

NOTICE OF MEETING

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, November 3, 2014** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Michael Kennedy
Secretary

10-31-14

THE DAILY RECORD OF OMAHA

LYNDA K. HENNINGSSEN, Publisher
PROOF OF PUBLICATION

UNITED STATES OF AMERICA, }
The State of Nebraska, } ss.
District of Nebraska,
County of Douglas,
City of Omaha, }

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on
October 31, 2014

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.



GENERAL NOTARY - State of Nebraska
CONNIE L. NOVACEK
My Comm. Exp. November 16, 2015

Subscribed in my presence and sworn to before
31st

Publisher's Fee \$ me this day of

Additional Copies \$ 14.90 October 14

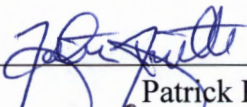
Total \$ 14.90

Connie L. Novacek
Notary Public in and for Douglas County,
State of Nebraska

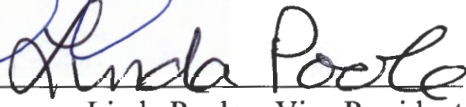
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on November 3, 2014, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

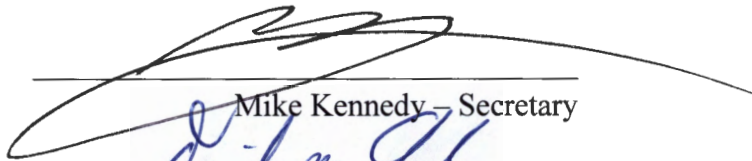
Dated this 3rd day of November, 2014



Patrick Ricketts – President



Linda Poole – Vice President



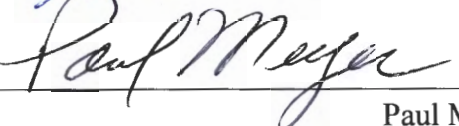
Mike Kennedy – Secretary



Dave Anderson – Treasurer



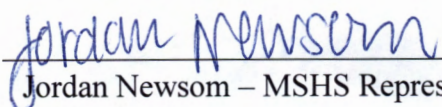
Mike Pate



Paul Meyer



Libby Baxter – MNHS Representative



Jordan Newsom – MSHS Representative

Kellie Ecklund – MWHS Representative

BOARD OF EDUCATION SIGN IN

November 3, 2014

NAME:

REPRESENTING:

Crystal Duncan

David Duncan

Ackerman

Melody L. Hodge

Abbott

Brendan Michler

Angela Michler

Kim Jensen

Abbott

Jody Sempik

RWSSC

Jan Sahlgard

RWSSC

Dallas Wellensick

Abbott

Mikki Trenche

Abbott

Jennifer Dend

Nicole Burton

Ackerman

Sarah Bygol

Ackerman

Ann Butterbaugh

Ackerman

Jody & Carl Hart

Ackerman

Jordan Newsom

MSHS

Tara Hulan

BOARD OF EDUCATION SIGN IN

November 3, 2014

NAME:

REPRESENTING:

Danijel Vandeplas-Lu
Maria Ramirez

Ackerman

Lori A. Sanders

Allan Sanders

Abbott

Lauri Con

Ackerman

Eiji Chaussee

Abbott

P. O. Schutte

Ackerman

MEA



BOARD OF EDUCATION MEETING



NOVEMBER 3, 2014

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
November 3, 2014

AGENDA

A. Call to Order

The Public Meeting Act is posted on the wall and available for public inspection.

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items – This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.

E. Routine Matters

1. *Approval of Board of Education Minutes, October 20, 2014
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Employees of the Month
2. Superintendent's Comments
3. Board Comments/Announcements
4. Report from Student Representatives

G. Unfinished Business

H. New Business

1. Approval of Rule 6110.1 – Curriculum, Instruction, and Assessment: Written Curriculum – Content Standards
2. Approval of Rule 6320.1 – Curriculum, Instruction, and Assessment: Students – Requirements for Senior High Graduation
3. Approval of Rule 6320.2 – Curriculum, Instruction, and Assessment: Students – Requirements for Senior High Graduation – International Baccalaureate Diploma Program
4. Approval of the PK-12 Language Arts Framework
5. Approval of Learning Community Evaluation: Recommendation 1
6. Approval of Learning Community Evaluation: Recommendation 2
7. Personnel Actions: Resignation, New Hire, Amended Contract
8. Executive Session: Litigation and Personnel

I. Reports

1. Enrollment Report
2. International Baccalaureate Diploma Program Report
3. AYP and NePAS Report
4. Personnel Report

J. Future Agenda Items/Board Calendar

1. Committee of the Whole Meeting on Monday, November 10, 2014 at 6:00 p.m. at the Don Stroh Administration Center
2. Board of Education Meeting on Monday, November 17, 2014 at 6:00 p.m. at the Don Stroh Administration Center

Board Meeting Agenda
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3. School Board Caucus on November 18, 2014 at 6:00 p.m. at the UNO Thompson Center
 4. Board of Education Meeting on Monday, December 1, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 5. Millard Public Schools Foundation Holiday Dinner on Thursday, December 4, 2014 at Shadow Ridge Country Club – Social at 6:00 p.m. with Dinner at 7:00 p.m.
 6. Board of Education Holiday Party on Wednesday, December 10, 2014 (more details later)
 7. Board of Education Meeting on Monday, December 15, 2014 at 6:00 p.m. at the Don Stroh Administration Center
 8. Board of Education Meeting on Monday, January 5, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 9. Committee of the Whole Meeting on Monday, January 12, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 10. PDK Meeting on Wednesday, January 14, 2015 at the Weitz Community Engagement Center (UNO) – Social at 5:30 p.m. with Dinner at 6:30 p.m.
 11. Board of Education Meeting on Monday, January 19, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 12. Board of Education Meeting on Monday, February 2, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 13. Committee of the Whole Meeting on Monday, February 9, 2015 at 6:00 p.m. at the Don Stroh Administration Center
 14. No School for Students on February 12 and 13, 2015 – Conferences/ Professional Development
 15. No School for Students on February 16, 2015 – Presidents Day
 16. Board of Education Meeting on Monday, February 16, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.
- L. Adjournment:

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
November 3, 2014

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the wall and available for public inspection

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President prior to the meeting.

*E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes, October 20, 2014, (See enclosure.)

*E.2. Motion by _____, seconded by _____, to approve the bills. (See enclosure.)

*E.3. Motion by _____, seconded by _____, to receive the Treasurer's Report and Place on File. (See enclosure.)

F.1. Employees of the Month

F.2. Superintendent's Comments

F.2. Board Comments/Announcements

F.3. Report from Student Representatives

H.1. Motion by _____, seconded by _____, to approve Rule 6110.1 – Curriculum, Instruction, and Assessment: Written Curriculum – Content Standards (See enclosure.)

H.2. Motion by _____, seconded by _____, to approve Rule 6320.1 – Curriculum, Instruction, and Assessment: Students – Requirements for Senior High Graduation (See enclosure.)

H.3. Motion by _____, seconded by _____, to approve Rule 6320.2 – Curriculum, Instruction, and Assessment: Students – Requirements for Senior High Graduation – International Baccalaureate Diploma Program (See enclosure.)

H.4. Motion by _____, seconded by _____, to approve the PK-12 Language Arts Framework (See enclosure.)

H.5. Motion by _____, seconded by _____, to approve the Learning Community Evaluation: Recommendation 1 (See enclosure.)

H.6. Motion by _____, seconded by _____, to approve the Learning Community Evaluation: Recommendation 2 (See enclosure.)

H.7. Motion by _____, seconded by _____, to approve Personnel Actions: Resignation, New Hire and Amended Contract (See enclosure.)

H.8. Executive Session: Litigation and Personnel

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3. AYP and NePAS Report
4. Personnel Report

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- K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday, October 20, 2014, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, October 17, 2014; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

President, Pat Ricketts, announced that the open meetings laws are posted and available for public inspection. Mr. Ricketts asked everyone to join in the Pledge of Allegiance.

Roll call was taken: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer were present.

Mike Kennedy made a motion to excuse Mike Pate from the meeting, seconded by Paul Meyer. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Pat Ricketts announced the proper time for public questions and comments on agenda items only. There were no questions or comments.

Motion was made by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from October 6, 2014, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against were: None. Motion carried.

Superintendent's Comments:

1. Last week, Dr. Sutfin attended the NFUSSD (National Federation of Urban Suburban School Districts) Conference in North Kansas City. He felt it went very well and NFUSSD is an outstanding group to belong to.
2. This week we are hosting the Benchmark Consortium being held in downtown Omaha from Wednesday afternoon through Friday. Millard is presenting the conference which is centered around "Hope".
3. Dr. Sutfin met with the Learning Community Superintendents today about the Learning Community. The Learning Community is one of the agenda items that will be discussed during the Board meeting tonight as we prepare ourselves for the written evaluation that will be provided to the Education Committee.
4. Nolan Beyer testified last week in Norfolk on the education bill that we have been working on. He also attended another meeting in Broken Bow. Dr. Sutfin said we have been getting positive responses from the Legislation Education Committee during these times. He said we will also be testifying at the Lottery Fund hearing that is set for mid- November.
5. Strategic Planning was a great success. Dr. Sutfin appreciates all those that were able to attend. It was reaffirming to hear that our Mission is going to continue and that we have time to implement the current initiatives that we have going. One issue that was brought up during Strategic Planning that we will be looking at and discussing is the conversation that occurred regarding the PLP's. We will have more conversations concerning this issue in the up-coming months.

Board Comments:

Paul Meyer: Mr. Meyer received an email from a concerned citizen regarding the safety of students at Abbott Elementary when they are released from school and the adults that are in charge of directing traffic. The concern was that the adults in charge are not wearing the safety vests and therefore, it is difficult to see who is in charge. Mr. Meyer went to Abbott Elementary at the release of school today and found that the students were doing a fine job, but the traffic flow was not safe.

Mike Kennedy: Mr. Kennedy commented that Brian Begley's father passed away and to keep the family in your prayers.

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Linda Poole: Mrs. Poole also attended the NFUSSD conference in Kansas City from Sunday through Tuesday. The highlight of the conference was touring the schools and coming back with great ideas. Linda said they took four people from Papillion schools and it looks like Papillion will be joining the association as well. Mrs. Poole also attended Strategic Planning both days last week. She thanked the Board members and participants that attended. Mrs. Poole wished us luck with the Benchmark Conference being held here this week.

Dave Anderson: Mr. Anderson thanked Kim Saum-Mills and her team for their work in organizing and facilitating both days of Strategic Planning. He gave special thanks to the community members who took time out of their day to attend and to the Board student representatives who attended even though they had a couple of days off from school. Mr. Anderson said that comments from the students were appreciated. He also said it was nice to reaffirm that we are on track with the direction we are taking with the Strategic Plan.

Pat Ricketts: Mr. Ricketts said he echoes his fellow Board members comments. He mentioned this is the 25th anniversary of Strategic Planning in Millard. When asked what makes Millard different, he always leans towards the Strategic Plan. It is impressive to see where it started and where it is at today.

Kellie Ecklund, student representative from Millard West High School, Jordan Newsom, student representative from Millard South High School and Libby Baxter, student representative from Millard North High School, reported on the academic and athletic happenings at their respective schools.

Mr. Meyer commented he was concerned that as he was standing outside watching traffic at Abbott, no one stopped him to ask who he was.

Mike Kennedy pointed out that Allen Hager was in the audience. Mr. Hager is an elected representative from the Learning Community and also represents Millard.

New Business:

Mike Kennedy provided the second reading of Policy 4163. Motion by Mike Kennedy and seconded by Linda Poole to approve Policy 4163 – Human Resources – Remedial Action. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Dave Anderson provided the second reading of Policy 6200. Motion by Dave Anderson and seconded by Mike Kennedy to approve Policy 6200 – Curriculum, Instruction, and Assessment - Taught Curriculum – Instructional Delivery. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Rule 4163.1 – Human Resources – Remedial Action – Certificated Staff. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Mike Kennedy to approve Rule 4163.2 – Human Resources – Remedial Action – Non-Certificated Staff. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Rule 4163.3 – Human Resources – Remedial Action – Investigation/Procedure. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Rule 5110.1 – Student Services – K-12 Transfer of Students With-in the District. *Dave Anderson asked if it happens very often that a family moves out of a school but then wants to come back in. Bill Jelkin said this has happened a half a dozen times this year. Mr. Jelkin stated that the change in guidelines will be posted back on the website. It was also suggested that the change be communicated to the families via newsletter. Mr. Kennedy was concerned that students could not remain in a closed school if they moved.* Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Meyer. Voting against was: Mr. Kennedy. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the Guidelines for Option-Open Enrollment for the 2015-2016 School Year. Voting in favor of said motion was: Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve Policy 6200.1 – Curriculum, Instruction, and Assessment – Taught Curriculum – Instructional Delivery.

A motion was made on the approval of 6200.1 which was supposed to be after the next agenda item. It was decided to continue with the vote.

Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve the Guidelines for Within District Transfers for the 2015-2016 School Year. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the Retirement of Dolli, the Drug Dog, and the Transfer of Her Ownership. Voting in favor of said motion was: Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the NASB Resolution for the Whole Child. *Dave Anderson asked Dr. Sutfin if this resolution has been re-worded to fit the concerns that were expressed. Dr. Sutfin said that it had. Linda Poole asked if this resolution was similar to the one Lincoln has and again the answer was yes.* Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve the Schematic Designs for Willowdale Elementary. Mike Purdy with Purdy & Slack was available to address questions from the Board. Voting in favor of said motion was: Mr. Meyer, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson to approve the Schematic Designs for Disney Elementary. Mike Purdy with Purdy & Slack was available to address questions from the Board. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Mr. Ricketts requested that Executive Session be moved to after the reports.

Reports:

Quarterly Food Service Report: Bob Snowden stated that the Food Service Department is in the middle of an audit period right now and will not have this year's results until after November 15th. A question asked at the last Board

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meeting was, “would we ever consider opting out of the USDA program”? Mr. Snowden reported that right now, Millard receives about \$2.8 million from the federal government based on reimbursement rates, which is about 27% of our revenue. He said we also receive about \$700,000 a year in commodities. If we were to opt out, lunch prices would increase substantially. Mike Kennedy said we should think about taking suggestions to make the program better through the Legislative process. Mr. Snowden said that complaints have been minimal this year. The student representatives gave their input on the school lunch program at their respective schools.

Quarterly Investment Report: Ken Fossen reported that interest rates are not going anywhere and therefore, there is nothing to report.

Quarterly Operation and Maintenance Report: Bob Snowden stated it was a very trying summer for maintenance, custodial and grounds crews. He said he was very proud of these groups for their hard work getting buildings ready for the start of the school year. They are currently ending the mowing season and gearing up for snow removal. Dave Anderson told Mr. Snowden he was doing a great job and thanked him for his efforts.

Construction Report: Sampson: Dave Cavlovic was available to answer questions from Board members. Mr. Cavlovic reported on projects that are on-going and also the projects coming up this next summer.

