

Evansville Community School District Board of Education Goals 2009-10

Goal	Objective	Objective	Action Steps	Lead	Mid Year Update
Student Achievement:	Student Achievement: To maintain and advance student achievement through academics, extracurricular involvement, character education, non-traditional means, and prepare students for 21st Century citizenship and work.				
District #1	We will increase student success based on academic criteria identified at each building level.	<ol style="list-style-type: none"> 1) Continue social studies curriculum implementation and materials purchase. 2) Pilot curriculum mapping process with a K-12 team in mathematics. 3) Develop system cohesion in mathematics through program review, materials update, and professional development 	<ul style="list-style-type: none"> • Support development or social studies 9 course. • Purchase textbooks required for high school social studies changes approved in realignment document. <hr/> <ul style="list-style-type: none"> • Unpack standards and create core maps in mathematics for all grades & courses. • Pilot, discussing, and implement improvements to develop individual mapping process. <hr/> <ul style="list-style-type: none"> • Purchase materials consistent across K-5 in mathematics • Provide professional development to all K-5 general and special educators on using the EM3 curriculum. • Engage in a program review to identify program strength, areas of improvement for future direction and action. 	Landers	<p>In progress</p> <p>Texts will require board approval during Spring 2010.</p> <p>Completed</p> <p>On-track with work continuing 1/28/10</p> <p>On-track; additional resources ordered in Spring 2010</p> <p>On-track; additional PD in spring 2010 and during 2010-11</p> <p>On-track; in progress for K-5; in beginning phase for 6-12.</p>
Levi Leonard	1) 80% of K-2 students will attain 90% or more of Math standards based on SAGE goals and	2) In order to create continuity and cohesion in the K-12 curriculum, Levi Leonard teachers will participate in the district	<ul style="list-style-type: none"> ▪ Short assessments or “Probes” ▪ Progress monitoring 	Havlik	<p>discussions are taking place to teach more teachers to use the probes and progress monitoring system.</p> <p>The grade level teams met</p>

	district alignment documents, and as measured by common assessments at each grade level. At the 2 nd grade level, the number of students who meet their target growth goal as measured by the Measures of Academic Progress (MAP) administered in April/May 2009 will increase by 5% over last year.	wide curriculum mapping. The benchmarks developed in the first goal will be a basis for this mapping. Teachers will communicate with colleagues in grade levels to either side of the ones they teach, as well as with K-12 teams, to create a fluent and comprehensive curriculum.	<ul style="list-style-type: none"> ▪ Benchmarks for each grade level based on SAGE goals and district alignment documents 		<p>to set these benchmarks and held cross-grade level meetings to discuss and address any overlaps or gaps between the grade levels.</p> <p>Two teachers at each grade level are involved with the math mapping</p>
Theodore Robinson	1) At least 70% of students will meet or exceed the math benchmarks by May 2010 as measured by teacher developed posttests. (REACH goal)	2) At least 60% of students will meet their target growth goal as measured by MAP (Measures of Academic Growth) test scores	<p>1) a) Teachers will develop common assessments that support our math benchmarks at each grade level.</p> <p>1) b) Teachers will monitor progress of students and program interventions for those needing additional support.</p> <p>2) a) Particular attention will be given to those students with disabilities not meeting AYP (adequate yearly progress) in reading on the 2008 WKCE (Wisconsin Knowledge and Concepts Exam).</p> <p>2) b) Reading resource staff will provide support with reading strategies and professional development as needed.</p>	Lecy	<p>1) Benchmarks have been created and staff have been inserviced on math program and methods</p> <p>2) Reading resource staff continue to meet regularly with special education staff to demonstrate reading strategies and discuss programs and materials. Regular education staff meet with reading specialists to hone skills in reading instruction. Modeling of strategies and methods occurring.</p>
JC McKenna	1) The school will improve or maintain	2) Special education student scores will be	Staff Members will focus on MAP data to find weaknesses in	Flaherty	Meeting with all faculty...individual

