District Administrators regularly meet with local college and university leaders to discuss potential partnerships.	S Goal 3	March 2012	L. Kennedy R. Johnson
Improvement Target 3.5: By the end of the 2012-13 school year, expand on-line learning opportunities for students to earn graduation credits.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.5.1	Contract with an online content provider for online course offerings. This action is complete with the purchase of Compass Learning.	S Goals 1-3	August 2011	M. Seipel J. Tan L. Kennedy

√	3.5.2	Develop and pilot a "virtual desktop" for students to access coursework, and educational content, including supplemental digital materials, applications, and personal storage. The District piloted Gaggle with Administrators and is now training all staff to use Gaggle, which allows electronic homework assignments, and safe email interaction between students and teachers.	S Goal 3	February 2012	M. Seipel
√	3.5.3	Contract with a service provider to scale elements of the virtual desktop application to best meet District student needs. The District is now training staff to use Gaggle, which allows electronic homework assignments, and safe email interaction between students and teachers.	S Goal 3	March 2012	M. Seipel
√	3.5.4	Implement an online summer school program that includes opportunities for students to make up credits in core subjects using Compass Learning – Odyssey. An online summer program was implemented during the summer of 2011, however no funding has been available for 2012 or 2013. There was not enough interest among students or families to offer a "paid" program.	S Goals 1-3	June 2012	M. Seipel J. Tan L. Kennedy

Instructional Objective 3: Student Time On Learning/Opportunity To Learn – *Continued*					
Improvement Target 3.6: By the end of the 2011-12 school year and continuing in 2012-13, the District will establish new opportunities for students related to their interests, career choices, and preparation for post-secondary education.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.6.1	Develop and implement career technical education courses at Woodruff Career and Technical Center. (Construction Trades, Metals and Health/Science) Technical education courses were implemented at Woodruff Career and Technical Center in 2011 and the District has expanded offerings each year. Culinary Arts and a CNA program will be added in 2014.	S Goal 3	September 2011 – Ongoing	R. Johnson
√	3.6.2	Add two additional career and technical education courses yearly. Additional courses and programs have been offered at Woodruff Career & Technical Center each year. Other career/technical courses throughout the District are offered if enrollment demands.	S Goal 3	September 2011-ongoing	R. Johnson
√	3.6.3	Collaborate with PERFECT to ensure that career tech courses are following state guidelines. The District now uses State course codes and titles to ensure eligibility for PERFECT funding for all career/technical courses.	S Goals 1-3	July 2011 – ongoing	L. Kennedy
√	3.6.4	Establish a web-based learning course management system that allows teachers to easily create on-line student learning activities and to extend learning beyond the classroom. The District is now training staff to use Gaggle, which allows electronic homework assignments, and safe email interaction between students and teachers. In addition, Compass Learning and Pinpoint allows teachers to create some on-line student learning experiences.	S Goal 3	January 2012-June 2013	M. Seipel
√	3.6.5	Develop and implement a career and technical curriculum at all middle schools in the district by using the Growing Up Ready curriculum. This is completed. All of the middle schools have a GUR lab (Glen Oak, Rolling Acres, Calvin Coolidge, Harrison, Lincoln, Woodruff Career and Technical Center, Mark Bills, Sterling, Von Steuben) or the ACTION Lab (Washington Gifted, Lindbergh, Rolling Acres, Lincoln, Woodruff Career and Technical Center). The teachers are provided with on-going supports as well as they attend the summer training if needed.	S Goal 3	August 2011-ongoing	L. Kennedy
IP	3.6.6	Develop and implement curricular and internship opportunities for district culinary arts students with district food services for implementation in 2012-13. Our Culinary Arts program will open in the 2014 – 2015 school year	S Goal 3	May 2012	L. Kennedy R. Johnson
√	3.6.7	Develop an Advanced Placement (AP) environmental science class to be piloted at Richwoods and Peoria High School. This pilot was completed and is now offered at both RHS and PHS.	S Goal 3	September 2011	R. Johnson

√	3.6.8	Plan and implement the new Project Lead The Way Biomedical Sciences Programs to prepare students for careers in the health care industry at Peoria High School. WCTC now offers Health Occupations and is expanding to offer a CNA course in 2014, which Peoria High School students participate in. Project Lead the Way is only offered at RHS.	S Goal 3	June 2012	R. Johnson
==	3.6.9	Develop and implement an automotives technology programs for juniors and seniors at an offsite location. The District is currently only offering an Autobody Repair program.	S Goals 1-3	August 2012	G. Collins R. Johnson
√	3.6.10	Develop and implement a cosmetology program for juniors and seniors. This is complete. We have fully implemented a Cosmetology Program.	S Goals 1-2	August 2011	T. Delinski
√	3.6.11	Develop and implement an automotive paint repair program. The Autobody Repair program was launched in 2011 and is housed at the District's Transportation Department.	S Goals 1-2	August 2011	T. Delinski G. Collins
√	3.6.12	Develop multiple pathways implementation plan to ensure all district students are prepared for college and/or a career. The pathways have been completed and it is reflected in the annual high school registration book.	S Goal 3	June 2012	L. Kennedy

Instructional Objective 4: Home School Relationships					
Improvement Target 4.1: By the end of 2012-13, schools will develop annual action plans for family and community engagement to support student-learning goals in the School Improvement Plan.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	4.1.1	Provide a Best Practices Handbook for high school principals that include support materials to enhance family and community engagement. A list of activities, materials, and events will be collected and presented to principals as part of their summer institute training.	S Goals 1-3	August 2012 – June 2013	L. Kennedy R. Lindholm Y. Powers
√	4.1.2	Conduct a parent survey to provide baseline data for schools' use in planning family engagement and improvement efforts. Each school was required to conduct and complete the Parent Involvement Analysis tool (PIA) which was changed to the Family Engagement Tool (FET). The data showed schools a breakdown of their family engagement efforts. This was done in the '11-'12 school year.	S Goals 1-3	June 2012	Y. Power
√	4.1.3	Place Social Workers in targeted primary schools to work with students and parents. Per HR documents, eleven (11) additional social workers have been hired since the start of the District Strategic Plan in 2011 bringing our District total to 19 social workers. The 'home base' of these social workers is listed to be the following schools, however, these staff members travel to other assigned schools to serve as support for those students as well. Day Treatment – Trewyn (2) Valeska Hinton (2) Harrison (2) Sterling (2) Glen Oak CLC (2) Lincoln K-8 (2) Woodrow Wilson WCTC (2) PHS MHS RHS Knoxville Center	S Goals 1-3	August 2012	T. Dunn G. Hammer M. Langholf
Improvement Target 4.2: By the end of the 2012-13 school year, develop and offer a comprehensive professional development program for schools and families via Parent University.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	4.2.1	Establish a Parent University that will provide parent training in each of the three high school regions. Parent University was established in the '11-'12 school year in the three high school regions. We now conduct a monthly Parent University throughout the district.	S Goals 1-3	October 2011	L. Kennedy Y. Powers

IP	4.2.2	Provide ongoing professional development for schools to implement workshops and events to support student literacy such as Family Fridays, Family Kindergarten, Family Reading, Literacy Nights, Passport to Literacy, and Survival Guide. Need to collect information regarding professional development workshops on literacy	S Goals 1-3	September 2011-ongoing	L. Kennedy Y. Powers
IP	4.2.3	Provide professional development for staff and parents in supporting "student-led conferences." This is being done at some schools. However, additional training on student-led conferences is being considered.	S Goals 1-3	September 2012-ongoing	L. Kennedy
√	4.2.4	Partner with community agencies and groups (e.g Parent Teacher Organization, PCCEO, Dream Center, etc.) to provide training to families in a variety of topics that support the whole child including student learning and healthy development. We are currently implementing workshops as part of Parent University that includes topics of student learning and student health.	S Goals 1-3	September 2011-ongoing	Y. Powers C. Morris
IP	4.2.5	Redesign and expand the parent component of the District website to include a virtual parent center with resources for staff to engage families and links for parent resources, materials and online parent classes in academic support and parenting. Materials from Parent University workshops are being collected to be put on the website to create a virtual version of Parent University that will include information and resources for parents from workshops.	S Goals 1-3	Spring 2012	Y. Powers C. Coplan
===	4.2.6	Implement the "Family Friend Schools" program to include a "Red Carpet School" designation, focusing on supporting principals to create an environment that is welcoming and culturally receptive to families and the community.	S Goals 1-3	Spring 2012	Y. Powers C. Coplan
√	4.2.7	Establish a Full Service Mobile Resource Center. The Mobile Family Resource Center has been re-allocated as a project under the sole responsibility of Dist. 150. It has been utilized as a part of Parent University and by each school in the district as a family engagement resource.	S Goals 1-2	August 2011	Y. Powers
Improvement Target 4.3: By the end of the 2012-13 school year, meet with parent groups in all three regions at least twice per year.					
IP	4.3.1	Utilize parent forums to inform and promote initiatives and vision/mission. Parent Forum schedules were developed starting in the 2011-2012 school year and in 2013-2014 became part of Parent University.	S Goals 1-3	Fall 2011 – ongoing	G. Lathan
√	4.3.2	In collaboration with the Consortium for Education Change (CEC) establish the Peoria Council for Continuous Improvement. PCCI has met regularly throughout the School Improvement Grant at Peoria High School. With the grant ending in 2013-2014, PCCI is inviting more stakeholders to determine how the group can continue beyond the grant and expand its focus District-wide.	S Goals 1-3	September 2011	G. Lathan