Construction Report: Rockwell: Ed Rockwell’s report included 22 summer projects and 2 elementary additions. All projects included in this report total just under \$11 million. Mr. Rockwell is concerned about the Millard North High School swimming pool opening on time. He is currently working with the Activities Director at Millard North on a contingency plan if the pool project is delayed. The security project, Phase II B, is running behind schedule. Phase II A at the elementary schools is with a different contractor and is going well. Pat Ricketts raised a question on the replacement of the football field turf and Mr. Rockwell said he will be checking into that.

Learning Community Report: Dr. Sutfin said this is round two of discussions involving the Learning Community report and evaluation that is being completed by the Learning Community Superintendents. He explained to the Board members the way this report will work. There are ten different categories that will be presented under the report and the Board members will need to take action on each of these ten different items. As action is taken on each of the items, Dr. Sutfin will submit the results back to the Learning Community Superintendents. This will be incorporated into a final report which will be submitted to the Education Committee in November.

Dr. Sutfin read a report he had put together after the last Board meeting which included Board members’ input. Discussions will continue.

Future Agenda Items/Board Calendar:

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2. Committee of the Whole Meeting on Monday, November 10, 2014 at 6:00 p.m. at the Don Stroh Administration Center
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4. Board of Education Meeting on Monday, December 1, 2014 at 6:00 p.m. at the Don Stroh Administration Center
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11. Board of Education Meeting on Monday, January 19, 2015 at 6:00 p.m. at the Don Stroh Administration Center

At 7:38 p.m. Pat Ricketts said the Board will go into Executive Session. Motion was made by Linda Poole and seconded by Paul Meyer to go into Executive Session. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Pat Ricketts announced the Board would go into Executive Session at 7:38 p.m.

A motion was made by Mike Kennedy and seconded by Dave Anderson to come out of Executive Session at 8:05 p.m. Voting in favor was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Secretary, Mike Kennedy



Millard Public Schools

November 3, 2014

Millard Public Schools Check Register Prepared for the Board Meeting for
Nov 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	417477	10/16/2014	135692	AMERICAN COUNCIL ON THE TEACHING	\$630.00
	417478	10/16/2014	108436	COX COMMUNICATIONS INC	\$25,446.06
	417479	10/16/2014	100966	GREATER OMAHA LEAGUE OF DEBATE	\$100.00
	417480	10/16/2014	130770	HOLIDAY INN EXPRESS	\$99.95
	417481	10/16/2014	132854	NATIONAL SAFETY COUNCIL	\$575.00
	417482	10/16/2014	100630	NEBRASKA HIGH SCHOOL PRESS ASSN	\$115.00
	417483	10/16/2014	132292	NEBRASKA STATE THESPIAN SOCIETY	\$400.00
	417484	10/16/2014	107732	BRIAN L NELSON	\$200.00
	417487	10/16/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$198.00
	417488	10/16/2014	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$12,524.80
	417489	10/16/2014	138505	DANIEL P WOOTTON	\$62.50
	417491	10/23/2014	011651	AMERICAN EXPRESS	\$3,957.17
	417492	10/23/2014	140490	GREATER NEBRASKA SCHOOLS ASSOCIATIO	\$1,000.00
	417494	10/23/2014	133397	HY-VEE INC	\$44.25
	417495	10/23/2014	132115	PETTY CASH/YAP	\$66.20
	417496	10/23/2014	100642	REALLY GOOD STUFF INC	\$70.91
	417499	11/03/2014	139938	AAA LOCATING INC	\$150.00
	417500	11/03/2014	010036	PREISTER INC	\$17.00
	417501	11/03/2014	131632	AC AWARDS INC	\$360.00
	417503	11/03/2014	133402	KAREN ADAMS	\$47.77
	417504	11/03/2014	102832	ADVANCED OFFICE INTERIORS CORP	\$29.33
	417505	11/03/2014	139412	ERIN AGUIRRE	\$43.96
	417506	11/03/2014	108351	AIRGAS INC	\$390.28
	417507	11/03/2014	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$715.00
	417509	11/03/2014	010946	JEFFREY ALFREY	\$20.00
	417510	11/03/2014	136659	ALL CREATURES VETERINARY CLINIC	\$119.82
	417512	11/03/2014	107651	AMAZON.COM INC	\$3,761.81
	417513	11/03/2014	097090	AMERICAN BOILER COMPANY	\$6,311.60
	417516	11/03/2014	138548	DANIELLE ANDERSON	\$83.16
	417517	11/03/2014	131265	JILL ANDERSON	\$136.08
	417518	11/03/2014	139224	SCANDIUM INC	\$777.96
	417519	11/03/2014	138550	ANDERSON	\$75.49

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01	417529	11/03/2014	135991	BAKER DISTRIBUTING CO LLC	\$7,726.10
	417531	11/03/2014	137482	KRISTINA BAMESBERGER	\$26.21
	417532	11/03/2014	017908	REX BARKER	\$402.19
	417533	11/03/2014	099646	BARNES AND NOBLE BOOKSTORE	\$1,419.25
	417535	11/03/2014	017877	CYNTHIA BARR-MCNAIR	\$274.06
	417536	11/03/2014	107979	LORI BARTELS	\$73.70
	417537	11/03/2014	099749	BAUDVILLE INC	\$200.50
	417538	11/03/2014	138054	BAXTER FORD INC	\$2,430.01
	417539	11/03/2014	134584	MARY BAYNE	\$103.40
	417541	11/03/2014	135223	AARON BEARINGER	\$204.70
	417542	11/03/2014	140493	EMILY BECKER	\$150.00
	417543	11/03/2014	134873	JOHN BECKER	\$85.96
	417544	11/03/2014	139783	LYNNE H BECKER	\$1,958.32
	417545	11/03/2014	139857	ROBERT BECKER	\$29.74
	417546	11/03/2014	107540	BRIAN BEGLEY	\$111.44
	417547	11/03/2014	139889	DARLA BELL	\$152.88
	417548	11/03/2014	102860	BENIK CORP.	\$68.00
	417550	11/03/2014	134884	JULIE BERGSTROM	\$34.32
	417551	11/03/2014	138414	PAULA BETZOLD	\$361.45
	417552	11/03/2014	134945	NOLAN BEYER	\$211.12
	417554	11/03/2014	019111	BISHOP BUSINESS EQUIPMENT	\$2,352.38
	417555	11/03/2014	139321	BIZCO INC	\$436.00
	417556	11/03/2014	099220	DICK BLICK CO	\$2,054.82
	417557	11/03/2014	134478	TIFFANY BOCK SMITH	\$71.12
	417558	11/03/2014	139344	DOUGLAS BOGATZ	\$116.37
	417559	11/03/2014	130899	KIMBERLY BOLAN	\$218.96
	417561	11/03/2014	102043	IMAGINE NATION BOOKS LTD	\$72.00
	417564	11/03/2014	019559	BOUND TO STAY BOUND BOOKS INC	\$5,024.32
	417565	11/03/2014	132888	MICHELLE BOYD	\$53.68
	417566	11/03/2014	137805	MICHELLE BRADY	\$33.04
	417568	11/03/2014	139890	DOUGLAS BREITER	\$69.83
	417570	11/03/2014	130576	PAMELA BRENNAN	\$187.60

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01	417578	11/03/2014	137791	JAMES R MINOR	\$200.00
	417579	11/03/2014	140156	CAMBIUM DATA INC	\$1,160.50
	417580	11/03/2014	106806	ELIZABETH CAREY	\$25.48
	417581	11/03/2014	139505	DANIEL CARLSON	\$125.00
	417582	11/03/2014	108026	CATHERINE CARRINGTON	\$12.35
	417583	11/03/2014	132428	JENNIFER CARSON	\$72.80
	417584	11/03/2014	131158	CURTIS CASE	\$801.71
	417586	11/03/2014	133970	CCS PRESENTATION SYSTEMS	\$7,372.96
	417587	11/03/2014	133589	CDW GOVERNMENT, INC.	\$5,157.74
	417588	11/03/2014	065420	CENTRAL MIDDLE SCHOOL	\$1,199.70
	417589	11/03/2014	138613	CENTRAL SALES INC	\$550.50
	417590	11/03/2014	135648	SUSAN CHADWICK	\$43.68
	417591	11/03/2014	134043	MALCOLM CHAI	\$350.56
	417592	11/03/2014	132271	ERIK CHAUSSEE	\$94.64
	417593	11/03/2014	024445	MARK CHAVEZ	\$98.56
	417594	11/03/2014	140353	KAYLA CHILDRESS	\$9.62
	417595	11/03/2014	140058	KATIE CHRAMOSTA	\$222.00
	417597	11/03/2014	140321	NICOLE CHRISTY	\$80.00
	417598	11/03/2014	099222	SCHOOL SPECIALTY INC	\$377.60
	417599	11/03/2014	130246	KATHLEEN CLIFFORD	\$51.98
	417600	11/03/2014	131135	PATRICIA CLIFTON	\$30.35
	417601	11/03/2014	137013	NANCY COLE	\$146.38
	417602	11/03/2014	022701	SHARON COMISAR-LANGDON	\$61.04
	417603	11/03/2014	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$795.00
	417604	11/03/2014	139891	MARY CONNELL	\$58.97
	417606	11/03/2014	026057	CONTROL MASTERS INC	\$226.42
	417607	11/03/2014	136518	JANET COOK	\$306.10
	417608	11/03/2014	140491	JACQUELINE CORDELL	\$6.42
	417610	11/03/2014	108436	COX COMMUNICATIONS INC	\$78.89
	417611	11/03/2014	017611	ANGELA CRAFT	\$31.92
	417612	11/03/2014	139034	CRAIG RESOURCES INC	\$12,780.60
	417613	11/03/2014	140445	CREATE FOUNDATION	\$442.41

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01	417621	11/03/2014	140492	VIRGINIA CURTISS	\$98.00
	417622	11/03/2014	130731	D & D COMMUNICATIONS	\$85.16
	417623	11/03/2014	032050	D B NEBRASKA SERVICE CO.	\$3,500.00
	417624	11/03/2014	131483	JANET DAHLGAARD	\$44.36
	417625	11/03/2014	132671	JEAN DAIGLE	\$94.64
	417626	11/03/2014	134751	ANGELA DAIGLE	\$82.77
	417627	11/03/2014	131003	DAILY RECORD	\$59.08
	417629	11/03/2014	138477	MIDWEST HARDWOODS	\$111.66
	417630	11/03/2014	138306	STACY DARNOLD	\$110.43
	417631	11/03/2014	136391	JEROME DARTMANN	\$50.00
	417632	11/03/2014	140440	DATASHIELD CORPORATION	\$1,244.79
	417633	11/03/2014	134777	KATHY DEBOER	\$166.00
	417634	11/03/2014	032490	DECA IMAGES	\$140.00
	417635	11/03/2014	032497	CHERYL DECKER	\$112.56
	417636	11/03/2014	099249	DELTA EDUCATION LLC	\$3,672.94
	417637	11/03/2014	032800	DEMCO INC	\$605.89
	417638	11/03/2014	136316	EVA DENTON	\$37.13
	417639	11/03/2014	137331	BASTIAN DERICHS	\$68.99
	417640	11/03/2014	136181	MARY DICKERSON	\$169.25
	417641	11/03/2014	033466	DIDAX INC	\$336.00
	417643	11/03/2014	033473	DIETZE MUSIC HOUSE INC	\$3,751.84
	417645	11/03/2014	132669	DIGITAL DOT SYSTEMS INC	\$1,005.00
	417646	11/03/2014	136179	DIGITAL EXPRESS INC	\$2,211.10
	417650	11/03/2014	135373	LINDA DONOHUE	\$15.12
	417651	11/03/2014	139349	TERRIN DORATHY	\$30.91
	417657	11/03/2014	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$919,547.00
	417658	11/03/2014	138848	ERIN DOWNS	\$111.44
	417659	11/03/2014	099628	DRAMATIC PUBLISHING	\$511.80
	417660	11/03/2014	132106	GREGORY DUNN	\$85.44
	417661	11/03/2014	139189	DXP ENTERPRISES INC	\$69.92
	417662	11/03/2014	100951	DYNA-KLEEN SERVICES INC	\$475.00
	417664	11/03/2014	138426	KELLY EALY	\$75.66

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01	417673	11/03/2014	037525	EDUCATIONAL SERVICE UNIT #3	\$110,774.23
	417674	11/03/2014	037900	DELTA EDUCATION LLC	\$339.08
	417677	11/03/2014	139892	ERIN EHLY	\$45.30
	417678	11/03/2014	133823	REBECCA EHRHORN	\$357.62
	417679	11/03/2014	038100	ELECTRICAL ENGINEERING & EQPT CO	\$1,413.76
	417680	11/03/2014	038140	ELECTRONIC SOUND INC.	\$3,993.52
	417682	11/03/2014	131416	SHARON EPSTEIN	\$176.00
	417683	11/03/2014	135360	PAMELA ERIXON	\$44.80
	417684	11/03/2014	109066	TED ESSER	\$145.54
	417685	11/03/2014	139198	ETC MONTESSORI LLC	\$280.00
	417686	11/03/2014	137683	KATHRYN ETZELMILLER	\$57.74
	417687	11/03/2014	137950	MICHAEL ETZELMILLER	\$129.92
	417689	11/03/2014	134861	TARA FABIAN	\$132.22
	417690	11/03/2014	137997	FALEWITCH CONSTRUCTION SVCS INC	\$165.16
	417691	11/03/2014	131927	RLB ENTERPRISE LLC	\$376.59
	417692	11/03/2014	132699	FATHER FLANAGANS BOYS HOME	\$110.00
	417693	11/03/2014	139472	MATTHEW FEDDE	\$16.35
	417694	11/03/2014	056724	FEDEX OFFICE AND PRINT SERVICES INC	\$36.00
	417695	11/03/2014	136377	FEINER SUPPLY CO	\$742.50
	417696	11/03/2014	131826	ALICIA FEIST	\$33.71
	417697	11/03/2014	040470	MARK FELDHAUSEN	\$244.20
	417698	11/03/2014	040537	FERGUSON ENTERPRISES INC	\$422.29
	417699	11/03/2014	137016	ANGELA FERGUSON	\$80.42
	417700	11/03/2014	132845	JODI FIDONE	\$58.28
	417701	11/03/2014	133919	FILTER SHOP INC	\$2,898.97
	417703	11/03/2014	139441	CHARLES V FISHER	\$125.00
	417705	11/03/2014	041100	FOLLETT SCHOOL SOLUTIONS INC	\$11,363.49
	417707	11/03/2014	041146	KENNETH FOSSEN	\$101.02
	417708	11/03/2014	134577	PATRICK R FOSTER	\$238.75
	417709	11/03/2014	135793	FREMONT INDUSTRIES INC	\$439.35
	417710	11/03/2014	041530	DELTA EDUCATION LLC	\$40.50
	417711	11/03/2014	136317	KELLY FREY	\$19.04