	<p>an 85% advanced or proficient scores in all categories on the WKCE.</p> <p>3) All academic areas will improve student target growth by 5% on the MAP test. Academic areas that already have a growth rate above 70% will maintain their current growth levels.</p>	<p>at or above the Wisconsin average on WKCE by the end of the 2009-2010 school year.</p>	<p>curriculum</p> <p>Staff members will target students who show inadequate growth in reading with interventions identical to the process used last year for REACH.</p> <p>Staff members are reviewing software to support students who are falling behind in math skills</p> <p>Work on creating an alternative program for students who our current classroom settings are failing.</p> <p>Work in conjunction with the high school to fund a model that requires little or additional funds outside the school budget with in the parameters of the budget process.</p> <p>Increase academic extracurricular offerings</p>		<p>goals set with increasing student learning.</p> <p>Groups set for targeted intervention.</p> <p>Staff members as well as reading specialist working with individual students.</p> <p>Site Council working on alternative programs from across Wisconsin for possible grant funding or funding from increased enrollment.</p> <p>We have started a chess club, a robotics "Lego League" club, and are considering adding an art club. All should be in place before the close of the 2009-10 school year.</p>
<p>Evansville High School</p>	<p>1) We will increase the percentage of students passing classes; conversely decrease our semester failures from last year by 20 percent, based on the 2008-2009 and</p>		<p>Investigate best practices in grading and increase consistency in grading practices throughout the building</p> <p>Tie a functional Rtl model into this goal, allowing us to effectively respond when kids are not learning</p>	<p>Everson</p>	<p>Our grading sub-committee has met a few times, every member has been doing reading/research on their own, and a handful of us will be attending a Rick Wormeli grading workshop in March.</p> <p>Our RTI-based literacy intervention for targeted 9th graders is set to begin the 2nd week of February</p>

	2007-2008 failure data.		<p>Alignment with REACH goals and initiatives, including increase in literacy focus across all subject areas with selected/targeted intervention for students as measured by SRI; progress monitor selected/targeted students</p> <p>Utilize 20 minute advisory time in a directed study format for students failing a class; targeted intervention</p>	<p>during the "advisory block" 3 days per week, utilizing 12th grade student mentors.</p> <p>A few members of our REACH team have written a literacy course curriculum with our hope of implementation next school year. Our plan is to seek CCC approval, then Board approval by May.</p> <p>We are currently using our advisory block for an Advisory for 9th graders, as well as directed study hall and regular study hall for students needing support.</p>
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District #2	Develop 21 st Century Skills beyond the Core Academic skills	Participate in the planning and implementation of improved K-12 career exploration, the Stateline Career and Technical Education Academy and development of alternative learning environments for students		A-Team	See Specific building responses below. SCTEA has received funding from WIRED that will help with implementation and improvement of the courses in all district feeding into the identified career pathways. Details were in previous board packets.
Levi Leonard				Havlik	
Theodore Robinson				Lecy	<p>Guidance classes at the 3rd and 4th grade level focus on friendship skills, problem solving/decision making, all career-related skills.</p> <p>Specific career lessons occur in 5th grade. Various careers are examined, as well as looking at the qualities of a good worker. Each student researches two possible careers, fills out an application form and basic resume.</p>

JC McKenna			<p>Meet with Mrs. Rehfeldt and Scott Everson to review current programming.</p> <p>Develop curriculum for students who do not take band or chorus that will develop higher level thinking skills and project based learning. Review the possibility of adding a Tech Ed. Elective.</p> <p>Further develop a career exploration program at the middle school.</p>	Flaherty	See previous section. Meeting with high school held.
Evansville High School				Everson/ Cashore	<p>We have formed an alternative education committee and are proposing to move forward with a “4-pronged” approach to address our students who are at-risk of not graduating. Our committee will also be applying for the alternative education grant.</p> <p>We have taken a huge leap forward with our individual conferencing with 11th grade students, their parents, and their counselor on a piloted basis. We will</p>

					<p>be conferencing with all 9th graders this Spring semester.</p> <p>We have revamped our course guide for the 2010-2011 school year to be significantly more aligned with the Career Clusters, Career Pathways, and Career Education paradigm shift.</p>
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Comments:

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Facilities	To develop and implement a comprehensive plan to maintain and improve the physical facilities				
#1	Update short range facilities plan	<ul style="list-style-type: none"> - B&G committee - Building administrators - Community users - City of Evansville 	<p>Status report to B&G of completed summer work</p> <p>Develop priority list for 2009-11 and keep B&G involved</p>	Francis/ B&G	<p>Shared at fall B&G</p> <p>In process</p>
#2	Update long range current facilities plan	<p>1) The B& G director will update 5 year facility plans for major infrastructure items on an annual basis.</p> <p>2) Priorities will be set through the annual budgeting process</p>		Francis/ B&G	Currently underway and at B&G
#3	Create future facilities plan			Carvin, Board	Next step for B&G

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Vision	Develop and implement a comprehensive vision to meet the long range needs of the district using a proactive process			Pierick	The School Board conducted a community wide visioning input process, with ideas solicited via emails, and local newspaper and poster advertising. The ideas provided have been categorized for further consideration. A visioning focus group has been held with interested participants