Instructional Objective 4: Home School Relationships - *Continued*					
Improvement Target 4.4: By the end of the 2012-13 school year, provide programs to assist schools in creating a college-bound culture.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
===	4.4.1	Investigate a formal partnership with Greatschools.org, to help develop and pilot online classes for parents (in Spanish and English) to support their children to be college-ready and college bound. Need to gather information on Greatschools.org and how online classes can be implemented. Currently we offer workshops to parents and families on college readiness.	S Goals 1-3	June 2012	Y. Powers L. Kennedy
IP	4.4.2	Develop parent workshops for future phase-in to ensure successful transitions for students at critical periods (PreK-K, primary to middle, middle to high school, and high school to college/careers); and add links to District Website with additional information. Workshops have been established for parents of rising middle school students as a part of Parent University so parents understand high school requirements and the transition. We will be implementing workshops for rising primary school parents.	S Goals 1-3	June 2012	Y. Powers L. Kennedy
IP	4.4.3	Develop workshops for parents of primary and middle school students to ensure their students are prepared for classes in high school, e.g., understanding their students' eligibility, graduation requirements, reading report cards, working with counselors, etc. We currently have workshops done in the spring at Parent University for parents of rising middle school parents. Administrators and counselors provide the workshop.	S Goals 1-3	June 2012	Y. Powers L. Kennedy
IP	4.4.4	Develop workshops for parents of high school students that focus on college and career readiness, graduation requirement, understanding report cards and transcripts. Workshops have been created for parents and students on college and career readiness as a part of Parent University.	S Goals 1-3	June 2012	Y. Powers L. Kennedy
IP	4.4.5	Sponsor a college fair for high school students. Committee members have been established. Schedule planned for use of the four high schools as a venue. Continuing to research with team the focus for the colleges to invite. Committee meetings will begin in Fall 2014 to plan college fair. Launch date targeted for Spring 2015.	S Goals 1-3	October 2012	R. McKinnon L. Kennedy
√	4.4.6	Establish a SAT (Scholastic Aptitude Test) testing site in the district. Peoria High and Richwoods alternate from year to year as an SAT site. We will push to become a testing site each time. At the current time, Bradley University has the dates that are not held by the District 150 high schools.	S Goals 1-3	October 2011-ongoing	R. Johnson

Instructional Objective 5: Student Attendance/School Climate					
Improvement Target 5.1: Increase student attendance from 92.4% in 2010-11 to 92.9% in 2011-12 and to 93.4% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	5.1.1	Work with principals to ensure that school counselors utilize attendance action plans to improve student attendance and intentional guidance plans (including interventions) for students not showing positive attendance patterns. Plans submitted to IIOs in the beginning of the year. Attendance is monitored each month.	S Goals 1-3	June 2011 - Ongoing	T. Delinski R. Johnson R. McKinnon Principals
IP	5.1.2	Implement an electronic monitoring process regarding the number of student referrals (beginning as early as third grade) which will be used in a Positive Behavioral Interventions and Supports (PBIS) model to identify high risk students and provide interventions as necessary. Skyward is used for entering all office referrals.	S Goals 1-2	September 2011 - June 2012	B. Salzman M. Coconate L. Kennedy K. McElligatt
√	5.1.3	Use Positive Behavioral Interventions and Supports (PBIS) strategies in all schools with feeder schools implementing Positive Behavioral Interventions and Supports (PBIS), in order to provide a model of interventions for students with behavioral, social, and emotional issues. Completed and monitored each year. Discipline referrals are monitored each month. OSS monitored. Verbal and written given to principals during school visits. Each principal developed a PBIS team to be leaders of the initiative. Tier 1 and 2 training completed for each school team.	S Goals 1-3	September 2011 - June 2012	T. Delinski R. Johnson L. Kennedy R. McKinnon
√	5.1.4	Make attendance data available on demand to principals and school counselors. Principals and counselors have access in Skyward to run daily reports. A truant report is automatically run for Student Affairs on a weekly basis.	S Goals 1-3	September 2011 - Ongoing	J. Tan
√	5.1.5	Identify students who were chronically absent from school during the 2010-2011 school year and develop a check and connect plan to monitor their attendance. Individual schools developed a plan as part of PBIS implementation to identify students at certain numbers of absences and also to utilize Project TARGET.	S Goals 1-3	December 2011	B. Salzman
√	5.1.6	Convene a committee to review district attendance procedures and revise as needed. Through each school's ULT, staff work to develop and review attendance procedures through PBIS.	S Goals 1-3	December 2011 – February 2012	B. Salzman
==	5.1.7	Provide a Best Practices Handbook for high school principals that include support materials to enhance family and community engagement. Not complete.	S Goals 1-3	January 2012 – June 2012	Y. Powers

√	5.1.8	Provide a three-day training for principals and teacher leaders at the high schools with the goal of creating a personalized, positive classroom environment. In 2011, all high schools participated in PBIS training. PBIS is now fully implemented and addresses this goal.	S Goals 1-3	Spring 2012-ongoing	T. Delinski R. Johnson L. Kennedy
√	5.1.9	Explore the possibility of supporting increased attendance through use of Skyward crafting the messages to be sent by all schools. Skyward notifies parents based on school attendance to provide them the appropriate District message, as well as automates letters to be mailed home at certain absence intervals.	S Goals 1-3	August 2011	B. Salzman
√	5.1.10	Develop a district uniform discipline policy for implementation in 2012-13. A District uniform policy was implemented through the Parent/Teacher Advisory Committee during the 2011-2012 school year.	S Goals 1-3	June 2012	B. Salzman
==	5.1.11	Establish an alternative to out-of-school suspension program in the district at the Knoxville Center for High School students. Not complete. Space is not available at KCSS.	S Goals 1-3	August 2011	R. Johnson
√	5.1.12	Place certified school counselors at all middle schools. The District employs 24 certified school counselors, eleven of which have been hired since 2011 in response to our Strategic Plan. Counselors are placed at the following schools to support middle school students: Sterling MHS Von Steuben WCTC Calvin Coolidge Lindbergh Mark Bills Rolling Acres, Glen Oak Lincoln Trewyn Roosevelt Harrison [Note the only middle school that is not identified by HR as the home base of a school counselor is Washington Gifted School]	S Goals 1-2	August 2011	T. Dunn