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01	417719	11/03/2014	137543	MEGAN GEERTS	\$50.23
	417720	11/03/2014	139894	TRICIA GILLET	\$71.59
	417721	11/03/2014	106660	GLASSMASTERS INC	\$5,231.42
	417722	11/03/2014	139308	SUSAN GOLDSBERRY	\$40.43
	417723	11/03/2014	044886	GOODWILL INDUSTRIES INC	\$1,722.00
	417725	11/03/2014	132152	GOVCONNECTION INC	\$2,021.06
	417726	11/03/2014	044950	GRAINGER INDUSTRIAL SUPPLY	\$891.44
	417727	11/03/2014	139949	GRAPHIC TECHNOLOGIES INC	\$65.00
	417728	11/03/2014	134623	BRENDA GRAUMANN	\$21.90
	417730	11/03/2014	138998	PETER GRIMES	\$29.49
	417731	11/03/2014	136046	JODI GROSSE	\$93.35
	417732	11/03/2014	130084	LISA GROTH	\$149.99
	417733	11/03/2014	135199	LISA GUSTIN	\$126.67
	417734	11/03/2014	138870	SARAH HAEFNER	\$26.21
	417735	11/03/2014	059223	HAL LEONARD CORPORATION	\$7.48
	417736	11/03/2014	134436	MICHELLE HALL	\$81.20
	417737	11/03/2014	045354	CYNTHIA HAMILTON	\$47.10
	417738	11/03/2014	101931	HANCOCK FABRICS	\$130.76
	417740	11/03/2014	047853	HAPPY CAB COMPANY INC	\$31,972.57
	417742	11/03/2014	F03042	HARRIS COMPUTER CORP	\$302.14
	417743	11/03/2014	107600	MARTI HARRIS	\$96.11
	417744	11/03/2014	135821	LESLEY HARRISON-ROLAND	\$35.28
	417745	11/03/2014	136458	JEAN HASTINGS	\$55.78
	417747	11/03/2014	132489	CHARLES HAYES	\$76.16
	417748	11/03/2014	140495	PAUL HAYES	\$100.00
	417749	11/03/2014	139347	CHERYL HEADLEY	\$103.60
	417751	11/03/2014	048475	HEARTLAND FOUNDATION	\$3,135.00
	417752	11/03/2014	108273	MARGARET HEBENSTREIT PT	\$129.36
	417754	11/03/2014	048517	GREENWOOD PUBLISHING GROUP INC	\$486.00
	417755	11/03/2014	048555	DAVID OLSZEWSKI	\$3,160.06
	417756	11/03/2014	108478	DAVID HEMPHILL	\$28.90
	417757	11/03/2014	132423	HEWLETT PACKARD CO	\$8,677.63

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01	417766	11/03/2014	139302	SHAWN HOPPES	\$89.00
	417767	11/03/2014	132592	WILLIAM SPRAGUE, JR.	\$122.36
	417768	11/03/2014	137943	STACY HORSHAM	\$279.38
	417769	11/03/2014	132531	TERRY HOULTON	\$15.10
	417770	11/03/2014	101533	DIANE HOWARD	\$38.81
	417772	11/03/2014	132146	HSMC ORIZON LLC	\$13,650.00
	417774	11/03/2014	134807	MONICA HUTFLES	\$105.50
	417775	11/03/2014	049844	HYDRONIC ENERGY INC	\$15,246.45
	417776	11/03/2014	132128	MEGAN HYLOK	\$53.19
	417777	11/03/2014	133397	HY-VEE INC	\$497.35
	417778	11/03/2014	135004	HY-VEE INC	\$289.58
	417779	11/03/2014	049851	HY-VEE INC	\$1,680.01
	417780	11/03/2014	049850	HY-VEE INC	\$10.09
	417781	11/03/2014	051573	POPCO INC	\$96.45
	417782	11/03/2014	137804	IDEAS UNLIMITED SEMINARS INC	\$398.00
	417783	11/03/2014	136349	SCOTT INGWERSON	\$37.41
	417784	11/03/2014	139348	DANIEL INNES	\$26.99
	417786	11/03/2014	100928	J W PEPPER & SON INC.	\$1,103.14
	417787	11/03/2014	136314	KORRINDA JAMIESON	\$195.94
	417788	11/03/2014	131157	CHRISTINE JANOVEC-POEHLMAN	\$122.58
	417789	11/03/2014	136953	JSDO 1 LLC	\$1,356.95
	417790	11/03/2014	135735	GEORGE JELKIN	\$49.43
	417791	11/03/2014	133037	JENSEN TIRE COMPANY	\$159.24
	417793	11/03/2014	138845	KRISTIN JOHN	\$78.40
	417794	11/03/2014	130994	JOHNSON CONTROLS INC	\$3,356.45
	417795	11/03/2014	139350	BRANDON JOHNSTON	\$59.70
	417796	11/03/2014	140228	COLIN JOHNSTON	\$40.21
	417797	11/03/2014	059573	NANCY JOHNSTON	\$61.32
	417798	11/03/2014	054630	JOHNSTONE SUPPLY	\$219.10
	417799	11/03/2014	140074	JOURNEYED.COM INC	\$118,950.59
	417800	11/03/2014	139895	TERESA KAELEN	\$67.14
	417801	11/03/2014	137214	DAVID KAHM	\$100.00

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01	417808	11/03/2014	134801	JULIE KEMP	\$39.09
	417810	11/03/2014	131177	ANDREA KIDD	\$55.52
	417811	11/03/2014	138421	LYNDMILA N KING	\$44.40
	417812	11/03/2014	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	\$200.00
	417813	11/03/2014	139301	REBECCA KLEEMAN WEYANT	\$46.32
	417814	11/03/2014	140514	CAROLE KNIGHT	\$32.10
	417815	11/03/2014	135946	LARISSA KNUDSON	\$87.86
	417816	11/03/2014	138846	ELIZABETH KOCIS	\$32.65
	417820	11/03/2014	136285	MICHELLE KRAFT	\$31.36
	417821	11/03/2014	139145	MEDIMEDIA USA INC	\$32.95
	417822	11/03/2014	140330	MOLLY KRATZ	\$119.00
	417825	11/03/2014	133923	KUBAT PHARMACY/HEALTHCARE	\$5,295.00
	417826	11/03/2014	137385	JOSEPH KUEHL	\$144.31
	417827	11/03/2014	132934	VICTORIA KYROS	\$28.45
	417828	11/03/2014	137010	CHRISTINA LAGRONE	\$131.38
	417829	11/03/2014	099217	LAKESHORE LEARNING MATERIALS	\$188.50
	417830	11/03/2014	139127	DIANE WATKINS LAMB	\$14.93
	417833	11/03/2014	135257	LANGUAGE LINE SERVICES INC	\$311.07
	417834	11/03/2014	135688	DENISE LARSON	\$44.80
	417835	11/03/2014	102491	LARUE DISTRIBUTING INC	\$927.18
	417836	11/03/2014	135156	LAWSON PRODUCTS INC	\$1,117.40
	417839	11/03/2014	139896	MICHELLE LEENERTS	\$156.80
	417840	11/03/2014	108450	JACEN LEFHOLTZ	\$122.08
	417841	11/03/2014	140498	SHEILA LEHMAN	\$100.00
	417842	11/03/2014	059470	LIEN TERMITE & PEST CONTROL INC	\$959.00
	417843	11/03/2014	140456	THE LINCOLN ELECTRIC CO	\$1,660.32
	417845	11/03/2014	059560	MATHESON TRI-GAS INC	\$1,088.01
	417846	11/03/2014	136315	COURTNEY LOHRENZ	\$26.66
	417847	11/03/2014	139414	CHRISTOPHER LOOFE	\$2,020.66
	417848	11/03/2014	131397	LOWE'S HOME CENTERS INC	\$779.24
	417849	11/03/2014	057770	LRP PUBLICATIONS INC	\$478.00
	417850	11/03/2014	060125	LUCKS MUSIC LIBRARY INC	\$25.16

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01	417858	11/03/2014	133201	DAWN MARTEN	\$67.56
	417859	11/03/2014	108052	MAX I WALKER	\$1,287.77
	417860	11/03/2014	108227	MAX'S BODY SHOP INC	\$499.40
	417861	11/03/2014	140507	ALEXA MAZUR	\$28.73
	417863	11/03/2014	139923	MCGLADREY LLP	\$432.00
	417864	11/03/2014	140110	GEORGIA HOLDINGS INC	\$40,021.59
	417865	11/03/2014	137014	RYE MCINTOSH	\$152.16
	417866	11/03/2014	064260	MECHANICAL SALES INC.	\$280.50
	417867	11/03/2014	121126	PATRICIA MEEKER	\$53.76
	417868	11/03/2014	133998	SUZANNE MELLIGER	\$288.55
	417869	11/03/2014	064413	MENARDS INC (OMAHA)	\$38.13
	417870	11/03/2014	139979	MENARDS INC	\$399.06
	417871	11/03/2014	106393	WALTER MERTZ	\$64.91
	417872	11/03/2014	064600	METAL DOORS & HARDWARE COMPANY INC	\$3,686.00
	417875	11/03/2014	133403	AMERICAN NATIONAL BANK	\$11,658.50
	417876	11/03/2014	140441	KIM MEYER	\$40.00
	417878	11/03/2014	102870	MIDLAND COMPUTER INC	\$1,259.38
	417879	11/03/2014	064950	MIDWEST METAL WORKS INC	\$1,630.00
	417880	11/03/2014	131899	MIDWEST STORAGE SOLUTIONS	\$482.80
	417881	11/03/2014	065382	MILLARD LIONS CLUB	\$1,120.00
	417882	11/03/2014	065400	MILLARD LUMBER INC	\$85.12
	417883	11/03/2014	131328	MILLER ELECTRIC COMPANY	\$7,487.00
	417884	11/03/2014	135388	ANNE MILLER	\$52.75
	417885	11/03/2014	132412	SANDRA MILLER	\$60.03
	417886	11/03/2014	139112	SOCIALMENTUM LLC	\$500.00
	417888	11/03/2014	065844	LEAGUE OF HUMAN DIGNITY INC	\$85.00
	417889	11/03/2014	139933	ADAM MOHNING	\$102.16
	417892	11/03/2014	132491	DONITA MOSEMAN	\$36.68
	417893	11/03/2014	063150	MSC INDUSTRIAL SUPPLY CO	\$824.13
	417894	11/03/2014	107539	MUELLER ROBAK LLC	\$12,500.00
	417895	11/03/2014	137052	DEVONYE MULLINS	\$75.66
	417896	11/03/2014	067000	NASCO	\$94.86

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01	417904	11/03/2014	068414	NEBRASKA COUNCIL OF SCHOOL ATTORNEY	\$155.00
	417906	11/03/2014	136532	NEBRASKA LUTHERAN OUTDR MINISTRIES	\$2,422.08
	417907	11/03/2014	130789	NEBRASKA SCHOOL PSYCHOLOGISTS ASSN	\$720.00
	417908	11/03/2014	068684	NEBRASKA SCIENTIFIC	\$101.20
	417909	11/03/2014	133989	NEBRASKA WORKFORCE DEVELOPMENT	\$280.00
	417910	11/03/2014	131083	R NETH	\$166.00
	417911	11/03/2014	109843	NEXTEL PARTNERS INC	\$4,868.89
	417914	11/03/2014	107905	MELINDA NOLLER	\$32.09
	417915	11/03/2014	130091	NORTH MIDDLE SCHOOL	\$1,410.20
	417917	11/03/2014	050042	ANNE OETH	\$181.44
	417921	11/03/2014	100013	OFFICE DEPOT 84133510	\$11,340.49
	417922	11/03/2014	070245	OHARCO DISTRIBUTORS	\$1,174.03
	417923	11/03/2014	132778	MELANIE OLSON	\$96.82
	417925	11/03/2014	134725	OMAHA CASING CO INC	\$400.00
	417927	11/03/2014	070700	OMAHA PAPER COMPANY INC.	\$566.00
	417929	11/03/2014	071050	OMAHA WORLD HERALD	\$566.74
	417930	11/03/2014	071053	OMAHA WORLD HERALD (EDUC)	\$432.00
	417931	11/03/2014	133850	ONE SOURCE	\$2,713.25
	417932	11/03/2014	071138	ORIENTAL TRADING COMPANY	\$236.00
	417934	11/03/2014	138662	KELLY OSTRAND	\$18.81
	417935	11/03/2014	107193	OTIS ELEVATOR COMPANY	\$788.00
	417936	11/03/2014	133368	KELLY O'TOOLE	\$48.16
	417937	11/03/2014	071190	OVERHEAD DOOR COMPANY OMAHA	\$178.00
	417938	11/03/2014	134428	ELIZABETH PACHTA	\$116.93
	417940	11/03/2014	071545	PAPER CORPORATION	\$20,563.20
	417941	11/03/2014	134636	JANIE PAPP	\$66.08
	417942	11/03/2014	140499	PARLANT TECHNOLOGY INC	\$29,900.00
	417943	11/03/2014	137015	GEORGE PARKER	\$47.88
	417944	11/03/2014	132006	ANDREA PARSONS	\$103.60
	417945	11/03/2014	099244	PASCO SCIENTIFIC	\$163.00
	417946	11/03/2014	071850	PAXTON/PATTERSON LLC	\$122.30
	417947	11/03/2014	071891	PAYELEX SYSTEMS USA INC	\$5,034.00

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01	417954	11/03/2014	140422	AMY PETRICEK	\$102.96
	417955	11/03/2014	132751	BETH PFEIFFER	\$26.88
	417956	11/03/2014	133390	HEATHER PHIPPS	\$269.46
	417957	11/03/2014	130721	MARY PILLE	\$106.68
	417958	11/03/2014	137722	ANDREW PINKALL	\$58.80
	417959	11/03/2014	139940	CA ENTERPRISES INC	\$412.54
	417960	11/03/2014	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	417961	11/03/2014	072760	PITSCO INC	\$257.58
	417962	11/03/2014	072785	PLANK ROAD PUBLISHING INC	\$262.82
	417963	11/03/2014	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	\$1,331.10
	417964	11/03/2014	138907	PLIBRICO COMPANY LLC	\$484.00
	417965	11/03/2014	139899	JENNIFER POLLOCK	\$73.14
	417967	11/03/2014	131835	PRAIRIE MECHANICAL CORP	\$3,005.55
	417968	11/03/2014	109845	CHRISTINA PREUSS	\$128.58
	417970	11/03/2014	073427	PRO-ED INC	\$2,803.40
	417971	11/03/2014	073610	CRABER GBF INC	\$447.00
	417972	11/03/2014	138656	PROJECT LEAD THE WAY INC	\$75.00
	417973	11/03/2014	132713	PROTEX CENTRAL INC	\$216.60
	417975	11/03/2014	137779	JARDINE QUALITY IRRIGATION INC	\$3,011.09
	417976	11/03/2014	078390	RM ACQUISITION LLC	\$439.00
	417977	11/03/2014	140511	FAITH RASMUSSEN	\$17.08
	417978	11/03/2014	078420	RAWSON & SONS ROOFING, INC.	\$42,615.00
	417979	11/03/2014	109810	BETHANY RAY	\$150.08
	417980	11/03/2014	106725	RD FITNESS SERVICE	\$760.00
	417981	11/03/2014	102568	READ NATURALLY	\$851.40
	417982	11/03/2014	134073	CARLA REAL	\$60.27
	417983	11/03/2014	100389	REALITYWORKS INC	\$165.00
	417984	11/03/2014	135690	DEIDRE REEH	\$41.94
	417985	11/03/2014	078760	REGAL AWARDS, INC.	\$561.00
	417986	11/03/2014	134858	JENNIFER REID	\$28.00
	417987	11/03/2014	140465	JULIE REINEKE	\$38.81
	417988	11/03/2014	133770	DIANE REINERS	\$35.28