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Financial Management	To maintain financial stability while responding effectively to changing financial circumstances and focusing the allocations of financial resources upon district and administrative goals				
#1	Monitor enrollment and plan for staff shifts for 2009-10	An enrollment increase is moving into the middle school while the high school will decline requiring advanced planning prior to the budget process to determine staff shifts.	Finance committee will review with recommendations to full board	A-team	Program based budget committees are underway. Draft suggestions from A-team to address enrollment shifts have been developed. All recommendations will be prioritized by June.
#2	Continue Program Based budget process	Determine if any unforeseen changes in the state budget will affect our process. Adjust timeline if needed	Determine if additional positions can be funded and/or building operation budgets increased	A-Team	To deal with enrollment shifts about \$250,000 in budget cuts are being developed through the PBB process. Enrollment looks stable to 2010-11
		By November 15, we will identify the District's funding priorities (off the top) in the Program Based Budgeting process. Add Student Services as a separate site.	A-team will begin list of district priorities. Review with finance committee at October meeting Prioritize prior to determining site allocations	Olsen	List presented to PBB committees. Items that are also on the building lists have the greatest likelihood of being implemented.
		1) Principals/budget leaders Contact last year's PBB committee members to enlist members. Select new members from other people familiar with that site's operations		Olsen	Complete
		2) Revise last year's materials and distribute to buildings		Olsen/ Carvin	Complete
		3) Board approves process and timeline		Board	Complete
		4) Building teams meet and share recommendations with finance		Principals, Daane, Olsen	Underway. Reports will be on March 15 at Finance

		5) Finance/committee meets with admin team to prioritize across district needs	Finance	March-May. Layoff possibilities must be complete by April 15
		6) Board Budget Hearing at regular meeting	Board	May 3
		7) Determine if any modifications are needed based on Kindergarten registration and retirements	A-Team/ Board	Most known retirements are in the calculations already. Kindergarten registration is underway. Open enrollment will also have an impact
		8) Board approves preliminary budget	Board	May 10 board meeting
		9) Assign staffing and begin hiring based on budget priorities	A-Team	April-August

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Safety & Security	Create an environment that protects students, staff, visitors and facilities				
#1	Identify the most significant safety issues in the District,	The Buildings and Ground committee in cooperation with the administrative team and Joe Francis will identify budget priorities for improving building safety and security. Increase number of cameras on busses. Improve lighting and monitoring cameras around entrances and remote areas of buildings		Francis, B&G	Funds are limited, but priorities have been identified over the years. Middle school structure makes installation questionable. Delay for 2011-2 budget when safety improvements will be outside the revenue cap.
#2	Using the results of the last two asset surveys, and the new Wisconsin Youth Survey, identify areas in need of improvement in safety and school climate	Engage community in developing a community wide response to meet the needs of at-risk youth.	From this year's survey, a measurable goal will be set for 2010-11 targeting reduction in risky behaviors.	Daane, Principals	The Alcohol, Tobacco and Other Drug Abuse, ATODA, Coordinators of Rock County, in collaboration with Partners In Prevention, made the decision to move from the Assets Survey to the Youth Risk Behavior Survey. This survey was administered to students in sixth, eighth, tenth and twelfth grades during the month of December. Once all the schools in the county have completed the survey, results will be made

	<p>2) We will increase positive relationships between students and adults in the building (exact percentage yet to be figured), as measured by pre- and post- student survey/interview data.</p>			<p>available to individual district. This should occur later in February.</p> <p>In conjunction with the community readiness survey, a meeting was held on January to begin development of a community task force to address issues related to alcohol and drug usage of youth in Evansville. Those that attended included school district staff, a representative of the Evansville Police Department and Emergency Medical Services staff, the municipal judge, Youth to Youth staff, staff from Partners in Prevention and concerned community members. This group brainstormed ideas to implement the Parents Who Host Lose the Most campaign in conjunction with prom and graduation this year.</p> <p>A MOU for sharing information with various Rock County agencies and our police department have been made. Partners in prevention have conducted a community readiness survey for dealing with underage drinking. MS continues to work with students through use of district social worker.</p>
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			<p>Continue to evaluate our study hall/directed study/advisory system, and its impact on students' perceptions as well as academic impact</p> <p>Investigate/brainstorm homeroom models, and/or similar models of student-adult interaction that would foster more relationships and better connections between adults in our building and "fringe" students</p> <p>Investigate additional suicide prevention curriculum; participation in YRBS</p> <p>Utilize specific survey designed to gauge students' connectedness with adults</p>	<p>Everson, HS</p>	<p>First semester data shows improvements in the academic advisory program are reducing failure rates. MS continues to work with students through use of district social worker.</p> <p>A community workshop was held in December and follow up is planned</p> <p>The state survey will be used this year.</p>
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