√	5.1.13	Place certified school counselors at selected primary schools. Through the use of district resources schools have a district counselor or counseling support for Family Core or Children's Home. The District employs 24 certified school counselors, eleven of which have been hired since 2011 in response to our Strategic Plan. Counselors are placed at the following 'selected' schools to support primary level students: Sterling WCTC Glen Oak Lincoln Trewyn Roosevelt Harrison	S Goals 1-2	August 2012-ongoing	T. Dunn
Improvement Target 5.2: By the end of the 2012-13 school year, identify programs to reduce the numbers of student suspensions, create more safe and secure campuses, which will result in less distraction from instructional time.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	5.2.1	Implement Positive Behavioral Interventions and Supports (PBIS) process at all schools in the district and establish an ongoing/individual school evaluation process in 2011-12; establish a training of district trainers model to build district capacity. SET evaluations are completed on an annual basis. Professional development time and resources are provided to principals and PBIS teams to analyze reports, results, and synthesize these findings in their team action plan. With the support of IIOs, teams determine the focus based on their data results.	S Goals 1-3	September 2011 – June 2013	M. Coconate L. Kennedy K. McElligatt IIOs/Principals
√	5.2.2	Provide professional development to school counselors on the curriculum and materials available for implementation to address student behavior and improve school climate. For schools implementing Positive Behavioral Interventions and Supports (PBIS), counselors will understand how these programs become part of Prevention and Intervention strategies. Completed in May 2013, January 2014 and February 2014.	S Goals 1-3	September 2011 – Ongoing	M. Coconate L. Kennedy K. McElligatt
√	5.2.3	Work with principals and school counselors to implement intentional guidance groups designed to modify the behavior of those students who have been referred to the counselor for behavioral issues. For schools implementing Positive Behavioral Interventions and Supports (PBIS), work with the counselors to understand how these programs become part of intervention strategies. Completed in May 2013, January 2014 and February 2014.	S Goals 1-3	September 2011 – Ongoing	M. Coconate T. Delinski R. Johnson K. McElligatt R. McKinnon
√	5.2.4	Provide alternative educational programming at Woodruff Career and Technical Center. The Contemporary School at WCTC now allows students in grades 6-12 to attend by completing an application. School counselors, students and/or parents may submit an application, which is reviewed by the WCTC	S Goals 1-3	September 2011	R. Johnson

		Principal and Counselor.			
√	5.2.5	Provide daily social work sessions to students in the Alternative Education Program at Woodruff. Sessions would be provided weekly until the number of needed staff can be allocated. Complete. Students' social emotional needs are met though the support staff that have been added to WCTC.	S Goals 1-3	September 2011 - Ongoing	M. Langholf
√	5.2.6	Develop a plan to for the successful transition of all students assigned to Woodruff back to their home schools. Behavioral modification plans would be required for all students. Prior to a student returning to his/her home school at the end of a semester, a transition meeting is held between the Principals and Counselors of each building. The student and parent is invited and encouraged to take part in the meeting, where a behavioral modification plan is developed.	S Goals1-3	September 2011 – Ongoing	R. Johnson Principals
√	5.2.7	Hire a full-time behavioral intervention specialist to support alternative students at Woodruff Career and Technical Center. Complete. Gloria Cox is assigned to WCTC as the behavioral interventionist.	S Goals 1-2	August 2012	R. Johnson M. Langholf
√	5.2.8	Place Social Workers in targeted primary schools to work with all students. Per HR documents, eleven (11) additional social workers have been hired since the start of the District Strategic Plan in 2011 bringing our District total to 19 social workers. The 'home base' of these social workers is listed to be the following schools, however, these staff members travel to other assigned schools to serve as support for those students as well. Day Treatment – Trewyn (2) Valeska Hinton (2) Harrison (2) Sterling (2) Glen Oak CLC (2) Lincoln K-8 (2) Woodrow Wilson WCTC (2) PHS MHS RHS Knoxville Center	S Goals 1-2	August 2012	T. Dunn M. Langholf
√	5.2.9	Collaborate with Peoria Park District to provide the ELITE Program at Trewyn K-8 School to reduce the number discipline referrals and out of school suspensions. Ongoing placement at Trewyn. Now placed at Harrison as well.	S Goals 1-2	August 2011	G. Lathan R. Johnson

Instructional Objective 5: Student Attendance/School Climate - *Continued*					
Improvement Target 5.3: Decrease the percentage of African-American students identified as 'Emotionally Disturbed' and English Language Learners students identified as "Speech and Language Impaired" to reflect these subgroups' percentage of student populations.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	5.3.1	Conduct an audit of the referral and identification processes of African American students identified as emotionally disturbed identified as students with disabilities. This action is currently being addressed through our work collaboration with Renae Azziz, Educational Consultant, regarding disproportionality. According to data from the ISBE State Performance Plan for Indicator 9 and 10, we have not over-identified African American students as having an Emotional Disability, nor have we over-identified Hispanic students with disabilities. However, our data indicates that of all our African American students in the district who have been identified as having a disability, 56.4%, they comprise 64.2% of students having an Emotional Disability in the district. This presents a risk ratio of 1.6.	S Goals 1-3	Spring 2012 – June 2013	M. Langholf
√	5.3.2	Convene a work group to develop a district-wide, Equity Plan to ensure that all students have equal opportunities to succeed and all educators understand and apply the key concepts for closing the achievement gap. Significant efforts have been made toward this goal by the Superintendent's Cabinet Members, including centralizing the Boundary Waiver and District Choice programs, expanding Advanced Placement courses to all three District high schools, expanding recruiting efforts for the RHS International Baccalaureate Programme to the entire District, providing the same curriculum resources and technology to every region of the District.	S Goals 1-3	Spring 2012 - Ongoing	G. Lathan
√	5.3.3	Use the findings of the audit to ensure that the referral and identification processes do not result in inappropriate identification of African American and English Language Learners (ELL) as students with disabilities. This action is complete based on our annual data report from ISBE related to the district special education data profiles. Although we have not been cited for over-identification from the Illinois State Board of Education, the percent of African American students in the district is 56.4%, while African American students make up 61% of the composition of special education students. This presents a risk ratio of 1:21. Hispanic students make up 9.5% of the district enrollment composition, while 5.4% of our students with disabilities are Hispanic. We will continue to monitor this data annually as we further identify areas of disproportionality and action plans for improvement.	S Goals 1-3	June 2012	M. Langholf

Operational Objective 1: Financial/Logistical Services					
Improvement Target 1.1: Increase the participation of students in the Complete Lunch Meal Program from 69% in 2011-12 to 85% in 2012-13 and to 95% in 2013-14.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	1.1.1	Participate in the Community Eligibility Option program that provides free lunch to students at targeted schools. District 150 started participating in the Community Eligibility Option in FY12 and currently has 21 schools that receive universal free breakfast and free lunch.	S Goals 1-3	August 2011 - Ongoing	M. McKenzie
√	1.1.2	Design and implement a community awareness and outreach program to increase the percentage of eligible students receiving free and reduced meals in the Richwoods Region. The Principals now receive a list of the students that have not filled out a free/reduced lunch application, so that follow-up can be done with each family by school staff.	S Goals 1-3	August 2011 - Ongoing	M. McKenzie
√	1.1.3	Improve meal participation by marketing new food trends to middle and high school students. To improve quality and participation, food service employees have started cooking on site at Rolling Acres, Lindbergh, Sterling, Trewyn, Knoxville, Woodruff, Lincoln, Valeska Hinton and Mark Bills.	S Goals 1-3	Ongoing	M. McKenzie
√	1.1.4	Sponsor Essay Contest on healthy eating habits with awards and prizes. With the assistance of the American Cancer Society, the District held an essay contest in spring 2012. Sodexo sponsored the Future Chef contest in 2013 and 2014.	S Goals 1-3	March 2012 & March 2013	M. McKenzie
√	1.1.5	Participate in the state grant program that provides fruits and vegetables on a weekly basis to students at Trewyn school. This grant program was completed and received during the 2011-2012 school year and provided fresh fruits and vegetables to Trewyn students.	S Goals 1-3	September 2011- ongoing	R. Johnson
Improvement Target 1.2: Increase the participation of students in the Complete Breakfast Meal program from 31% in 2010-11 to 75% in 2011-12 and to 90% in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	1.2.1	Participate in the Community Eligibility Option program that provides free breakfast to students at targeted schools. District 150 started participating in the Community Eligibility Option in FY12 and currently have 21 schools that receive universal free breakfast and free lunch.	S Goals 1-3	August 2011 - Ongoing	M. McKenzie