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01	417996	11/03/2014	134081	EILEEN RONCI	\$210.56
	417997	11/03/2014	079440	ROSENBAUM ELECTRIC INC	\$5,546.45
	417998	11/03/2014	072286	JEAN RUCHTI	\$145.04
	417999	11/03/2014	136135	GINA RUDLOFF	\$202.00
	418000	11/03/2014	131615	RUSSELL MIDDLE SCHOOL	\$42.00
	418003	11/03/2014	081695	VWR INTERNATIONAL LLC	\$156.30
	418004	11/03/2014	081725	KIMBERLEY SAUM-MILLS	\$46.37
	418005	11/03/2014	133389	RYAN SAUNDERS	\$73.38
	418006	11/03/2014	131353	HARLAND TECHNOLOGY SERVICES	\$8,806.00
	418007	11/03/2014	109806	BRENT SCHADE	\$47.82
	418008	11/03/2014	139279	SCHIMBERG COMPANY	\$383.94
	418011	11/03/2014	137012	SHELLEY SCHMITZ	\$68.71
	418012	11/03/2014	082100	SCHOLASTIC INC	\$1,770.00
	418013	11/03/2014	082140	SCHOLASTIC MAGAZINES	\$1,099.34
	418014	11/03/2014	140078	BARB SCHOLTZ	\$32.02
	418015	11/03/2014	082200	SCHOOL HEALTH CORPORATION	\$1,211.62
	418016	11/03/2014	082350	SCHOOL SPECIALTY INC	\$43.64
	418017	11/03/2014	136098	SCHOOLDUDE.COM INC	\$10,176.32
	418019	11/03/2014	134567	KAYE SCHWEIGERT	\$105.67
	418020	11/03/2014	139827	MATTHEW SCOTT	\$67.58
	418021	11/03/2014	082905	KIMBERLY SECORA	\$37.35
	418022	11/03/2014	108161	STAN SEGAL	\$112.45
	418023	11/03/2014	138267	NATHAN SEGGERMAN	\$9.48
	418024	11/03/2014	082920	MARTI SEIBERLING	\$20.65
	418025	11/03/2014	082941	KELLY SELTING	\$120.40
	418026	11/03/2014	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$83,475.00
	418027	11/03/2014	136754	CCT ENTERPRISES LLC	\$107.30
	418028	11/03/2014	011241	SOCIETY OF HEALTH & PHYSICAL ED	\$135.00
	418029	11/03/2014	109800	AMY SHATTUCK	\$157.36
	418030	11/03/2014	137697	LARIA SHEA	\$158.65
	418031	11/03/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$604.46
	418032	11/03/2014	083188	SHEELER EQUIPMENT SALES, INC	\$7,671.74

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01	418041	11/03/2014	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$1,330.20
	418042	11/03/2014	130255	SOUTHPAW ENTERPRISES INC	\$1,432.92
	418043	11/03/2014	102524	SPALDING EDUCATION INTERNATIONAL	\$77.00
	418044	11/03/2014	101378	STAFF DEVELOPMENT FOR EDUCATORS	\$220.00
	418046	11/03/2014	137481	STAPLES CONTRACT & COMMERCIAL INC	\$737.70
	418048	11/03/2014	068801	STATE OF NEBRASKA	\$22,360.62
	418049	11/03/2014	084491	TRACY STAUFFER	\$114.80
	418052	11/03/2014	139843	STUDENT TRANSPORATION NEBRASKA INC	\$184,895.77
	418053	11/03/2014	109822	BRAD SULLIVAN	\$246.40
	418054	11/03/2014	139416	SUPERSCOPE TECHNOLOGIES INC	\$185.00
	418055	11/03/2014	130911	SWANDA BUSINESS FORMS	\$1,555.00
	418056	11/03/2014	137011	CARRIE SWANEY	\$182.00
	418057	11/03/2014	132191	TRINA SWITZER	\$94.12
	418058	11/03/2014	140444	SATARI, INC	\$269.10
	418059	11/03/2014	099302	SYSCO LINCOLN INC	\$682.25
	418060	11/03/2014	133300	TALX UC EXPRESS	\$737.00
	418061	11/03/2014	088654	TARGET	\$117.74
	418062	11/03/2014	101257	TEACHERS' CURRICULUM INSTITUTE	\$7,027.50
	418063	11/03/2014	109041	AMERICAN EAGLE COMPANY INC	\$138.81
	418064	11/03/2014	136500	TED E BEAR HOLLOW INC	\$75.00
	418067	11/03/2014	140513	ANNA THOMA	\$54.60
	418068	11/03/2014	136381	ANNETTE THOMAS	\$7.62
	418069	11/03/2014	136300	THREE B'S SAW & TOOL INC	\$171.70
	418070	11/03/2014	135006	STEVE THRONE	\$177.64
	418071	11/03/2014	099272	TI MEDIA SOLUTIONS INC	\$497.50
	418072	11/03/2014	136578	PEGGI TOMLINSON	\$35.95
	418073	11/03/2014	106807	JEAN TOOHER	\$122.76
	418074	11/03/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$5,100.72
	418075	11/03/2014	131446	TOSHIBA AMERICA INFO SYS INC	\$3,401.50
	418076	11/03/2014	089574	TOTAL MARKETING INC	\$300.00
	418077	11/03/2014	106364	TRANE US INC	\$1,878.31
	418078	11/03/2014	107719	KIMBERLY TRISLER	\$48.72

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01	418087	11/03/2014	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$60.00
	418088	11/03/2014	139797	US BANK NATIONAL ASSOCIATION	\$9,705.00
	418091	11/03/2014	140504	SARAH VALASEK	\$97.98
	418092	11/03/2014	091040	VAL LTD	\$85.35
	418093	11/03/2014	138046	AUTO LUBE INC	\$344.87
	418094	11/03/2014	134230	REBECCA VAN METER	\$30.13
	418095	11/03/2014	140084	ALLY VARNER	\$19.21
	418096	11/03/2014	083340	VERNE SIMMONDS COMPANY	\$74.75
	418097	11/03/2014	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$87.00
	418098	11/03/2014	138328	VEX ROBOTICS INC	\$697.97
	418099	11/03/2014	138759	VIA INC	\$2,886.29
	418100	11/03/2014	092323	VIRCO INC	\$2,061.60
	418101	11/03/2014	093008	BARBARA WALLER	\$116.73
	418102	11/03/2014	131112	LINDA WALTERS	\$51.13
	418104	11/03/2014	093650	VWR INTERNATIONAL LLC	\$2,387.57
	418105	11/03/2014	093765	WATER ENGINEERING, INC.	\$1,150.80
	418106	11/03/2014	135746	NICOLE WEIDEMAN	\$33.15
	418107	11/03/2014	094174	WEST MUSIC CO INC	\$487.08
	418108	11/03/2014	094245	WESTLAKE ACE HARDWARE INC	\$575.55
	418109	11/03/2014	094653	WESTSIDE COMMUNITY CONFERENCE CTR	\$582.02
	418110	11/03/2014	136909	WHEELER CONTRACTING INC	\$600.00
	418111	11/03/2014	139932	WILLIAM WHISTON	\$109.00
	418113	11/03/2014	137878	WHITE WOLF WEB PRINTERS INC	\$480.00
	418114	11/03/2014	137485	WENDY WIGHT	\$117.00
	418115	11/03/2014	138243	NANCY WILLIAMS	\$57.12
	418116	11/03/2014	136322	TAMARA WILLIAMS	\$35.84
	418117	11/03/2014	139463	TAMARA WILT	\$57.46
	418118	11/03/2014	137180	LAURA WIRTH	\$43.85
	418119	11/03/2014	139968	RONALD STEVEN CONIGLIO	\$759.80
	418120	11/03/2014	095355	WOODWORKERS SUPPLY, INC.	\$138.59
	418122	11/03/2014	136399	WORLDWIDE TICKET & LABEL INC	\$490.11
	418123	11/03/2014	095491	GLEN WRAGGE	\$266.22

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01	418130	11/03/2014	135647	LACHELLE ZUHLKE	\$46.65
01 - Total					\$2,194,988.73
02	244703	11/03/2014	139546	JARED A MCCURRY	\$250.20
	244704	11/03/2014	109843	NEXTEL PARTNERS INC	\$133.94
	244705	11/03/2014	100013	OFFICE DEPOT 84133510	\$2,382.17
	244706	11/03/2014	101476	SODEXO INC & AFFILIATES	\$737,852.98
02 - Total					\$740,619.29
06	417498	11/03/2014	010040	A & D TECHNICAL SUPPLY CO INC	\$140.59
	417540	11/03/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$9,435.45
	417586	11/03/2014	133970	CCS PRESENTATION SYSTEMS	\$3,180.00
	417627	11/03/2014	131003	DAILY RECORD	\$16.70
	417648	11/03/2014	139642	DKM ENTERPRISES	\$67,795.00
	417649	11/03/2014	107232	DLR GROUP INC	\$4,500.00
	417652	11/03/2014	130648	DOSTALS CONSTRUCTION CO INC	\$18,000.00
	417832	11/03/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$3,155.53
	417844	11/03/2014	140316	LINHART CONSTRUCTION INC	\$37,288.67
	417873	11/03/2014	102139	METAL LOGOS AND MORE	\$69.49
	417878	11/03/2014	102870	MIDLAND COMPUTER INC	\$2,324.00
	417887	11/03/2014	140386	MOBILE MINI INC	\$114.62
	417891	11/03/2014	134532	MORRISSEY ENGINEERING INC	\$3,435.00
	417924	11/03/2014	136898	OLSSON ASSOCIATES INC	\$10,377.89
	417978	11/03/2014	078420	RAWSON & SONS ROOFING, INC.	\$200.00
	417992	11/03/2014	136847	RIVERSIDE TECHNOLOGIES INC	\$778.75
	418031	11/03/2014	083175	SHEPPARD'S BUSINESS INTERIORS	\$210.00
	418065	11/03/2014	132452	TERRACON INC	\$1,075.75
	418100	11/03/2014	092323	VIRCO INC	\$255.24
06 - Total					\$162,352.68
07	417498	11/03/2014	010040	A & D TECHNICAL SUPPLY CO INC	\$64.91
	417514	11/03/2014	102430	AMI GROUP INC	\$7,673.96
	417540	11/03/2014	133480	BERINGER CIACCIO DENNELL MABREY	\$44,407.00
	417576	11/03/2014	135245	BAHR VERMEER HAECKER ARCHITECTS	\$3,521.88
	417587	11/03/2014	133589	CDW GOVERNMENT INC	\$3,735.92

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07	417741	11/03/2014	140012	HARGRAVE CONSTRUCTION LLC	\$1,568.90
	417832	11/03/2014	058775	LAMP RYNEARSON ASSOCIATES INC	\$11,335.00
	417851	11/03/2014	060136	LUEDER CONSTRUCTION COMPANY	\$218,512.28
	417883	11/03/2014	131328	MILLER ELECTRIC COMPANY	\$489.12
	417891	11/03/2014	134532	MORRISSEY ENGINEERING INC	\$6,600.00
	417924	11/03/2014	136898	OLSSON ASSOCIATES INC	\$2,100.00
	417926	11/03/2014	137734	OMAHA ELECTRIC SERVICE INC	\$17,759.24
	417966	11/03/2014	073210	PRAIRIE CONSTRUCTION COMPANY	\$133,324.18
	417969	11/03/2014	134598	PRIME COMMUNICATIONS INC	\$111,993.73
	417973	11/03/2014	132713	PROTEX CENTRAL INC	\$3,695.00
	417974	11/03/2014	139972	PURDY & SLACK ARCHITECTS PC	\$24,985.00
	418001	11/03/2014	140085	SAMPSON CONSTRUCTION CO INC	\$22,113.00
	418065	11/03/2014	132452	TERRACON INC	\$2,034.75
	418066	11/03/2014	108099	THIELE GEOTECH INC	\$333.00
07 - Total					\$705,066.81
11	417485	10/16/2014	070810	OMAHA PUBLIC SCHOOLS	\$245.00
	417493	10/23/2014	140501	RACHEL HOUFEK	\$229.55
	417497	10/23/2014	140502	JANEL D SCOTT	\$180.00
	417508	11/03/2014	108394	MARJORIE ALFIERI	\$39.21
	417512	11/03/2014	107651	AMAZON.COM INC	\$155.46
	417523	11/03/2014	013496	ASCD	\$141.60
	417530	11/03/2014	017770	BALLARD & TIGHE INC	\$2,838.00
	417562	11/03/2014	099645	HENRY BORENSEN	\$35.45
	417563	11/03/2014	136633	WILLIAMS PROPERTIES LLC	\$2,040.00
	417569	11/03/2014	138566	MELISSA BRENDEL	\$45.42
	417578	11/03/2014	137791	JAMES R MINOR	\$900.00
	417598	11/03/2014	099222	SCHOOL SPECIALTY INC	\$67.87
	417617	11/03/2014	103136	CROSS CULTURAL DEVELOPMENTAL	\$220.00
	417640	11/03/2014	136181	MARY DICKERSON	\$166.23
	417644	11/03/2014	135509	DIGIORGIO'S SPORTSWEAR INC	\$382.00
	417646	11/03/2014	136179	DIGITAL EXPRESS INC	\$83.72
	417668	11/03/2014	139782	EDMENTUM INC	\$1,250.00

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11	417753	11/03/2014	137905	LEISA HEIMANN	\$32.42
	417755	11/03/2014	048555	DAVID OLSZEWSKI	\$3,347.60
	417773	11/03/2014	137050	ANGELIA HUGHES	\$32.31
	417778	11/03/2014	135004	HY-VEE INC	\$140.00
	417780	11/03/2014	049850	HY-VEE INC	\$71.89
	417792	11/03/2014	135683	BAYLOR ENTERPRISES INC	\$1,400.00
	417809	11/03/2014	138120	SARA KENKEL	\$27.55
	417817	11/03/2014	139364	AMY KOPANIC	\$256.51
	417818	11/03/2014	140497	JESSICA KOZA	\$15.06
	417819	11/03/2014	055039	KRISTI KOZAK	\$31.70
	417838	11/03/2014	137618	WLC LLC	\$5,495.00
	417864	11/03/2014	140110	GEORGIA HOLDINGS INC	\$302.50
	417890	11/03/2014	066078	MONTESSORI SERVICES	\$82.23
	417903	11/03/2014	136431	NEBRASKA COMMUNITY FOUNDATION	\$10,739.00
	417905	11/03/2014	068445	NEBRASKA FURNITURE MART INC	\$2,720.00
	417911	11/03/2014	109843	NEXTEL PARTNERS INC	\$21.11
	417913	11/03/2014	069576	NIENHUIS MONTESSORI USA INC	\$1,116.06
	417928	11/03/2014	134051	OMAHA SYMPHONY	\$550.00
	418012	11/03/2014	082100	SCHOLASTIC INC	\$77.62
	418018	11/03/2014	135960	COLETTE SCHWEERS	\$38.64
	418040	11/03/2014	138557	AMANDA SMITH	\$160.75
	418052	11/03/2014	139843	STUDENT TRANSPORTATION NEBRASKA INC	\$613.57
	418082	11/03/2014	140503	ALL INCLUSIVE CATERING LLC	\$900.00
	418084	11/03/2014	068834	UNIVERSITY OF NEBRASKA-LINCOLN	\$227.00
	418087	11/03/2014	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$425.00
	418089	11/03/2014	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	\$340.33
	418090	11/03/2014	132117	VALA'S PUMPKIN FARM & FALL FEST INC	\$290.00
	418092	11/03/2014	091040	VAL LTD	\$73.00
	418112	11/03/2014	139408	BRITTANY WHITCOMB	\$16.10
	418121	11/03/2014	139352	WORDMASTERS LLC	\$446.00
	418126	11/03/2014	135890	YOUTH FRONTIERS INC	\$1,725.00
11. Total					\$41,904.59

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17	417586	11/03/2014	133970	CCS PRESENTATION SYSTEMS	\$2,592.93
	417750	11/03/2014	135990	MARVCO ENTERPRISES INC	\$229.32
	417883	11/03/2014	131328	MILLER ELECTRIC COMPANY	\$5,477.32
	417921	11/03/2014	100013	OFFICE DEPOT 84133510	\$0.00
	417969	11/03/2014	134598	PRIME COMMUNICATIONS INC	\$206.70
17 - Total					\$38,651.99
50	417486	10/16/2014	140489	PAPILLION-LAVISTA PUBLIC SCHOOLS	\$100.00
	417502	11/03/2014	101489	ADAMS PROFESSIONAL SERVICES INC	\$70.00
	417527	11/03/2014	102727	B & H PHOTO	\$460.05
	417528	11/03/2014	139764	CONOR BACKHAUS	\$25.00
	417534	11/03/2014	140488	NOOK MEDIA LLC	\$611.20
	417549	11/03/2014	138888	CASSIDY BENJAMIN	\$120.00
	417556	11/03/2014	099220	DICK BLICK CO	\$49.83
	417567	11/03/2014	134129	BRAINPOP LLC	\$1,445.00
	417596	11/03/2014	140213	ALEXIS B CHRISTIANSEN	\$100.00
	417598	11/03/2014	099222	SCHOOL SPECIALTY INC	\$98.32
	417605	11/03/2014	139110	CONEL INC	\$965.00
	417641	11/03/2014	033466	DIDAX INC	\$330.00
	417647	11/03/2014	138337	LYLE DITMARS	\$284.00
	417652	11/03/2014	130648	DOSTALS CONSTRUCTION CO INC	\$16,129.78
	417675	11/03/2014	139918	MAX EDWARDS	\$35.00
	417688	11/03/2014	140473	CHRIS EVANS	\$20.00
	417724	11/03/2014	138889	TARA GOSS	\$90.00
	417729	11/03/2014	138286	TIMOTHY BRIAN GRAY	\$314.72
	417746	11/03/2014	139920	EMMILY HAWK	\$120.00
	417762	11/03/2014	139962	HELEN HITZ	\$120.00
	417764	11/03/2014	139809	LOGAN HODGE	\$50.00
	417767	11/03/2014	132592	WILLIAM SPRAGUE, JR.	\$67.00
	417771	11/03/2014	140506	ERIC HOWARD	\$40.00
	417785	11/03/2014	051843	INTEGRITY ARCHITECTURAL MILLWORK	\$1,327.69
	417823	11/03/2014	138836	DANA S KRUSE	\$47.00
	417824	11/03/2014	139134	CALIB KRUSE	\$90.00


Millard Public Schools Check Register Prepared for the Board Meeting for
Nov 3, 2014

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	417932	11/03/2014	071138	ORIENTAL TRADING COMPANY	\$171.42
	417933	11/03/2014	140379	NOELLE ORTMAN	\$100.00
	417939	11/03/2014	136739	JAMES W KUPER	\$1,178.00
	417994	11/03/2014	079310	ROCKBROOK CAMERA CENTER	\$365.00
	418002	11/03/2014	140257	SEG RESTORATION	\$420.00
	418009	11/03/2014	139140	DONALD W SCHMIDT	\$86.00
	418010	11/03/2014	139770	KENDALL SCHMIDT	\$60.00
	418016	11/03/2014	082350	SCHOOL SPECIALTY INC	\$566.80
	418045	11/03/2014	139771	LINDSEY STALHEIM	\$140.00
	418047	11/03/2014	139589	PANCIL LLC	\$540.00
	418050	11/03/2014	139354	LANE STILMOCK	\$90.00
	418103	11/03/2014	140216	MATT WANETKA	\$40.00
50 - Total					\$27,221.81
99	417939	11/03/2014	136739	JAMES W KUPER	(\$45.56)
99 - Total					(\$45.56)
Overall - Total					\$4,075,464.55

Millard Public Schools - Planned Disposition of Surplus PropertyBOE Packet Due Date: **10/29/2014**BOE Meeting Date: **11/3/2014**Sale or Disposals Scheduled After: **11/3/2014**

Lot	Quantity	Description
1	50	laptop computers
2	5	Desktop computers
3	1	Floor scrubber
4		
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AGENDA SUMMARY SHEET

AGENDA ITEM:	Rule 6110.1 Curriculum, Instruction, and Assessment: Written Curriculum – Content Standards
MEETING DATE:	November 3, 2014
DEPARTMENT:	Educational Services
TITLE AND BRIEF	Approval of revised Rule 6110.1 Curriculum, Instruction, and Assessment: Written Curriculum
DESCRIPTION:	Content Standards
ACTION DESIRED:	<input checked="" type="checkbox"/> Approval
BACKGROUND AND DESCRIPTION:	Rule 6110.1 Curriculum, Instruction, and Assessment: Written Curriculum – Content Standards is being revised to reflect needed adjustments related to the Nebraska State English Language Arts Standards, which were approved by the State Board of Education on September 5, 2014.
RECOMMENDATIONS:	It is recommended that the Board of Education approve Rule 6110.1 Curriculum, Instruction, and Assessment: Written Curriculum – Content Standards.
STRATEGIC PLAN REFERENCE:	Prior Strategy 2 Action Plan 2 and Strategy 3 Action Plan 1
TIMELINE:	Use to begin immediate work related to the revised PK-12 Language Arts Framework during the remainder of this school year by curriculum and instruction writing groups with implementation during the 2015-2016 school year
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Terry Houlton and Dr. Tami Williams
SUPERINTENDENT'S APPROVAL:	<div style="text-align: center;">  </div>

Curriculum, Instruction, and Assessment

Written Curriculum - Content Standards

6110.1

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS • MATHEMATICS • SCIENCE • SOCIAL STUDIES •
 • FINANCIAL WELL-BEING • HUMAN RELATIONS • TECHNOLOGY • FINE AND PERFORMING ARTS • PERSONAL DEVELOPMENT AND WELL-BEING •
 • CRITICAL THINKING AND PROBLEM-SOLVING SKILLS • CREATIVITY AND INNOVATION •
 • COLLABORATION AND TEAMWORK • CITIZENSHIP AND PERSONAL RESPONSIBILITY •

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will [learn and](#) apply writing skills and strategies to communicate.
- Students will [learn develop](#) and apply [appropriate](#) speaking, [and](#) listening [and presentation](#) skills and strategies to communicate [for a variety of purposes](#).
- Students will [identify, locate, and evaluate](#) [apply](#) information [fluency and practice digital citizenship](#).

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999


Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; [November 3, 2014](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM:	Curriculum, Instruction, and Assessment Rule 6320.1 – Students: Requirements for Senior High Graduation
MEETING DATE:	November 3, 2014
DEPARTMENT:	Educational Services
TITLE AND BRIEF DESCRIPTION:	Approve Revisions to Rule 6320.1
ACTION DESIRED:	Approval <u> X </u>
BACKGROUND:	<p>Revisions to Rule 6320.1 are being recommended. Changes to the graduation requirements are mainly being proposed to:</p> <ul style="list-style-type: none"> • align with the PK-12 Business and Information Technology Framework, which was approved June 2, 2014; • delete all references to Class of 2015; • adjustments related to assessment performance to align with BOE Rule 6315.1.
RECOMMENDATIONS:	It is recommended that the Board of Education approve Rule 6320.1 Curriculum, Instruction, and Assessment – Students: Requirements for Senior High Graduation
STRATEGIC PLAN REFERENCE:	N/A
TIMELINE:	Immediate to update the 2015-2016 Millard Public Schools High School Curriculum Handbook & Registration Guide in preparation for registration.
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen and Dr. Nancy Johnston
SUPERINTENDENT'S APPROVAL:	<div style="text-align: center;">  </div>

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation

6320.1

Students differ widely in interests, abilities and expectations. For this reason, the following are stated as minimums to allow flexibility in the planning of individual student programs. However, on the assumption that some elements should be shared in common by educated persons, these basic uniform requirements are established for graduation from the Millard Public Schools. In addition to specified credit requirements students must successfully meet District Assessment requirements and successfully complete a Personal Learning Plan according to District requirements.

CLASS OF 2015

~~I. Credits: A minimum of 230 credits is required for graduation. Each student's program shall include, but not be limited to, the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School Curriculum Handbook and Registration Guide.~~

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		Choice of Speech, Forensics, Debate I, Professional Speaking (Education Academy) or the combination of IB Language A1, IB Language B and 12 th Grade Theory of Knowledge	
		Choice of an English Selected Course	5

~~The student will take five (5) credits from the following:~~

English Selected Courses

AP English Language & Composition	IB English HL II
AP English Literature	Literacy for Life I
Contemporary Literature	Literacy for Life II
Creative Writing	Literature and Film
Global Perspectives through Literature	Research Methods
	21 st Century Media Literacy

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Social Studies	30	American History (Since 1914)—9 th	10
		World Geography—10 th	10
		US Government & Economics—12 th	5
		Choice of a Social Studies Elective Course	5

~~The student will take five (5) credits from the following:~~

Social Studies Elective Courses

Human Diversity (Ethnic Studies)	AP Comparative Government & Politics
International Relations (World Affairs)	AP European History
Introduction to Behavioral Science	AP Human Geography

Law Studies
 Psychology
 Sociology
 World History
 World Religions

AP Psychology
 AP United States Government & Politics
 AP United States History
 AP World History
 IB 20th Century World History Topics
 IB History of America
 IB Psychology SL

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Mathematics	30	Algebra or Algebra Foundations I —or appropriate course from the math sequence A course numbered 220 or higher One additional math course <i>Computer Science courses may not be applied toward math credit.</i>	10 10 10

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Science	30	Curriculum Handbook describes science courses and recommended/optional course sequences.	

Class of 2015

Physical Science in Action—9 th -grade	10
Biology—10 th -grade	10
Choice of following (total of 10 credits)—11 th -grade	10
—Chemistry OR Physics	
—Physical Science: Chemistry AND/OR Physical	
—Science: Physics	
—Choice of Science Electives (dependent upon	
—choice of 5 or 10 credit Chemistry and Physics	
—courses)	
or	
Biology—9 th -grade	10
Chemistry—10 th -grade	10
Physics OR Physical Science: Physics AND Choice	10
—of Science Elective—11 th -grade	

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Physical Education	15	Choice of grade appropriate course <i>Curriculum Handbook describes PE courses and recommends grade appropriate levels.</i>	15

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Health Education	5	Everyday Living taken in 10th or 11th grades	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Technology Education	5	Choice of Technology Selected Courses	5

The student will take five (5) credits from the following:

Technology Selected Courses

Computer Technology Applications
 Introduction to Engineering Design I
 Introduction to Computer Science
 Foundations of Technology (Prior to 2011)
 Introduction to Graphics Communications

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

The student will take five (5) credits from the following:

Fine & Performing Arts Selected Courses

Any art course
 Any music course
 Drama I
 Theatre Appreciation

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

The student will take five (5) credits from the following:

Financial Literacy Selected Courses

Personal Finance
 Wealth Building & Personal Finance (Entrepreneurship Academy)

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Human Resources	5	Choice of Human Resources Course	5

The student will take five (5) credits from the following:

Human Resources Selected Courses

Sociology	Human Diversity (Ethnic Studies)
Psychology	International Relations (World Affairs)
Adult Living	Introduction to Behavioral Sciences
Child Development	IB Psychology
	IB Theory of Knowledge I

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Electives	60	A total of 60 additional credits	60

- ~~A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.~~
- ~~B. Electives courses are offered in the subject areas previously listed and in business education, world language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.~~
- ~~C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.~~
- ~~D. A student must complete credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.~~
- ~~E. A student must complete a Personal Learning Plan, meeting district requirements.~~
- ~~II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements.~~
- ~~III. Effect of Student Performance~~
- ~~A. When a student has successfully met the Essential Learner Outcomes Assessment of College and Career Readiness metric for each outcome:~~
- ~~1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.~~
 - ~~2. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools~~
 - ~~3. Upon successful completion of the required number of credits and Personal Learning Plan, the student shall be eligible for a graduation diploma from the Millard public Schools.~~
- ~~B. If a student has not met the of College and Career Readiness metric for a given Essential Learner Outcomes Assessment, the following shall occur:~~
- ~~1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Response to Instruction and Intervention (RtI-I). Records of problem solving and intervention strategies are required.~~
 - ~~2. Utilizing the RtI-I problem solving process, school representatives will offer the student supplemental learning activities, which address recognized deficiencies. Supplemental learning activities may include but are not limited to the following:~~
 - ~~a. differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction;~~

- ~~b. before or after school tutorials;~~
- ~~c. study hall tutorials;~~
- ~~d. change of interdisciplinary teams or level of instruction;~~
- ~~e. repeat of specific course(s) of study;~~
- ~~f. attendance at specific class(es) designed to address deficiencies; and~~
- ~~g. attendance at summer school.~~
- ~~h. Use of specific District identified interventions designed to support student achievement.~~

- ~~3. If the student is verified with a disability, the IEP Team may reconvene to review the ILP and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.~~
- ~~4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the ILP and to ensure that needed accommodations are in place in areas of weakness.~~
- ~~5. If the student is identified as an English Language Learner (ELL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.~~

~~C. If, after a retake of an assessment, a student has not met the College and Career Readiness metric for a given Essential Learner Outcome of College and Career Readiness assessment, the following shall occur:~~

- ~~1. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.~~
- ~~2. The student shall be retested using the appropriate Essential Learner Outcomes of College and Career Readiness locally developed assessment. Students shall be given the opportunity to be retested multiple times until the requisite College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.~~
- ~~3. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite College and Career Readiness metrics are achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.~~
- ~~4. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and to consider lowering of the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.~~
 - ~~a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and;~~

~~where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.~~

- ~~b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.~~

~~D. An additional opportunity is available to demonstrate student proficiency. After two retest attempts to meet the established College and Career Readiness metric(s) for the Essential Learner Outcome of College and Career Readiness locally developed assessment(s) without achieving the College and Career Readiness metric, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools.~~

~~IV. Student's Right to Appeal~~

~~A. Students who have not achieved the necessary high school College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.~~

~~B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cut score is due to:~~

- ~~1. The failure of the District to provide a reasonable accommodation, which was previously requested by the student and denied by the District.~~
- ~~2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.~~

~~V. Procedures for Appeal~~

~~A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cut score or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.~~

~~B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's or designee's decision and the reasons therefore~~

~~C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education to be held on the issue whether the decision of the Superintendent or his designee was unreasonable.~~