√	1.2.2	Design and implement a community awareness and outreach program to increase the percentage of eligible students receiving free and reduced meals in the Richwoods Region. The Principals now receive a list of the students that have not filled out a free/reduced lunch application, so that follow-up can be done with each family by school staff	S Goals 1-2	May 2012 - May 2013	M. McKenzie
√	1.2.3	Identify the amount of additional revenue that would be produced by increased student participation. The National School Lunch Program revenue has increased from $3,869,840 in FY2011 to $4,385,793 in FY2012 to $4,685,455 in fy2013. The School Breakfast Program revenue has increased from $1,224,034 in FY2011 to $1,584,945 in FY2012 to $1,913,433 in FY2013.	S Goals 1-3	May 2012 - May 2013	M. McKenzie
√	1.2.4	Share the health and financial benefits of program expansion with school staff, community members, and the Board of Education, i.e. develop and disseminate statistical report concerning attendance, nurse visits, etc. Communication was made with parents and families in summer back to school mailings about the program, its benefits and how it was being implemented.	S Goals 1-3	June 2012 - June 2013	M. McKenzie
√	1.2.5	Implement breakfast in the classroom at targeted schools. Breakfast in the classroom is now implemented at 13 primary and middle schools in the District.	S Goals 1-3	August 2012 – ongoing	IIOs/Principals
Improvement Target 1.3: By the end of the 2011 – 12 school year, the cost of transporting students across the district will be decreased by $600,000.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	1.3.1	Refine school start time adjustments to increase transportation efficiency and decrease the number of school buses required, while maintaining at least a two tier bus system. The District adopted a two-tier bus system in 2011.	S Goals 1-3	August 2011 - Ongoing	A. Mendoza
√	1.3.2	Implement acquired routing and scheduling data management system to increase and simulate operational efficiencies on an ongoing basis. While Versatrans remains as the District's routing software, staff training of the system has increased and as a result, expanded to full usage of the software. In addition, the system now fully communicates with Skyward, including input and output data.	S Goals 1-3	September 2011	A. Mendoza
IP	1.3.3	Research the cost and develop an implementation plan to utilize a student tracking system on all buses where students utilize a swipe card upon entering and exiting the bus. GPS is currently installed on approximately 40 vehicles. Currently awaiting more funding to be allocated to move forward with this action.	S Goals 1-3	January 2012	A. Mendoza

Improvement Target 1.4: Improve average time to complete Building and Grounds work requests from 10 to 5 days.					
#		Action	Impact	Timeline	Responsible
√	1.4.1	Revise "request for service" district administrative procedure. All processing and scheduling for maintenance is now done through Skyward. No administrative procedure is needed because the request must be approved by the building principal or Central Office administrator prior to moving forward to buildings and grounds.	S Goals 1-3	April 2012	D. Meyers
√	1.4.2	Shorten completion time (final resolution) to graffiti and vandalism complaints, evidenced by an average 2.5 day reduction over current completion averages. When graffiti is reported to buildings and grounds, the expected turnaround time within the department is no more than 48 hours.	S Goals 1-3	June 2012	D. Meyers
√	1.4.3	Develop a customer service survey for school sites to determine satisfaction levels regarding Building and Grounds services. All building principals were provided a survey checklist sheet to provide feedback to the Building and Grounds Director and Department.	S Goals 1-3	December 2011	D. Meyers
Improvement Target 1.5: Improve the condition of the District's facilities with a 2% decrease in Health Life Safety inspection results required repairs over 2011-2012.					
#		Action	Impact	Timeline	Responsible
√	1.5.1	Train lead site custodial staff on inspection methodologies to enable them to anticipate facility needs. Training is ongoing. A custodial handbook is completed and provided to each custodian and principal.	S Goals 1-3	May 2012	D. Meyers
√	1.5.2	Conduct random site facility inspections. The District's Comptroller/Treasurer, Assistant Comptroller, Director of Buildings and Grounds, and Director of Facility Improvements conduct site facility inspections regularly throughout the year at each building.	S Goals 1-3	May 2012	D. Meyers
√	1.5.3	Implement new Computerized Maintenance Management System for work and scheduling. All processing and scheduling for maintenance is now done through Skyward.	S Goals 1-3	June 2012	D. Meyers
Improvement Target 1.6: Enhance the teaching and learning environment in classrooms to improve academic performance.					
#		Action	Impact	Timeline	Responsible
IP	1.6.1	Implement audio/visual and technology systems in classrooms to improve academic performance, such as install Smart Boards at Woodruff Career and Technical Center, install a wireless voice amplification system at 10 schools, etc. It is estimated that 80% of all District classrooms now have SmartBoard technology and new orders are being installed as funding is available. While wireless voice amplification systems were previously installed at Glen Oak and Harrison, no new schools were provided this technology.	S Goals 1-2	September 2012 - July 2013	M. Seipel M. Langholf

IP	1.6.2	Purchase a social-emotional screening tool to screen students that might be in need of intervention counseling and support. The selection process of a social-emotional screener has taken longer than we had expected. The District is working with a developer to create a screening tool in Pinpoint. The goal is to have the screener ready in August 2014.	S Goals 1-3	November 2011	M. Langholf
IP	1.6.3	Identify students with classroom behavior issues for counseling and other evidenced-based interventions. This process in ongoing. Schools across the district are required to fully implement PBIS. School support staff, including counselors, social workers, and behavioral health therapists work with students and staff members to ensure interventions are in place and students in need of counseling are referred for services.	S Goals 1-3	January 2012-ongoing	M. Langholf Counselors Psychologists Social Workers
Improvement Target 1.7: Support the district's efforts to increase student attendance from 92.4% in 2010-11 to 92.9% in 2011-12.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	1.7.1	Pilot Attendance Project with school counselors at selected primary school sites. Schools have established positive student attendance as a priority through the implementation of PBIS, with participation by school counselors.	S Goals 1-3	August 2012	T. Delinski R. Johnson R. McKinnon
√	1.7.2	Establish positive student attendance as a priority focus at all schools. Schools have established positive student attendance as a priority through the implementation of PBIS.	S Goals 1-3	June 2011	B. Salzman
√	1.7.3	Explore the feasibility of incentives for schools that increase their attendance rates. Through the truancy fund, the Peoria Public Schools Foundation hired a truancy liaison officer at RHS and Manual in 2011 to work directly with students. No school incentives were provided.	S Goals 1-3	September 2011	C. Morris D. Kinney
===	1.7.4	Enforce the City's daytime loitering ordinance and participate in law enforcement interagency truancy sweeps. Not complete.	S Goals 1-3	June 2012	G. Collins

Improvement Target 1.8: During the 2011-12 school year, develop and plan to improve the delivery of financial services to schools, reduce duplication of efforts, enhance communications, and result in greater efficiencies.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	1.8.1	Create and implement a new division structure for Finance designed to strengthen and improve accounting controls; cash management; financial reconciliation and data information; budget management, planning and forecasting; effective position control; Average Daily Attendance (ADA) accountability; the maximizing of mandated costs; a districtwide financial training program; and the move to high value contract purchasing. These areas have been addressed, however may be revisited with the hire of a new Comptroller/Treasurer.	S Goals 1-3	June 2012	D. Kinney
√	1.8.2	Develop and distribute to principals and staff a list of non-negotiables that specify appropriate expenditures of Title I funds. The Title I Director and Budget Analyst meet with each Principal in the spring to review his/her Title I budget and appropriate expenditures. The Principal's final budget is due in late May and reviewed for appropriate expenditures for the following year.	S Goals 1-3	June 2012	D. Kinney R. Lindholm
√	1.8.3	Implement recommendations and Audit Findings (both internal and external) concerning position control, overpayments, organization misalignment, etc. HR and Accounting have used the position control module in Skyward to help prepare the budget, starting 2012.	S Goals 1-3	October 2011 - Ongoing	D. Kinney
√	1.8.4	Create and implement an effective position control system. Position control is monitored certainly in a very "manual" way with spring discussions about staffing. Electronically, we are now paperless with this through Skyward.	S Goals 1-3	September 2011 - Ongoing	D. Kinney
√	1.8.5	Create effective management systems for data quality, data reconciliation and financial information. Management systems have been put in place. External auditors have praised the District the last two years for the smoothness of the auditing process.	S Goals 1-3	September 2011 - Ongoing	D. Kinney

Operational Objective 1: Financial/Logistical Services - *Continued*					
Improvement Target 1.9: For the 2011-12, 2012-13, and 2013-14 school years, decrease the total expense of legal services for the District in relation to the prior year.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	1.9.1	Develop a plan to hire an in-house General Counsel. Interviews have been conducted and a candidate is expected to be in place by summer 2014.	S Goals 1-3	July 2012	G. Lathan
===	1.9.2	Develop protocols whereby all decisions about expenditures on outside counsel (excluding workers' compensation) require the approval of General Counsel. Awaiting hire of General Counsel Attorney.	S Goals 1-3	September 2012	G. Lathan Legal Counsel
===	1.9.3	Develop specific criteria and procedures for determining whether/when specified legal work will be sent to outside counsel. Awaiting hire of General Counsel Attorney.	S Goals 1-3	September 2012	G. Lathan Legal Counsel
===	1.9.4	Gradually reduce the amount of time staff attorneys spend performing administrative tasks and attending administrative meetings (i.e. tasks and meetings for which we would not consider paying outside counsel to attend). Awaiting hire of General Counsel Attorney.	S Goals 1-3	July 2012	G. Lathan Legal Counsel
===	1.9.5	Develop or purchase a case/matter management software system which includes the current case/matter load of all attorneys, in order to more accurately reflect workload and assess the ability to keep particular work in-house. Awaiting hire of General Counsel Attorney.	S Goals 1-3	August 2012	G. Lathan Legal Counsel
===	1.9.6	Consult with, and consider visiting, legal services divisions in other large school districts in order to assist in the implementation of the above strategies. Awaiting hire of General Counsel Attorney.	S Goals 1-3	February 2012	G. Lathan D. Kinney
Improvement Target 1.10: By the year 2014, improve the efficiency of the services that are provided by the Warehouse department.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	1.10.1	Improve the overall "purchasing" process through the use of an additional accountant that will as part of his/her duties oversee the purchasing and accounts payable processes. Dramatic changes have been made to the warehouse process. Mike McKenzie serves as the purchasing agent as necessary for the District. The warehouse is much more efficiently managed with controls put in place and there are no plans to hire an additional accountant for the foreseeable future.	S Goals 1-3	October 2011	D. Kinney

√	1.10.2	Develop and implement ways to minimize touches of products. Determine what types of products could be drop shipped effectively and appropriately directly to schools and avoid warehousing altogether. The District is still using the warehouse, but stocking fewer items. Because of commodity foods and textbooks, the warehouse is still needed.	S Goals 1-3	December 2011 -ongoing	D. Kinney
√	1.10.3	Seek efficiencies such as locating the most frequently picked items closest to the shipping areas to minimize picking time. Organize the warehouse to minimize travel time between picking locations. The Warehouse, Buildings & Ground and school administrators have worked to locate appropriate delivery and pick-up areas. Drivers are now required to have the recipient of a product sign for every delivery. The warehouse has also undergone significant reorganization.	S Goals 1-3	December 2011 -ongoing	D. Kinney
√	1.10.4	Strengthen communications with fellow directors, other employees, and other administrators to improve the ordering processes including timeliness and clarity of orders. This action is complete with the reorganization of the warehouse.	S Goals 1-3	January 2012	D. Kinney

Operational Objective 2: Student Support Services					
Improvement Target 2.1: Expand opportunities offered to district seniors to apply for and receive scholarship dollars.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	2.1.1	Develop a partnership with the Peoria Public Schools Foundation to provide information to principals and counselors about scholarship opportunities. The Peoria Public Schools Foundation meets with Principals each fall and provides a spreadsheet of scholarships offered, answer questions and review changes to established scholarships. In addition, the Foundation purchased ScholarSelect in 2013, an online application process that provides for a more efficient scholarship application and review.	S Goals 1-3	Fall 2011	C. Coplan R. Johnson C. Morris
√	2.1.2	Develop a protocol for reporting scholarship award information. A survey was created that requires high school counselors to input student scholarship and grant information each spring. The survey totals the scholarship and grants for each school. The process is ongoing each school year.	S Goals 1-3	January 2012	R. Johnson L. Kennedy
√	2.1.3	Pilot, purchase, and implement a web-based planning and advising system (e.g., College Board) at selected high schools to track students' credits, interests, and progress toward graduation and post-secondary careers. The District has partnered with and implemented "Big Future" at all high schools. Students have a username and password to the College Board site that allows them to create a resume, take an interest survey for potential colleges and careers, and research scholarships.	S Goals 1-3	August 2011 – June 2012	R. Johnson M. Langholf L. Kennedy
√	2.1.4	Provide professional development for principals, teachers and counselors on how to effectively use College Board to help students. Counselors and Principals participated in a day-long professional development on the "Big Future" program.	S Goals 1-3	October 2011 – ongoing	R. Johnson L. Kennedy
√	2.1.5	Work with head counselors to collaborate on ways to increase the high school student participation rate for financial aid and school scholarship awards. Partnering with "Big Future," Illinois Student Assistance Commission (ISAC), the District and Community Foundation, more scholarships are highlighted at all high schools. Counselors now also track scholarship data from their students promoting more pride within their school.	S Goals 1-3	September 2011 – Ongoing	R. Johnson R. McKinnon

Operational Objective 3: Human Resource Services					
Improvement Target 3.1: Increase the number of new teachers hired in all areas who possess the values necessary to be effective teachers in PSD150.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.1.1	Train principals to utilize "Star Teacher" (Haberman) interview protocols. This task is complete. Building principals participated in a three-hour training program led by Haberman trainers on how to understand and utilize the Star Teacher interview protocols in 2011.	S Goals 1-3	April 2011	T. Dunn
IP	3.1.2	Implement the "Star Teacher" (Haberman) interview process in the teacher hiring process. Building Principals are currently able to use their Haberman training to utilize the Star Teacher Interview protocols.	S Goals 1-3	May 2011 – Ongoing	T. Dunn
IP	3.1.3	Develop and implement a teacher evaluation instrument that includes a student growth component. Phase 1 Schools: Peoria High School, Manual Academy, Richwoods High School and Sterling Middle School. This task is now complete as far as Phase I goes. Phase I was the pilot evaluation phase in the 11-12 school year and all four schools above participated in using the new collaboratively developed teacher evaluation tool. In the 12-13 school year, all certified staff in all schools utilized the teacher evaluation tool. In the 13-14 school year, there is a collaborative team working to develop a required 'student growth' component to be included as part of the teacher evaluation process/tool for all teachers in the 14-15 school year.	S Goals 1-3	August 2011-ongoing	T. Dunn R. Johnson L. Myers
Improvement Target 3.2: Fully implement the Standardized Testing and Reporting (STAR) administrator process in new principal and assistant principal selection.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.2.1	Implement a revised reference check form/process to validate qualifications of candidates for selection. This task is complete. In July 2011, the HR department revised the District's 'recommendation for hire' form to include verification that candidate references and the district employee personnel file (if a former employee) were checked by the principal/director recommending the hire. HR procedures also were revised to insure that the principal/director included this on the rec to hire form before proceeding to process the recommendation as well. The HR department has continued to refine their processes to include a check of the Illinois State Board of Education website or other similar site to verify all credentials/endorsements a teacher has to insure appropriate certification/licensure/qualifications prior to the hire of any teaching candidate.	S Goals 1-3	July 2011	T. Dunn

√	3.2.2	Train administrators to serve as interviewers, implement the 'STAR Administrator' interview/selection, and develop a pool of qualified candidates. This task was completed. In July 2011, Building principals were trained on the use of the Haberman tool and interviewing techniques and applied those techniques in interviewing and recommending candidates for hire into open administrative positions in their building. The 2012 Aspiring Administrator Academy participants interested in being considered as candidates for District openings completed the Haberman administrator survey and interviewed with our principals. District administrators and principals also took the Haberman Administrator survey to better understand themselves as well.	S Goals 1-3	July 2011 – Ongoing	T. Dunn
Improvement Target 3.3: During the 2011-12 school year, develop a plan for implementation in 2012-13 to deliver human resource services to schools, reduce duplication of efforts, enhance communications, which will result in greater efficiencies.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.3.1	Reorganize Human Resources Services Division to reflect "full service" teams dedicated to providing support to designated school and/or departments. This task is complete, though continuing education and periodic review is ongoing at all times. Beginning in October 2010, the Human Resources Department staff was reorganized to be a 'one stop shop' in which HR specialists had the training and knowledge to address any employee need from time of recruitment to time of retirement/resignation. The staff received 'cross training' to provide the knowledge needed to address each HR area of service and employee responsibilities were reassigned by building/school site. HR staff continue to periodically review and, if needed, revise the departments responsibility chart as well as participate in ongoing professional development throughout the year. Furthermore, recent HR improvements include increased efficiency through their effort to upgrade our employee services and response time through a reduction in paper processes (hiring/applications/true time/etc).	S Goals 1-3	October 2010	T. Dunn G. Hammer