~~D. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.~~

~~E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education.~~

~~F. The parties may, by mutual written agreement, extend the time for hearing or final determination.~~

~~G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.~~

~~H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.~~

~~I. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing.~~

~~VI. Graduation~~

~~Upon successful completion of the required credits, assessments and Personal Learning Plan, a student shall be eligible for a graduation diploma from the Millard Public Schools.~~

~~VII. Annual Review~~

~~This rule shall be reviewed annually.~~

CLASSES OF 2016 AND BEYOND

- I. Credits: A minimum of **230 credits** is required for graduation. Each student's program shall include, but not be limited to, the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School Curriculum Handbook and Registration Guide.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		Choice of Speech, Forensics, Debate I, Professional Speaking (Education Academy) or the combination of IB Language A1, IB Language B and 12 th Grade Theory of Knowledge	
		Choice of an English Selected Course	5

The student will take five (5) credits from the following:

English Selected Courses

AP English Language & Composition	IB English HL II
AP English Literature	Literacy for Life I
Contemporary Literature	Literacy for Life II

Creative Writing	Literature and Film
Global Perspectives through Literature	Research Methods
	21 st Century Media Literacy

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Social Studies	30	Classes of 2016 and 2016-17	
		American History (Since 1914) - 9 th	10
		World Geography - 10 th	10
		US Government & Economics - 11 th or 12 th	5
		Choice of a Social Studies Elective Course	5

The student will take five (5) credits from the following:

Social Studies Elective Courses

Human Diversity (Ethnic Studies)	AP Comparative Government & Politics
International Relations (World Affairs)	AP European History
Introduction to Behavioral Science	AP Human Geography
Law Studies	AP Psychology
Psychology	AP United States Government & Politics
Sociology	AP United States History
World History	AP World History
World Religions	IB 20 th Century World History Topics
	IB History of America
	IB Psychology SL

Class of 2018 and Beyond

World Geography – 9 th	5
World History – 10 th	10
United States History – 11 th or 12 th	10
United States Government & Economics	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Mathematics	30	Algebra or Algebra Foundations I	10
		or appropriate course from the math sequence	
		A course numbered 220 or higher	10
		One additional math course	10
		<i>Computer Science courses may not be applied toward math credit.</i>	

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Science	30	Curriculum Handbook describes science courses and recommended/optional course sequences.	
		Biology - 9 th	10
		Chemistry OR	10 OR
		Physical Science: Chemistry – 10 th or 11 th	5
		Physics OR	10 OR

Physical Science: Physics – 10 th or 11 th	5
Choice of Science Electives (dependent upon choice of 5 or 10 credit Chemistry and Physics courses)	0-10

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Physical Education	15	Choice of grade appropriate course	15

Curriculum Handbook describes PE courses and recommends grade appropriate levels.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Health Education	5	Everyday Living taken in 10th or 11th grade	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Technology Education	5	Choice of Technology Selected Courses*	5

The student will take five (5) credits from the following:

Technology Selected Courses

[Computer Science Principles](#)

Computer Technology Applications ([Prior to 2015-2016](#))

[Digital Design](#)

[Information Technology Applications](#)

Introduction to Engineering Design I

Introduction to Computer Science ([Prior to 2015-2016](#))

~~Foundations of Technology (Prior to 2011)~~

Introduction to Graphics Communications ([Prior to 2015-2016](#))

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

The student will take five (5) credits from the following:

Fine & Performing Arts Selected Courses

Any art course

Any music course

Drama I

Theatre Appreciation

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

The student will take five (5) credits from the following:

Financial Literacy Selected Courses

Personal Finance

Wealth Building & Personal Finance (Entrepreneurship Academy)

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Human Resources	5	Choice of Human Resources Course	5

*The student will take five (5) credits from the following:***Human Resources Selected Courses**

Sociology	Human Diversity
Psychology	International Relations
Adult Living	Introduction to Behavioral Sciences
Child Development	IB Psychology
	IB Theory of Knowledge I

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Electives	60	A total of 60 additional credits	60

- A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.
 - B. Electives courses are offered in the subject areas previously listed and in business education, world language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.
 - C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
 - D. A student must complete credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
 - E. A student must complete a Personal Learning Plan, meeting district requirements.
- II. Assessments: In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments.
- III. Effect of Student Performance
- A. When a student has successfully met the Essential Learner Outcomes of College and Career Readiness metric for each outcome:
 1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.

2. Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criteria for graduating from the Millard Public Schools.
 3. Upon successful completion of the required number of credits and Personal Learning Plan, the student shall be eligible for a graduation diploma from the Millard public Schools.
- B. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcome Assessment of College and Career Readiness, the following shall occur:
1. The school/district will initiate a consistent and collaborative problem solving and intervention model called Response to Instruction and Intervention (RtI+I). Records of problem solving and intervention strategies are required.
 2. Utilizing RtI+I problem solving process, school representatives will offer the student supplemental learning activities that address recognized Essential Learner Outcomes of College and Career Readiness deficiencies. Supplemental learning activities may include but are not limited to the following:
 - a. differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction;
 - b. before- or after-school tutorials;
 - c. study hall tutorials;
 - d. change of interdisciplinary teams or level of instruction;
 - e. repeat of specific course(s) of study;
 - f. attendance at specific class(es) designed to address deficiencies;
 - g. attendance at summer school and/or
 - h. use of specific District identified interventions designed to support student achievement.
 3. If the student is verified with a disability, the IEP Team may reconvene to review the problem solving and intervention strategies and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.
 4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.
 5. If the student is identified as an English Language Learner (ELL), a school team responsible for planning the student's academic program may reconvene to review the problem solving and intervention strategies and to ensure that needed accommodations are in place in areas of weakness.
- C. Procedures for high school students

1. If a student has not met the College and Career Readiness metric for a given Essential Learner Outcome of College and Career Readiness as measured by the ACT[®] Assessment, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools.
 - (iii) Upon successful completion of the required number of credits and Personal Learning Plan, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - c. Students may submit additional ACT[®] results for consideration in meeting the College and Career Ready metrics from testing occasions for which they have independently registered.
2. If after review of the student's results of ACT[®] Plan or ACT[®] 10th Grade Aspire Assessment a student has not met the college and Career Readiness metric for a given Essential Learner Outcomes of College and Career Readiness, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review the student's results of Nebraska State Accountability (NeSA) Tests. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by Nebraska State Accountability (NeSA) Tests for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools.

- (iii) Upon successful completion of the required number of credits and Personal Learning Plan, the students shall be eligible for a graduation diploma from the Millard Public Schools.
- 3. If after review of the student's results of Nebraska State Accountability (NeSA) Tests a student has not met the College and Career Readiness metric for the Essential Learner Outcomes of College and Career Readiness, the following shall occur:
 - a. The problem solving and intervention strategies will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to Building Problem Solving Team for identification of needs if not previously referred.
 - b. The building will review administer locally-developed Essential Learner Outcome assessments. If the student has successfully met the Essential Learner Outcomes of College and Career Readiness metric measured by locally-developed ELO assessments for each outcome, then
 - (i) A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - (ii) Students who meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments have met an essential criterion for graduating from the Millard Public Schools.
 - (iii) Upon successful completion of the required number of credits and Personal Learning Plan, the students shall be eligible for a graduation diploma from the Millard Public Schools.
 - (iv) The student shall be retested using the appropriate Essential Learner Outcomes of College and Career Readiness assessment. Students shall be given the opportunity to be retested multiple times until the requisite College and Career Readiness metric is achieved. Students shall be given notice of the opportunities for retesting.
- 4. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite College and Career Readiness metrics are achieved for high school Essential Learner Outcomes of College and Career Readiness assessments.
- 5. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and may consider lowering the College and Career Readiness metric requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the College and Career Readiness metric.
 - a. Applications for approval of lowered College and Career Readiness metric requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.

- b. If the lowered College and Career Readiness metric is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.

D. Demonstration of Proficiency

An additional opportunity is available to demonstrate student proficiency.

After review of ACT® Assessment, ACT® Plan or ACT® 10th Grade Aspire Assessment, Nebraska State Accountability (NeSA) Tests, and one or more attempts on Essential Learner Outcome of College and Career Readiness locally-developed assessments without achieving the College and Career Readiness metric, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools.

VI. Student's Right to Appeal

- A. Students who have not achieved the necessary high school College and Career Readiness metrics as approved by the Millard Board of Education may appeal the denial of a diploma.
- B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cut score is due to:
 - 1. The failure of the District to provide a reasonable accommodation, which was previously requested by the student and denied by the District.
 - 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

V. Procedures for Appeal

- A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cut score or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.
- B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's or designee's decision and the reasons therefore
- C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education or committee of the Board consisting of not less than two (2) or more than three (3) members to be held on the issue whether the decision of the Superintendent or his designee was unreasonable.
- D. Such hearing shall be held before the Millard Board of Education or committee within thirty (30) days of the date the request for hearing was received. If a hearing request before the Millard Board

of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.

- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education or committee.
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
- I. The decision of the Millard Board of Education or committee shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education or committee shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing. When conducting such proceedings, the Millard Board of Education or committee shall be exercising a judicial function and deciding a dispute of adjudicative facts.

VI. Graduation

Upon successful completion of the required credits, assessments and Personal Learning Plan, a student shall be eligible for a graduation diploma from the Millard Public Schools.

VII. Annual Review

This rule shall be reviewed annually.

Related Policies and Rules: 6301, 6301.1, 6315, 6315.1, 6320, 6320.2, 6320.3, 6320.4

Rule Approved: April 16, 2011


Millard Public Schools

Revised: Dec. 5, 1983; Dec. 17, 1990, May 17, 1999; Oct. 18, 1999, July 31, 2000; March 4, 2002; July 21, 2003; June 21, 2004; June 6, 2005; June 5, 2006; June 4, 2007; July 7, 2008; November 2, 2009; November 1, 2010; November 7, 2011; November 5, 2012; October 21, 2013; August 4, 2014; [November 3, 2014](#)

Omaha, NE

Reaffirmed: July 6, 2009

AGENDA SUMMARY SHEET

AGENDA ITEM:	Curriculum, Instruction, and Assessment Rule 6320.2 – Students: Requirements for Senior High Graduation – International Baccalaureate Diploma Program
MEETING DATE:	November 3, 2014
DEPARTMENT:	Educational Services
TITLE AND BRIEF DESCRIPTION:	Approve Revisions to Rule 6320.2
ACTION DESIRED:	Approval <u>X</u>
BACKGROUND:	<p>Revisions to Rule 6320.2 are being recommended. Changes to the graduation requirements are mainly being proposed to:</p> <ul style="list-style-type: none"> • delete all references to Class of 2015, and • adjustments related to assessment performance to align with BOE Rule 6315.1.
RECOMMENDATIONS:	It is recommended that the Board of Education approve Rule 6320.2 Curriculum, Instruction, and Assessment – Students: Requirements for Senior High Graduation – International Baccalaureate Diploma Program
STRATEGIC PLAN REFERENCE:	N/A
TIMELINE:	Immediate to update the 2015-2016 Millard Public Schools High School Curriculum Handbook & Registration Guide in preparation for registration.
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen and Dr. Nancy Johnston
SUPERINTENDENT'S APPROVAL:	

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation - International Baccalaureate Diploma Program

6320.2

CLASS OF 2015

- ~~I. **Credits:** A minimum of 230 credits is required for graduation.~~
- ~~II. **Assessments:** In addition to 230 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, mathematics, science, and social studies.~~
- ~~III. **Personal Learning Plan:** A student must complete a personal learning Plan (PLP), meeting district requirements.~~
- ~~IV. Each student's International Baccalaureate Diploma Program (IB-DP) shall include the courses of study as outlined in Rule 6320.1 with such adjustments (additions or substitutions) to the programs and courses as listed below. Such adjustments are made to avoid duplication in the program of study required for IB-DP students.~~

Millard Public Schools' Graduation Requirement — International Baccalaureate Program Additions/Substitutions

English: Selected Electives (5 credits)	Substitute IB English HL II (10 credits)
English: Oral Communications (5 credits)	Substitute Imbedded Oral Assessments found in Language A1, Language B, and Theory of Knowledge I & II requirements
Social Studies: World Geography (10 credits)	Substitute IB 20 th Century World History Topics (10 credits)
	Add IB History of the Americas HL II (10 credits) to course options
Electives: Human Resources Course Options	Add IB Theory of Knowledge I (maximum 5 credits) Add IB Psychology SL (maximum 5 credits)
Science: Biology (10 credits)	Substitute IB Biology HL I (10 credits); Add Introduction to IB Chemistry and Physics (10 credits); IB Chemistry (10 credits); and IB Physics (10 credits) to course options

~~Health Education: Everyday Living will be available for enrollment during grades 9-12 for IB-DP students. Students waived out of Everyday Living must pick an additional Human Resources course. The Theory of Knowledge I course can only meet the Human Resource Course 5 credit requirement.~~

- ~~V. These adjustments are only applicable to students enrolled in the full International Baccalaureate Diploma program with intentions to test for and secure the IB Diploma.~~

CLASSES OF 2016 AND BEYOND

- I. **Credits:** A minimum of 230 credits is required for graduation.
- II. **Assessments:** In addition to 230 credits required for graduation, students must also successfully meet the College and Career Readiness metric for the high school Essential Learner Outcomes of College and Career Readiness assessments.

III. **Personal Learning Plan:** A student must complete a personal learning Plan (PLP), meeting district requirements.

IV. Each student's International Baccalaureate Diploma Program (IB DP) shall include the courses of study as outlined in Rule 6320.1 with such adjustments (additions or substitutions) to the programs and courses as listed below. Such adjustments are made to avoid duplication in the program of study required for IB DP students.

Millard Public Schools' Graduation Requirement	International Baccalaureate Program Additions/Substitutions
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English: Selected Electives (5 credits)

Substitute IB English HL II (10 credits)

English: Oral Communications (5 credits)

Substitute Imbedded Oral Assessments found in Language A1, Language B, and Theory of Knowledge I & II requirements

Social Studies: United States History (10 credits)

Substitute IB History of the Americas HL II (10 credits)

Electives: Human Resources Course Options

Add IB Theory of Knowledge I (maximum 5 credits)
Add IB Psychology SL (maximum 5 credits)

Science: Biology (10 credits)

Substitute IB Biology HL I (10 credits),
Add Introduction to IB Chemistry and Physics (10 credits),
IB Chemistry (10 credits), and
IB Physics (10 credits) to course options

Health Education: Everyday Living will be available for enrollment during grades 9-12 for IB DP students. Students waived out of Everyday Living must pick an additional Human Resources course. The Theory of Knowledge I course can only meet the Human Resource Course 5 credit requirement.

These adjustments are only applicable to students enrolled in the full International Baccalaureate Diploma program with intentions to test for and secure the IB Diploma.