√	3.3.2	Negotiate with the Peoria Federation of Teachers to develop strategies to attract and retain the district's most experienced teachers to chronically low-performing schools. This task is complete. The District successfully negotiated Memoranda of Understandings with the PFT to provide financial stipends, additional professional development time, additional instructional time, additional sick days and/or additional financial targeted achievement incentives for these time periods for these schools: Manual High School - 2010-2013: September 2010, revised January 2013 expired June 2013. 2013-2014: June 2013 to expire June 2014. Peoria High School –2011-2014: September 2011, revised January 2013 to expire June 2014 Woodruff CTC –2011-2014: July 2011, revised June 2013, to expire June 2014 Trewyn School - 2011-2014: July 2011, revised June 2013 to expire June 2014	S Goals 1-3	July 2011	T. Dunn G. Lathan
√	3.3.3	Decrease the time period for filling all position vacancies. Automated processes have been implemented via Skyward, allowing the process to move more quickly. Hiring is still dependent on Board Action and the Board meeting schedule.	S Goals 1-3	July 2011 – Ongoing	G. Hammer
√	3.3.4	Develop and implement "vacancy follow up" protocols/surveys for schools and departments. Automated responses are now sent to all applicants following a hiring for an open position.	S Goals 1-3	July 2011 – Ongoing	G. Hammer
Improvement Target 3.4: Align administrator evaluation process with research based performance benchmarks.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	3.4.1	Implement a new evaluation process for all site administrators. This task Is complete. In the 11-12 school year, a new administrator evaluation tool was developed and implemented with building principals. Principals were provided training of the new tool and financial increases were related to principal performance on this tool. The tool is reviewed and revised as needed on an annual basis and administrators are provided annual training on the tool and expectations.	S Goals 1-3	July 2011	T. Dunn G. Hammer G. Lathan
√	3.4.2	Provide professional development for all Instructional Improvement Officers and principals. Monthly meetings are held with all school principals and IIOs to provide professional development and district curriculum updates.	S Goals 1-3	July 2011	G. Lathan
√	3.4.3	Conduct regular meetings for district administrators that are focused on student performance. Monthly meetings are held with all school principals to provide professional development and district curriculum updates.	S Goals 1-3	September 2011 – ongoing	L. Kennedy

IP	3.4.4	Utilize administrative retreats for leadership and team development. Administrative retreats were held in 2011 and 2012 for District Administrators. In 2013, the Administrator retreat was held as part of the Principals Institute prior to the start of school.	S Goals 1-3	July 2011 – Ongoing	G. Lathan
IP	3.4.5	Provide an Aspiring Administrators Academy for district personnel that hold a Type 75 to build leadership capacity within the district. The Aspiring Leadership Academy began in 2011 and has been held each year since, in the spring.	S Goals 1-3	December 2011 – ongoing	G. Lathan L. Kennedy R. Johnson
√	3.4.6	Conduct regular meetings for district assistant principals that focus on student performance and effective teaching. Monthly meetings are held with all school principals to provide professional development and district curriculum updates.	S Goals 1-3	September 2011 – ongoing	L. Kennedy R. Johnson
===	3.4.7	Conduct a book study on the STAR Principal/Teacher for district administrators. While a book study on the STAR principal/teacher books has not been established, several book studies have been completed as part of Principal Professional Development. Such topics have included developing cultural competence, leading grade level and data teams, and facilitating leadership teams with data.	S Goals 1-3	October 2011	R. McKinnon

Operational Objective 4: Technical/ Informational Services					
Improvement Target 4.1: Decrease the amount of time it takes to complete a school initiated computer repair request.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	4.1.1	Reorganize services and programs provided through the Technology Department with a primary goal of providing more efficient and timely services to school sites. Staff are currently being cross-trained in various areas. Staff members in the IT Dept. are also assigned to a group of buildings.	S Goals 1-3	June 2012 – Ongoing	M. Seipel
Improvement Target 4.2: By 2012-13, increase the bandwidth (Internet service level) to all schools in order to provide adequate Internet access to all classrooms and leverage the e-rate reimbursement.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	4.2.1	Apply for additional discounted services through the federal e-rate program. P2 e-rate Complete	S Goals 1-3	February 2012	M. Seipel
IP	4.2.2	Work with existing Internet Service provider to expedite installation of an already purchased higher speed service for all schools. Bandwidth has been expanded twice, most recently in July 2013, and is currently being tested in preparation for PARCC assessments	S Goals 1-3	June 2012	M. Seipel
Improvement Target 4.3: By 2012-13, reduce the number of file servers at school sites through a centralization process to facilitate the management of the virtual server environment.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	4.3.1	Develop the plan and capacity to host virtual servers. Complete as of November 2012	S Goals 1-3	June 2012	M. Seipel
√	4.3.2	Plan migration of Active Directory and storage servers from schools to a centralized virtual environment. Complete as of Summer 2013 (W7 upgrade)	S Goals 1-3	June 2012	M. Seipel
Improvement Target 4.4: By September of 2012, implement a data warehouse to incorporate all data sources to allow for timely and accurate data driven decision making.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	4.4.1	Develop Request for Proposal (RFP) for a data warehouse. This task is complete. Purchase of PinPoint.	S Goals 1-3	June 2013	L. Kennedy S. Marlin J. Tan
Improvement Target 4.5: By the end of the 2011 -2012 school year centralize programmatic Informational Technology (IT) functions, reduction of services and systems and standardize services, and systems to ensure we have the most efficient and effective delivery technology services possible.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	4.5.1	Identify all duplicate functions. Staff is currently being cross-trained in various areas. Staff members in the IT Dept. are also assigned to a group of buildings.	S Goals 1-3	June 2012	M. Seipel

√	4.5.2	Implement new organizational structure. The Technology Department underwent reorganization in 2012 and is currently being revisited. Staff is currently being cross-trained in various areas. Staff members in the IT Dept. are also assigned to a group of buildings.	S Goals 1-3	June 2012	M. Seipel
Improvement Target 4.6: By 2012 the district will develop a set of standards, specifications and infrastructure for a managed hardware and software computing environment for implementation in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	4.6.1	Define standards and specifications. These standards and specifications are identified in our Technology Integration Plan located on the Technology Department website.	S Goals 1-3	Spring 2012	M. Seipel
√	4.6.2	Select tools to manage both platforms. The District implemented Zenworks to manage hardware and software maintenance, as well as a virtual “helpdesk” to track hardware asset inventory.	S Goals 1-3	June 2012	M. Seipel

Operational Objective 4: Technical/ Informational Services – *Continued*					
Improvement Target 4.7: By August 2011, centralize responsibility of Skyward and implement new procedures and processes based on best practices.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	4.7.1	Assemble a team of experts to support the reporting needs of each department. This task is complete through employees of the Research Department.	S Goals 1-3	January 2012	J. Tan
√	4.7.2	Assign an owner of Skyward application. This task is complete through employees of the Research Department.	S Goals 1-3	January 2012	J. Tan
Improvement Target 4.8: By 2011- 2012 school year, provide a uniform computing platform(s) and infrastructure to allow sites to better access to technology.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	4.8.1	Develop a comprehensive plan that includes server consolidation, storage for students and staff, website management, wireless, and remote desktop support. Complete as of Summer 2013 (W7 upgrade)	S Goals 1-3	June 2012	M. Seipel
√	4.8.2	Adopt a web platform content management system to be used for all school and district web sites. A new web platform was introduced in 2011 with a contract through Schoolwires. Regional Technology Facilitators and the Director of Public Relations have made their way through the District, offering ongoing training to all school staffs so that school and classroom websites can be updated by individual staff members.	S Goals 1-3	June 2012	C. Coplan
Improvement Target 4.9: During the 2011-12 school year, develop and plan to improve the delivery of informational technology and educational technology services to schools, reduce duplication of efforts, enhance communications, and result in greater efficiencies.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
IP	4.9.1	Develop and implement a reorganization plan for the Technology Department . Staff are currently being cross-trained in various areas. Staff members in the IT Dept. are also assigned to a group of buildings.	S Goals 1-3	August 2011	M. Seipel
Improvement Target 4.10: During the 2011-12 school year, develop a plan for greater efficiencies in student-school assignment for implementation in 2012-13.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	4.10.1	Develop a plan for a new student enrollment system that will provide efficient student-school assignment, allowing students to be enrolled in a school of choice prior to the beginning of the school year for implementation in 2012-13. School Choice is now completed during the summer, prior to school registration events in August. School Choice utilizes position control measures completed in the spring, prior to making placements.	S Goals 1-3	May 2012	C. Coplan