Related Rule and Policy: 6320, 6320.1

Approved: April 16, 2001

Revised: August 4, 2003; June 5, 2006; June 4, 2007; July 7, 2008; November 2, 2009;
November 1, 2010; November 7, 2011; November 5, 2012; December 17, 2012;
October 21, 2013; [November 3, 2014](#)

Reaffirmed: July 6, 2009

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of PK-12 Language Arts Framework

MEETING DATE: November 3, 2014

DEPARTMENT: Educational Services

TITLE: PK-12 Language Arts Framework

BRIEF DESCRIPTION: The PK-12 Language Arts Framework is being presented for approval. This is a Modified PK-12 Language Arts Framework in that portions were updated including the District Beliefs; Language Arts Philosophy; Millard Essential Learner Outcomes (6110.1); Curriculum Planning Committee 2014-15; and the Timeline of Development Events. Included is the Language Arts Matrix based on the linear State Standards and Indicators approved by the State Board of Education on September 5, 2014, including Millard standards where determined additional need.

While no changes were made at this time, the Matrix also includes a list of courses where the standards and indicators are taught along with the recommended district primary materials. All other portions of the Framework were from the original 2009 Framework Approval. Full review will occur as part of Phase I efforts, which are targeted to begin in 2016-2017.

ACTION DESIRED: Approval X

BACKGROUND: The PK-12 Language Arts Modified Curriculum Planning Committee of 29 members compared the 2009 Millard Board-Approved Language Arts Matrix with the 2014 Nebraska English Language Arts Standards and Indicators. A new matrix was developed to ensure vertical articulation and implementation of the State Standards and Indicators.


RECOMMENDATIONS: Recommend approval of the PK-12 Language Arts Framework

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: Delay of course guide revisions and implementation of new State Standards and Indicators

TIMELINE: Implementation August 2015

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Andy DeFreece, Dr. Nancy Johnston, Jody Sempek and Jan Dahlgaard

SUPERINTENDENT'S APPROVAL: _____  _____

PK – 12 Language Arts Framework

April, 2009

**November, 2014
Modified**



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District Mission and Beliefs Language Arts Philosophy

District Mission:

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

District Beliefs:

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and engaged citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

Language Arts Philosophy Statement PK-12:

Language Arts is a cohesive element in a society that empowers learners. Purposeful reading, writing, speaking, and listening inextricably contributes to lifelong learning. Individuals need 21st Century literacy skills to participate successfully in an evolving, global society.

Curriculum, Instruction, and Assessment

Written Curriculum - Content Standards

6110.1

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS • MATHEMATICS • SCIENCE • SOCIAL STUDIES •
- FINANCIAL WELL-BEING • HUMAN RELATIONS • TECHNOLOGY • FINE AND PERFORMING ARTS • PERSONAL DEVELOPMENT AND WELL-BEING •
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS • CREATIVITY AND INNOVATION •
- COLLABORATION AND TEAMWORK • CITIZENSHIP AND PERSONAL RESPONSIBILITY •

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will [learn and](#) apply writing skills and strategies to communicate.
- Students will [learn develop](#) and apply [appropriate](#) speaking, [and](#) listening [and presentation](#) skills and strategies to communicate [for a variety of purposes](#).
- Students will [identify, locate, and evaluate](#) [apply](#) information [fluency and practice digital citizenship](#).

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; [November 3, 2014](#)

Millard Public Schools
Omaha, Nebraska

Language Arts Core Committee Members 2008-09

Elementary

Bunny Rothenberg – READ / Bryan
 Kristi Kozak – PreK / Cody
 Cheris Kite – Grade K / Neihardt
 Julie Elvers – Grade 1 / Aldrich
 Katie O'Brien – Grade 1 / Holling Heights
 Bethany Herd – Grade 2 / Rockwell
 Kim Carbee – Grade 3 / Montclair
 Jackie Polacek – Grade 4 / Wheeler
 Suzi Behrns – Grade 5 / Abbott
 Amy Stenger – Grade 5 / Rohwer
 Lori Bartels – SPED Multi-Categorical / District
 Stephanie Kopecky – SPED Resource / Morton
 Jennifer Reid – ELL / Sandoz
 Kim Rice – HAL / District
 Andy DeFreece – Principal / Wheeler
 Josh Fields – Principal / Black Elk
 Terry Houlton – Principal / Holling Heights
 Shelley McCabe – Title I, ELI, Intervention Facilitator / District
 Mary Ehlers – Technology / District
 Susie Wooster – MEP Facilitator / District
 Carol Newton – Director of Elem. Ed, Early Childhood / District

Secondary

Bobbi Allgood – Grade 6 / Andersen
 Jan Amidon – Millard North
 Suzie Antoniak – Department Head / Millard South
 Mary Bayne – Department Head / Millard North
 Linda Brablec – Grade 6 / North Middle
 Lesa Brand – Grade 7 / Andersen
 Doug Denson – Millard South
 Nicci Dill – Grade 7 / Russell
 Janet Larson – Grade 6 / Beadle
 Tina Elyea – SPED / Kiewit
 Donna Helvering – Information and Technology / District
 Lloyd Hoshaw – Millard West
 Jennifer Jerome – Millard West
 Marilyn Kerkhove – Department Head / Millard West
 Deb Kolc – Assistant Principal / Millard West
 Pat Leamen – Grade 7 / Kiewit
 Jim Mercer – Millard West
 Heather Phipps – Assistant Principal / Central
 Jill Prochaska – Millard South
 Amber Suhr – Millard South
 Lori Umstead – Media Specialist / Central
 Kelly Welsh – Millard North
 Lisa Wittgren – Grade 8 / Beadle
 Ted Esser – Coordinator of Secondary Special Education
 Liz Olson – MEP Facilitator / District
 Nancy Johnston – Director of Secondary Ed. / District

Phase 1 PreK-12 Research SubCommittees 2007-08

1. Skills & Strategies within Authentic Reading Contexts

- | | |
|--------------------------------|---|
| 1. Linda Brablec, MNMS | 8. Tara Fabian, Ackerman Grade 3 |
| 2. Sherryl Shannon, MNHS | 9. Julie Elvers, Aldrich, Grade K |
| 3. Marilyn Kerkhove, MWHS | 10. Shelley Schmitz, Interventionist |
| 4. Kelly Welsh, MNHS | 11. Bethany Herd, Rockwell Grade 2 |
| 5. Trina Switzer, AMS | 12. Helen Lykke-Wisler, Ezra Grade 3 |
| 6. Michael Catron, MWHS | 13. Melissa Gilbert, Ackerman principal |
| 7. Suzi Behrns, Abbott Grade 5 | |

2. Skills & Strategies within Authentic Writing Contexts

- | | |
|-----------------------------------|--|
| 1. Lloyd Hoshaw, MWHS | 8. Jackie Polacek, Wheeler Grade 4 |
| 2. Cathy Wollman, MSHS | 9. Cathy Hall, Aldrich Grade 3 |
| 3. John Deeney, AMS | 10. Colleen Hood, Bryan Grade 1 |
| 4. Linda Ray, RMS | 11. Anne Pane-Ridgeway, Cottonwood Grade 1 |
| 5. Amy Sauser, MNHS | 12. Jan Frank, Ackerman Grade 3 |
| 6. Bonnie Newgard, KMS | 13. Josh Fields, Wheeler asst principal |
| 7. Katie O'Brien, Holling Grade 1 | |

3. 21st Century Literacy (Research-based)

- | | |
|----------------------------|--|
| 1. Jean Hastings, BMS | 7. Angela Griggs, Reeder Tech/Media |
| 2. Connie Mills, MNHS | 8. Gina Hill, Ackerman Grade 3 |
| 3. Phyllis Glab, MSHS | 9. Sandi George, Rockwell Intervention |
| 4. Lauren McKenzie, MWHS | 10. Molly Erickson, Ezra Grade 3 |
| 5. Amber Suhr, MSHS | 11. Marsha Edquist, Aldrich Grade 4 |
| 6. Erin Shirmang-Ward, AMS | 12. Donna Helvering, District Media |

4. Skills & Strategies within Authentic Oral Communication Contexts

- | | |
|---------------------------|---|
| 1. Jennifer Jerome, MWHS | 7. Pam Erixon, Holling READ/ELL |
| 2. Fred Robertson, MWHS | 8. Betsy Tonniges, Bryan Grade 4 |
| 3. Rich Brown, MSHS | 9. Debbie Peterson, Cottonwood SLP |
| 4. Lynn Bohac, MNHS | 10. Judy Nance, Reeder SLP |
| 5. Marilyn Antley, MNMS | 11. Carrie Novotny-Buss, Ezra principal |
| 6. Diane Christenson, AMS | |

5. Literacy Intervention (Research-based)

- | | |
|---------------------------------|--|
| 1. Doug Denson, MSHS | 9. Katrina Reeves, Reeder Resource |
| 2. Lori Umstead, CMS | 10. Cindy Bailey, Cody Title 1 |
| 3. Katie Dickerson, AMS Sped | 11. Deann Bressman, Rockwell Title 1 |
| 4. Bonnie LaMay, MWHS Sped | 12. Denise Parker, Reeder READ |
| 5. Marita Mitchell, KMS | 13. Terry Houlton, Holling Heights principal |
| 6. Liz Carey, HS/District MIT | 14. Shelley McCabe, MEP |
| 7. Bunny Rothenberg, Bryan READ | 15. Matt Dominy, Cody principal |
| 8. Jaime Bizal, Reagan Grade 1 | |

6. Technology

- | | |
|------------------------------|--|
| 1. Melissa Martinez, KMS | 8. Sarah Haver, Willowdale Grade 4 |
| 2. Lynn Thurber, BMS | 9. David Fritson, Disney Grade 3 |
| 3. Kim Bunnell, MNMS | 10. Lyn Pahl, Ackerman, Grades 4/5 |
| 4. Mary Bayne, MNHS | 11. Amber Brooks-Johnson, Rockwell Grade 4 |
| 5. Sandy Drummond, MNHS | 12. Kathy Gates, Abbott Grade 1 |
| 6. Tina Elyea, KMS Sped | 13. John Kalkowski, CMS |
| 7. Sue Fees, Ezra Tech/Media | 14. Mary Ehlers, District Technology |

Language Arts Curriculum Planning Committee Members 2014-2015

Under the facilitation of Jody Sempek, K-5 C & I MEP Facilitator,
and Jan Dahlgaard, 6-12 C & I MEP Facilitator

Elementary

Cheryl Decker – PK/Cody
 Kristi Kozak – PK/Cody
 Lisa Jensen – Grade K/Willowdale
 Sara Bivens – Grade 1/Reagan
 Tonya Dykstra – Grade 2/Sandoz
 Heather Barry – Grade 3/Cottonwood
 Helen Lykke-Wisler – Grade 4/Ezra
 Jackie Polacek – Grade 5/Wheeler
 Pam Huss – Resource/Hitchcock
 Pam Erixon – ELL/Holling Heights
 Anne Ogg – Teacher Librarian/Harvey Oaks
 Carrie Novotny-Buss – Administrator/Neihardt
 Tracy Logan – Administrator/Wheeler
 Shelley McCabe – Literacy Intervention & PreK C&I MEP Facilitator/District

Secondary

Carmen Worick – Reading Grades 6, 7/Central Middle School
 Ellie Majkowski – English Grades 6, 7/Andersen Middle School
 Zac Ward – Grade 8/ Russell Middle School
 Jennifer Priest – Grade 9/Millard West High School
 Sherri Andersen – Grade 10/Horizon High School
 Nicholas Herink – Grade 11/Millard North High School
 Sarah Martin – Grade 12, AP/Millard South High School
 Kelly Lawrence – Resource/Millard South High School
 Casey Lundgren – Administrator/Millard North High School
 Shelley Schmitz – District Interventionist/District
 Kara Hutton – Coordinator of Special Programs/District
 Sheila Bolmeier – Instructional Technology MEP Facilitator/District

In consultation with:

Andy DeFreece	Director of Elementary and Early Childhood Education
Nancy Johnston	Director of Secondary Education

Language Arts Framework Committee Members 2008-2009

Elementary

Kristi Kozak – PreK / Cody
 Annie Henning – Grade K / Reeder
 Sara Bivens – Grade 1 / Holling
 Barb Hove – Grade 2 / Willowdale
 Connie Masek – Grade 3 / Wheeler
 Kelly Pugh – Grade 4 / Black Elk
 Amy Stenger – Grade 5 / Rohwer

Secondary

John Deeney – Grade 6 / AMS
 Brett Metzger – Grade 6 / CMS
 Heather Spessard – Grade 7 / CMS
 Jan Dahlgaard – Grade 7 / RMS
 Pat Leamen – Grade 7 / KMS
 Lynn Thurber – Grade 8 / BMS
 Brad Kisicki – Grade 8 / KMS
 Amy Miller – Grade 8 / MNMS
 Amy Sauser – Grade 9 / MNHS
 Jill Prochaska – Grade 9 / MSHS
 Brooke Pecoraro – Grade 9 / MWHS
 Nick Kaiser – Grade 10 / MNHS
 Cathy Wollman – Grade 10 / MSHS
 Kip Colony – Grade 10 / MWHS
 Sandy Drummond – Grade 11 / MNHS
 Tessa Adams – Grade 11 / MSHS
 Michael Davis – Grade 11 / MWHS
 Dana Moore – Honors 10 / MNHS
 Suzi Antoniak – Honors 10 / MSHS
 Mike Catron – Honor 10 / MWHS
 Leslie Irwin – Grade 11 / MNHS
 Natalie Bieber – Grade 11 / MSHS
 Patty Knudson – Grade 11 / MWHS
 Kelly Welsh – AP / MNHS
 Amber Suhr – AP / MSHS
 Lloyd Hoshaw – AP / MWHS
 Christi Calder – Grade 6 Reading / CMS
 Janet Larson – Grade 6 Reading / BMS
 Linda Brablec – Grade 6 Reading / NMS
 John Kalkowski – Grade 7 Reading / CMS
 Barb McKenna – Grade 7 Reading / RMS
 Tina Gradel – HS Reading / MNHS
 Doug Denson – HS Reading / MSHS
 Marilyn Kerkhove – HS Reading / MWHS

Language Arts Elective Framework Committee Members 2009 (Secondary)

Electives Committee Members:

Mary Bayne – MNHS
 Sue Roberts – MNHS
 Terry Thielen – MNHS
 Becky Terrell – MNHS
 Kelly Welsh – MNHS
 Robyn Baker – MSHS
 Christine Kaldahl – MSHS
 Steve Kerkman – MSHS
 Jill Prochaska – MSHS
 Vickie Weidenhamer – MSHS
 Joanne Chapuran – MWHS
 Lloyd Hoshaw – MWHS
 Susan Kvasnicka – MWHS
 Jim Mercer – MWHS
 Linda Perkins – MWHS

Elective Framework writers:

Mary Bayne – MNHS
 Chris Carroll – MNHS
 Sarah Cushman – MNHS
 Sabrina Denny-Bull – MNHS
 Mark Hawkins – MNHS
 Nick Kaiser – MNHS
 Scott Milliken – MNHS
 Amber Ripa – MNHS
 Sue Roberts – MNHS
 Amy Sauser – MNHS
 Becky Terrell – MNHS
 Terry Thielen – MNHS
 Tessa Adams – MSHS
 Dana Christensen – MSHS
 Doug Denson – MSHS
 Robyn Baker – MSHS
 Christine Kaldahl – MSHS
 Steve Kerkman – MSHS

Tiffany Lauer – MSHS
 Teresa Oberdorfer – MSHS
 Amber Suhr – MSHS
 Vickie Weidenhamer – MSHS
 Mike Catron – MWHS
 Joanne Chapuran – MWHS
 Lloyd Hoshaw – MWHS
 Jennifer Jerome, MWHS
 Lauren McKenzie – MWHS
 Jim Mercer – MWHS
 Brooke Pecoraro – MWHS
 Linda Perkins – MWHS
 Fred Robertson – MWHS
 Janie Sandoz – MWHS
 Cathy Squires – MWHS

Language Arts Timeline of Curriculum Cycle Meetings

Modified Phase I (2014-2015) Elementary & Secondary

Date	Group – Purpose
September 30, 2014	K-12 Language Arts Framework Revision Committee – Review and modify 2009 PK-12 Language Arts Framework to ensure alignment with 2014 K-12 Nebraska Language Arts Standards and Indicators.
October 2, 2014	PK Language Arts Framework Revision Committee - Review and modify 2009 PK Language Arts Standards and Indicators to ensure alignment with 2014 K-12 Proposed Language Arts Framework.