Operational Objective 5: Communications/ Community Outreach/ Resource Development Services					
Improvement Target 5.1: By the end of the 2011-12 school year, develop a plan to implement in phases the full service community schools concepts at Glen Oak and Harrison.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	5.1.1	Collaborate with Bradley University to apply for additional funding to support community access at Glen Oak and Harrison after school hours. It has been proposed to the Full Service Community School organization to include Glen Oak in their grant writing opportunities, but the Full Service Community School grant funding has expired. PSD150 is now helping to support the St. Bernard Community Center in the Glen Oak area.	S Goals 1-3	December 2011 - ongoing	Y. Powers Principals
===	5.1.2	Provide an opportunity via Parent University for community agencies to host events or learning opportunities for parents and the community on teacher institute days or days during the school calendar year when students are not present. It has been proposed to some of our Parent University partners to present to parents during the day.	S Goals 1-3	February 2012-ongoing	Y. Powers Principals
Improvement Target 5.2: Increase the number of school business partnerships by 5% in 2011-12.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	5.2.1	Create an increase of a minimum of 25 new school/business/community partnerships. We have reached our goal this fall by having 25 community partners with Parent University since it was established in 2011. We continue to add new partners each year.	S Goals 1-3	November 2011 & April 2012	Y. Powers
√	5.2.2	Host an annual event that recognizes our community partners and volunteers. The Parent Leaders/Volunteer Dinner is hosted at the conclusion of every school year. Organizations and parents that volunteer in our schools are invited and principals invite parent leaders from in their schools.	S Goals 1-3	May 2012 and ongoing	Y. Powers
Improvement Target 5.3: Expand and facilitate electronic access to legal information, including District Administrative Procedures, to increase efficiency and consistency in site decisions.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
===	5.3.1	Complete comprehensive review of, and where appropriate amendment of, District Administrative Procedures. This action is currently waiting on the hire of District's Chief Legal Officer	S Goals 1-3	September 2011	Legal Counsel J. Bastian
===	5.3.2	Compile and post additional legal resources (other documents, links to external sites) on the District website. This action is currently waiting on the hire of District's Chief Legal Officer	S Goals 1-3	December 2011	Legal Counsel
IP	5.3.3	Facilitate more user-friendly staff access to Administrative Procedures on the District website. Administrative Procedures are being removed from the Board Policy files and will be kept in a separate document for staff access.	S Goals 1-3	December 2011	C. Coplan J. Bastian

Operational Objective 5: Communications/ Community Outreach/ Resource Development Services - *Continued*					
Improvement Target 5.4: Ensure that all parents are aware of school choice options through a widespread campaign for implementation in 2012.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
===	5.4.1	Develop a plan whereby all district schools will create a student recruitment plan to offer a variety of enrollment choices to parents and students for implementation by 2012. Not complete. No new enrollment choices have been added and the Transportation budget has been cut.	S Goals 1-3	June 2012	C. Coplan
Improvement Target 5.5: Upgrade PSD 150 website to provide content management services and implement a district staff "intranet" site" to allow easier access to information for both staff and the public.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	5.5.1	Make technical changes to web management software to provide for content management system. A new web platform was introduced in 2011 with a contract through Schoolwires. Regional Technology Facilitators and the Director of Public Relations have made their way through the District, offering ongoing training to all school staffs so that school and classroom websites can be updated by individual staff members.	S Goals 1-3	December 2012	C. Coplan
√	5.5.2	Develop and implement new graphic design and navigation system for website. A new website platform was adopted in Fall 2010 as part of a signed contract with Schoolwires. The web platform allows the District to update the graphic design and navigation elements at anytime without changing the data that is already part of the website. The graphic design element was updated in 2012.	S Goals 1-3	September 2011	C. Coplan
Improvement Target 5.6: Develop and implement an annual District-wide "Back to School" event in partnership with community organizations.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	5.6.1	Partner with the Dream Center for a Backpack Back-to-School event to help prepare parents to successfully get their students ready for the school year. Annually, we partner with the Dream Center in hosting Backpack Peoria prior to the start of school.	S Goals 1-3	July 2011 July 2012 July 2013	L. Kennedy Y. Powers

Improvement Target 5.7: Publish an PSD 150 Annual Report to provide the school community and the public with information on the accomplishments and programs of the District.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	5.7.1	The Public Relations Department will develop an annual report that highlights key initiatives and accomplishments of the district. The report will be distributed through the website and limited mailing. (Will coincide with annual Budget Presentation) In 2013, a mail-piece was sent to all addresses in the school district via US Mail. In addition, a "Budget at a Glance" document is produced each year.	S Goals 1-3	August 2012	C. Coplan
IP	5.7.2	Promote the district mission, vision and values across sites with all staff and community. The District's Mission, Vision and Values are included in all communication with staff and community.	S Goals 1-3	August 2011 – ongoing	C. Coplan G. Lathan
Improvement Target 5.8: Develop and implement an on-going program to secure additional grants, state and federal funding and corporate support for district educational programs.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
===	5.8.1	Develop a 2013-14 resource development plan for the district. Not complete.	S Goals 1-3	September 2013	C. Eman C. Morris
===	5.8.2	Prepare a Legislative Platform for Board approval that will direct legislative and government affairs activities focused on increasing funding and operational flexibility. Not complete. Awaiting the hire of General Counsel Attorney.	S Goals 1-3	September 2011 -ongoing	D. Kinney Legal Counsel
Improvement Target 5.9: Create an annual "State of the District" event for the presentation of District activities to the public and school community.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	5.9.1	Present the "State of the District" to be delivered in May (Community) and October (Parents) of each year. A State of the Schools Address has been presented with the help of the Chamber of Commerce each May, starting in 2012. For 2014, the State of the Schools Address will be held in the fall at a District high school.	S Goals 1-3	May 2012 October 2012	G. Lathan
Operational Objective 5: Communications/Community Outreach/Resource Development Services - *Continued*					
Improvement Target 5.10: By the end of the 2011-12 school year, develop and offer a comprehensive professional development program for students and families and enhance parent engagement and involvement efforts.					
#		**Action**	**Impact**	**Timeline**	**Responsible**
√	5.10.1	Establish a Parent University in each of the three high school regions. Parent University was established in the '11-'12 school year in the three high school regions. We now conduct a monthly Parent University throughout the district.	S Goals 1-3	October 2011	L. Kennedy R. Lindholm Y. Powers

√	5.10.2	Partner with community agencies and to provide training to families in a variety of topics that support the whole child including student learning and healthy development. We have reached our goal this fall by having 25 community partners and agencies with Parent University since it was established in 2011. We continue to add new partners each year.	S Goals 1-3	September 2011-ongoing	Y. Powers
IP	5.10.3	Provide ongoing professional development for Title I schools to implement workshops and events to support student literacy, such as active parenting, survival guide, etc.	S Goals 1-3	October 2011-ongoing	L. Kennedy R. Lindholm Y. Powers
IP	5.10.4	Provide professional development for staff and parents in supporting "student-led conferences." This is being done at some schools. However, additional training on student-led conferences is being considered.	S Goals 1-3	September 2011-ongoing	L. Kennedy
IP	5.10.5	Redesign and expand the parent component of the District website to include a virtual parent center with resources for staff to engage families and links for parent resources, materials and online parent classes in academic support and parenting. Materials from Parent University workshops are being collected to be put on the website to create a virtual version of Parent University that will include information and resources for parents from workshops.	S Goals 1-3	Spring 2012	Y. Powers
IP	5.10.6	Implement the "Family Friendly Schools" program to include a "Red Carpet School" designation. The focus of this program will be to support principals to create an environment that is welcoming and culturally receptive to families and the community for implementation in 2012-13. While a "Red Carpet School" designation has not yet been established, the District now awards a school each year with the highest parental involvement.	S Goals 1-3	Spring 2012	Y. Powers Principals
√	5.10.7	Conduct a parent survey to provide baseline data for schools' use in planning Parent University activities. Each school was required to conduct and complete the Parent Involvement Analysis tool (PIA) which was changed to the Family Engagement Tool (FET). The data showed schools a breakdown of their family engagement efforts. This was done in the '11-'12 school year.	S Goals 1-3	May 2011	Y. Powers

Additional Completed Objectives		
Transportation	Setting up automated field trip software (Triptracker)	In Progress
Transportation	Set up automated fleet maintenance software (Fleetvision)	In Progress
Transportation	Install new camera systems (**all** buses)	In Progress
Transportation	Implement BusBulletin to communicate with parents about bus route status and emergencies.	In Progress
Transportation	Automat import process of student data from Skyward to Versatrans	In Progress
Transportation	Certify drivers and monitors in first aid/CPR	In Progress
Transportation	Parts room addition – to help with inventory control	Complete
Transportation	Add training Curriculum for drivers and monitors (asthma, seizures, diabetes, first aid, CPR, special needs evacuation, special needs training, Non-Violent Crisis Intervention training).	Complete
Public Relations/Parent Involvement	Increase the frequency of Parent University to every month.	Complete
Public Relations/Parent Involvement	Create innovative programs unique to Parent University. (PALs, College Bound Peoria)	Complete
Curriculum	Administer common assessments to students in grades 3-8 for English Language Arts and Math.	In Progress December 2012 and ongoing
Curriculum	Add AVID (Advancement Via Individual Determination) to Franklin and Harrison Peoria High School is participating in a "Next Generation Scientist" program with the Agriculture Lab. This program provides an opportunity for students from Peoria to explore science careers, receive mentoring from the scientist at the Ag Lab and it provides an opportunity for students to get hands-on experience at the lab.	In Progress August 2013

	Scientists from the Lab will also conduct labs onsite at Peoria High School.	
Curriculum	Open STEM labs at Washington Gifted, Rolling Acres, Trewyn and Lincoln.	In Progress August 2013
Curriculum	Implement a Barbering Program at WCTC	In Progress August 2013
Curriculum	Implement the web based program Type 2 Learn for all K-8 students.	In Progress August 2013
Public Relations	Pilot online Registration for parents at Kellar, Richwoods and Roosevelt August 2013	Complete August 2013
School Safety	Expand the ELITE program beyond Trewyn (2011), Harrison (2013)	Complete August 2013
School Safety/Student Affairs	Board Approved Bullying Policy May 2013	Complete May 2013
Curriculum	Reassign Instructional Improvement Officers' supervision of school by regions	Complete July 2013
School Safety	Add School Lieutenants to oversee school safety in the districts three regions	Complete July 2013
Buildings & Grounds	Add new lighting at Northmoor Primary	September 2013
Buildings & Grounds	Add a new gym at Calvin Coolidge	In Progress May 2013-May 2014
Buildings & Grounds	Add a new cafeteria/multi-purpose area at Rolling Acres	In Progress May 2013-May 2014
Buildings & Grounds	New Gym lighting at: Calvin Coolidge, Kellar , Northmoor, Roosevelt, Franklin , Sterling, Trewyn, Von Steuben, Whittier, (3) Gyms at Manual , (2) Gyms at Woodruff , (2) Gyms at Richwoods , Peoria Main Gym	Complete January 2013-May 2013
Buildings & Grounds	New stage lighting at Franklin	Complete January 2013-May 2013
Buildings & Grounds	New lighting in cafeteria at Kellar	Complete January 2013-May 2013
Buildings & Grounds	Create a new entryway Kellar Primary	Complete Summer 2013
Buildings & Grounds	Install Air conditioning at Kellar Primary	Complete Summer 2013
Buildings & Grounds	Convert the old science wing at Peoria High School to a Freshmen Academy	Complete Summer 2013
Buildings & Grounds	Install new scoreboard for football at	Complete

	Manual High	Summer 2013
Buildings & Grounds	Retro-fit locker room for boys and girls, athletic and PE at Peoria High Gym floor updates at Peoria High, Manual and Richwoods	Complete Summer 2013
Buildings & Grounds	Install a new security entrance, relocate the front office to the first floor and place new tile first floor hallway at Franklin Primary	Complete Summer 2013
Buildings & Grounds	Install new ADA front door at Richwoods	Complete Summer 2013
Buildings & Grounds	Add new sidewalks outside of kindergarten classrooms at Glen Oak	Complete Summer 2013
Curriculum	Provide Family Liaison Counselors to the Primary Schools	In Progress January 2013
Curriculum	Implement a new teacher evaluation instrument for all district teachers	In Progress August 2013
Human Resources	Implement FastTrack (paperless process for hiring all district staff)	Complete May 2013
Human Resources	Implement the “Time-Off” Module for selected district staff (paperless process for requesting time off)	Complete September 2013
Technology	Migrate email from local GroupWise to hosted Microsoft Outlook/Office365	Complete July 2012
Technology	Computers/laptops installations 315	Complete July 2012 – Dec. 2012
Technology	SMARTBoard installs/upgrades (portables and short-throw) 144	Complete July 2012 – Dec. 2012
Technology	Program and install 18 iPad carts (between 20 and 30 iPads per cart) to various sites	Complete July 2012 – Dec. 2012
Technology	Computers/laptops and front door security monitors installed across the district 250	Complete January 2013-May 2013
Technology	SMARTBoard installs/upgrades (portables and short-throw) 65	Complete January 2013-May 2013

Technology	Program and install 8 iPad carts (30 iPads per cart) to various sites	Complete January 2013-May 2013
Technology	Program and install 158 iPads to various sites (outside of a cart)	Complete January 2013-May 2013
Technology	Computer installations-Windows7upgrade 405 (Extension of Strategic Plan 4.3.2)	Complete Summer 2013
Technology	Computer/laptop installations 344	Complete Summer 2013
Technology	Front door security camera installations 49	Complete Summer 2013
Technology	Front Door Security upgrades and equipment training 25 sites	Complete Summer 2013
Technology	SmartBoard installations 38	Complete Summer 2013
Technology	Program and install 16 iPad carts (between 20 and 30 iPads per cart) to various sites	Complete Summer 2013
Technology	Program and install 52 iPads to various sites (outside of a cart)	Complete Summer 2013
Technology	Wireless Installations: Administration Building, Building and Grounds, Knoxville Center, Northmoor, Richwoods, Technology/Warehouse Center, Transportation, Trewyn/Day Treatment, Washington Gifted and Woodruff Career and Technical Center.	In Progress January 2012
Technology	Increased inventory data management to comply with state reporting requests.	In Progress January 2012
Technology	Print Management software evaluated for a winter pilot of PaperCut software to reduce paper and toner costs.	Complete September 2013-November 2013

Technology	Contract and implement Type to Learn for typing proficiently for all students	Complete August 2013
Technology	Contract and implement Gaggle for students to provide cyber safety course and electronic homework assignments	Complete August 2013
Technology	Install Accelerated Reader for all K-8 schools to increase student literacy including nightly automated data sync from Skyward.	Complete August 2013
Public Relations	Contract and implement GovQA for automated FOIA system	In Progress January 2014
Public Relations	Contract and implement Peachjar for electronic (paperless) flyer distribution approval system	In Progress September 2013
Public Relations	Contract and implement College Tracker to track district graduates who attend college	In Progress November 2013
Public Relations	Contract and implement a Digital Dashboard for public review of District data	In Progress March 2014
Public Relations	Implement a Parents as Leaders Program to promote parent involvement and understanding in District operations	Complete August 2013
Human Resources	Implement online flex/insurance forms for open enrollment	Complete November 2013
Research	Create an up-to-date Teacher Skyward User Manual	Complete
Research	Install 20 new laptops in Research Lab for staff use and training in Skyward	Complete
Research	Create up-to-date Office Skyward documentation	Complete
Research	Create up-to-date Office Skyward documentation	In Progress
Research	Create up-to-date Clerical Skyward User Manual	In Progress
Research	Install new Skyward Server	Complete December 2013
Research	Create 504 Forms on Skyward and require staff to use for data entry	In Progress This is planned form completion during the 2014-15 school year. Skyward has not yet corrected their

		issue for us to proceed.
Human Resources	Add all current contracts and MOU's to the District website for public and employee reference and review.	Complete
Human Resources	Negotiate and Approve a new contract for PFT (2013-2016)	Complete
Human Resources	Negotiate and Approve a new contract for Home School Facilitators (2013-2016)	Complete
Human Resources	Negotiate and Approve a new contract for Operations & Maintenance (2013-2018)	Complete
Human Resources	Negotiate and Approve a new contract for School Resource Officers (2010-2015)	Complete
Human Resources	Negotiate and Approve a new contract for Support Staff/6099 (2013-2015)	Complete
Human Resources	Negotiate and Approve a new contract for Transportation	In Progress
Human Resources	Write and approve Worker's Compensation Policy to include drug & alcohol testing	Complete August 13, 2012 - 5:175
Transportation	Approve First Student contract to meet staffing needs for bus services to improve student transportation	Complete
Human Resources	Create SRO Reorganizational Committee to recommend program improvements to enhance school culture	In Progress Fall 2013