Phase I (2007-2008) Elementary & Secondary

Date	Group - Purpose
Aug. 1, 2007	Language Arts Core Committee – Identify critical issues to be researched during research Phase I
Sept. 25, 2007	Language Arts Research Subcommittees – begin research on 6 critical issues identified August 1
Nov. 27, 2007	Language Arts Research Subcommittees – continue research on 6 critical issues identified August 1
Jan. 4, 2008	Language Arts Core Committee – reports from Research Subcommittees on research findings
Jan. 18, 2008	Language Arts Core Committee & Research Subcommittees – data retreat to look at district Language Arts & Reading data
Jan. 24 & 25, 2008	Language Arts Research Subcommittees – review research in light of information from data retreat and make final research reports
Feb. 11, 2008	Business & Community Members – discuss the critical Language Arts skills graduates need to be successful
Mar. 3 & 6, 2008	Language Arts Research Subcommittees – utilize research findings to construct vendor checklist in prep for June 5
June 5, 2008	Language Arts Core Committee & Research Subcommittees – evaluate vendor presentations to determine programs to field study for '08-'09

Phase II (2008-2009) Elementary

Date	Group - Purpose
June 26 & 27, 2008	Field Study Teachers – training on the materials from company consultants
Aug. 7, 2008	Field Study Teachers – training on the materials from company consultants
Sept. 11, 2008	Language Arts Core Committee – review new state standards and write executive summary for Research Subcommittees who will work on framework objectives
Sept. 18, 19, 25, 26, 2008	Field Study Teachers – evaluate programs being field studied
Oct. 23, 24, 28, 30, 2008	Field Study Teachers – evaluate programs being field studied
Nov. 6, 2008	Language Arts Framework Subcommittee – write framework pieces & look at grade level indicators for each grade level and Language Arts strand
Nov. 25, 2008 Dec. 5, 12, 15, 2008	Field Study Teachers – evaluate programs being field studied
Jan. 15, 2009	Language Arts Subcommittees – finalize framework
Jan. 29, 2009	Language Arts Core Committee – review Language Arts program recommendation from Field Study Teachers to be recommended to the Millard Board of Education
Apr. 13, 2009	Millard Board of Education – Language Arts Framework and program recommendation submitted

Phase II (2008-2009) Secondary

Date	Group - Purpose
Aug. 5 & 6, 2008	Field Study Teachers – training on the materials from company consultants
Sept. 11, 2008	Language Arts Core Committee – review new state standards and write executive summary for Research Subcommittees who will work on framework objectives
Sept. 18, 2008	Reading Street Field Study evaluation
Sept. 30, 2008	Field Study Teachers – training and support from company consultants
Oct. 8, 2008	Field Study Teachers – training and support from company consultants
Nov. 6 & 7, 2008	Language Arts Framework Subcommittee – write framework pieces & look at grade level indicators for each grade level and Language Arts standards
Nov. 20, 2008 Dec. 2, 11, 2008 Jan. 13, 15, 20, 2009	Language Arts Framework Electives Committees – write framework and look at grade level indicators for each grade level and Language Arts standards
Jan. 26, 2009	Language Arts Resources committees – evaluate resources
Jan. 29, 2009	Language Arts Core Committee – review Language Arts program recommendation from Field Study Teachers to be recommended to the Millard Board of Education
Apr. 13, 2009	Millard Board of Education – Language Arts Framework and program recommendation submitted

Introduction to PK-12 Language Arts Matrix

Introduction

New English Language Arts Standards and Indicators were approved by the Nebraska State Board of Education on September 5, 2014. A modified Curriculum Planning Committee reviewed and revised the 2009 Millard Board of Education-Approved PK-12 Language Arts Matrix. Included in the Language Arts Framework are Standards and Indicators from the Business and Information Technology Framework, which focus on research and digital learning to be taught in Language Arts classrooms.

Legend



Cell without text: No State or Millard indicator exists.

Nomenclature

The nomenclature for the standards and indicators is as follows:

- | | |
|------------------------|-----------------------------------|
| LA | Language Arts |
| S | State Standard |
| M | Millard Standard |
| PK-12 | Grade Level |
| 1-4 | Comprehensive Standards |
| 1. Reading | |
| 2. Writing | |
| 3. Speaking/Listening | |
| 4. Multiple Literacies | |
| 1-6 | Concepts of each Content Standard |
| | Reading Standard |
| | 1 – Concepts of Print |
| | 2 – Phonological Awareness |
| | 3 – Word Analysis |
| | 4 – Fluency |
| | 5 – Vocabulary |
| | 6 – Comprehension |
| | Writing Standard |
| | 1 – Writing Process |
| | 2 – Writing Modes |
| | Speaking and Listening Standard |
| | 1 – Speaking |
| | 2 – Listening |
| | 3 – Reciprocal Communication |
| | Multiple Literacies Standard |
| | 1 – Information Fluency |
| | 2 – Digital Citizenship |

Example:

- | | |
|------------------|--|
| LA S 03.1.3.a | Language Arts, State Standard, Grade 3, Comprehensive Standard 1 (Reading), Concept Standard 3 (Word Analysis), Curricular Indicator a |
| BIT M 02.IT.KS.8 | Business and Information Technology, Millard Standard, Grade 2, Information Technology, Kindergarten-Second grade band |

PK-12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concepts	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Concepts of Print	LA M P4.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 00.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 01.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 02.1.1 Concept mastered at a previous grade level	LA S 03.1.1 Concept mastered at a previous grade level	LA S 04.1.1 Concept mastered at a previous grade level	LA S 05.1.1 Concept mastered at a previous grade level
Phonological Awareness	LA M P4.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 00.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 01.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 02.1.2 Concept mastered at a previous grade level	LA S 03.1.2 Concept mastered at a previous grade level	LA S 04.1.2 Concept mastered at a previous grade level	LA S 05.1.2 Concept mastered at a previous grade level
Word Analysis	LA M P4.1.3 Students will acquire phonetic knowledge as they learn to read and write grade-level text.	LA S 00.1.3 Students will acquire phonetic knowledge as they learn to read and write grade-level text.	LA S 01.1.3 Students will use phonetic analysis to read and write grade-level text.	LA S 02.1.3 Students will use phonetic analysis to read and write grade-level text.	LA S 03.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	LA S 04.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level across all disciplines.
Fluency	LA M P4.1.4 Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	LA S 00.1.4 Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	LA S 01.1.4 Students will develop accuracy, phrasing, and expression while reading grade-level print/digital text to support comprehension.	LA S 02.1.4 Students will develop accuracy, appropriate pace, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	LA S 03.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 04.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Vocabulary	LA M P4.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 00.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 01.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 02.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 03.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 04.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.	LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade level vocabulary.

Comprehension	<u>LA M P4.1.6</u> Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	LA S 00.1.6 Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	LA S 01.1.6 Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	LA S 02.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 03.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 04.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 05.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
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PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concept	Grade Level Standards						
Concepts of Print	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	LA M P4.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 00.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 01.1.1 Students will demonstrate knowledge of the concepts of print.	LA S 02.1.1 Concept mastered at a previous grade level	LA S 03.1.1 Concept mastered at a previous grade level	LA S 04.1.1 Concept mastered at a previous grade level	LA S 05.1.1 Concept mastered at a previous grade level
Curricular Indicators	LA M P4.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case)	LA S 00.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case)	LA S 01.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case)				
	LA M P4.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).	LA S 00.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).	LA S 01.1.1b Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).				
	LA M P4.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).	LA S 00.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).	LA S 01.1.1c Identify parts of a book (e.g., title page, author, illustrator, table of contents).				
	LA M P4.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.	LA S 00.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.					
	LA M P4.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).	LA S 00.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).					

	<u>LA M P4.1.1.f</u> <u>Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).</u>	LA S 00.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).					
	<u>LA M P4.1.1.g</u> <u>Demonstrate understanding that words are made up of letters and sentences are made up of words.</u>	LA S 00.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.					

PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concept	Grade Level Standards						
Phonological Awareness	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	LA M P4.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 00.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 01.1.2 Students will demonstrate phonological awareness through oral activities.	LA S 02.1.2 Concept mastered at a previous grade level	LA S 03.1.2 Concept mastered at a previous grade level	LA S 04.1.2 Concept mastered at a previous grade level	LA S 05.1.2 Concept mastered at a previous grade level
Curricular Indicators	LA M P4.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	LA S 00.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).	LA S 01.1.2.a Blend, segment and manipulate phonemes orally.				
	LA M P4.1.2.b Segment spoken sentences into words.	LA S 00.1.2.b Segment spoken sentences into words.					
	LA M P4.1.2.c Identify and produce oral rhymes.	LA S 00.1.2.c Identify and produce oral rhymes.					
	LA M P4.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	LA S 00.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).					
	LA M P4.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).	LA S 00.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).					

PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concept	Grade Level Standards						
Word Analysis	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	LA M P4.1.3 Students will acquire phonetic knowledge as they learn to read and write grade-level text.	LA S 00.1.3 Students will acquire phonetic knowledge as they learn to read and write grade-level text.	LA S 01.1.3 Students will use phonetic analysis to read and write grade-level text.	LA S 02.1.3 Students will use phonetic analysis to read and write grade-level text.	LA S 03.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	LA S 04.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level across all disciplines.
Curricular Indicators	LA M P4.1.3.a Match individual consonant sounds to appropriate letters when reading, writing, and spelling grade-level text.	LA S 00.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.	LA S 01.1.3.a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.	LA S 02.1.3.a Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.	LA S 03.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.	LA S 04.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.	LA S 05.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
		LA S 00.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).	LA S 01.1.3.b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).	LA S 02.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).	LA S 03.1.3.b Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation).	LA S 04.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).	
	LA M P4.1.3.b Begin to write and spell some sight words (Fry words, familiar words and names, etc).	LA S 00.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.	LA S 01.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.	LA S 02.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.	LA S 03.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.		
	LA M P4.1.3.c Identify upper and lowercase letters	LA M 00.1.3.d Identify upper and lowercase letters					

PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Fluency	LA M P4.1.4 Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	LA S 00.1.4 Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	LA S 01.1.4 Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	LA S 02.1.4 Students will develop accuracy, appropriate pace, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	LA S 03.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 04.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Curricular Indicators	LA M P4.1.4.a Listen to text of increasing length and/or complexity to develop stamina.	LA S 00.1.4.a Listen to text of increasing length and/or complexity to develop stamina.	LA S 01.1.4.a Listen to and read text of increasing length and/or complexity to support reader stamina.	LA S 02.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.	LA S 03.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.	LA S 04.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina. LA M 04.1.4.a Develop and use reading strategies to persevere through text of increasing length and/or complexity.	LA S 05.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.
	LA M P4.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.	LA S 00.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.	LA S 01.1.4.b Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).	LA S 02.1.4.b Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).	LA S 03.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	LA S 04.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	LA S 05.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Vocabulary	LA M P4.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 00.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 01.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 02.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 03.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 04.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.
Curricular Indicators		LA S 00.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	LA S 01.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).	LA S 02.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).	LA S 03.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	LA S 04.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).	LA S 05.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).
	LA M P4.1.5.a Develop awareness of context clues (e.g., predictions, picture cues, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	LA S 00.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	LA S 01.1.5.b Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.	LA S 02.1.5.b Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.	LA S 03.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.	LA S 04.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.	LA S 05.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
	LA M P4.1.5.b Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 00.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 01.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 02.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 03.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 04.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 05.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

	<u>LA M P4.1.5.c</u> <u>Identify semantic relationships (e.g., conceptual categories) to determine word relationships.</u>	LA S 00.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	LA S 01.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.	LA S 02.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.	LA S 03.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	LA S 04.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	LA S 05.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
	<u>LA M P4.1.5.d</u> <u>With adult guidance, determine word meaning using reference materials and classroom resources.</u>	LA S 00.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.	LA S 01.1.5.e Locate words and determine word meaning using reference materials and classroom resources.	LA S 02.1.5.e Locate words and determine meaning using reference materials. <u>LA M 02.1.5.e</u> <u>Locate words and determine meaning using reference materials and classroom resources.</u>	LA S 03.1.5.e Locate words and determine meaning using reference materials. Locate words and determine meaning using reference materials. <u>LA M 03.1.5.e</u> <u>Locate words and determine meaning using reference materials and classroom resources.</u>	LA S 04.1.5.e Determine meaning using reference materials. <u>LA M 04.1.5.e</u> <u>Locate words and determine meaning using reference materials and classroom resources.</u>	LA S 05.1.5.e Determine meaning using reference materials.

PK-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.							
Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Comprehension	LA M P4.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	LAS 00.1.6 Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	LA S 01.1.6 Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	LA S 02.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 03.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 04.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA S 05.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
Curricular Indicators	LA M P4.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).	LA S 00.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).	LA S 01.1.6.a Identify author's purpose (e.g., explain, entertain, inform).	LA S 02.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	LA S 03.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	LA S 04.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	LA S 05.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.
	LA M P4.1.6.b Identify elements of literary text (e.g., characters, setting, events).	LA S 00.1.6.b Identify elements of literary text (e.g., characters, setting, events).	LA S 01.1.6.b Identify elements of literary text (e.g., characters, setting, events).	LA S 02.1.6.b Identify elements of literary text (e.g., characters, setting, plot).	LA S 03.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	LA S 04.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). LA M 04.1.6.b Analyze and describe elements of literary text. (e.g., characters, character development, setting, plot, point of view, theme.)	LA S 05.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme). LA M 04.1.6.b Analyze and describe elements of literary text. (e.g., characters, character development, setting, plot, point of view, theme.)

	<u>LA M P4.1.6.c</u> <u>With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration)</u>	LA S 00.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	LA S 01.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	LA S 02.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	LA S 03.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	LA S 04.1.6.c Summarize narrative text including characters, setting, and plot with supporting details	LA S 05.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details
	<u>LA M P4.1.6.d</u> <u>With adult guidance, retell major events and key details from a literary text and/or media.</u>	LA S 00.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.	LA S 01.1.6.d Retell major events and key details from a literary text and/or media.	LA S 02.1.6.d Retell major events and key details from a literary text and/or media and support a prompted theme.	LA S 03.1.6.d Summarize a literary text and/or media, using key details to identify the theme. <u>LA M 03.1.6.d</u> <u>Retell major events and summarize a literary text and/or media, using key details to identify the theme.</u>	LA S 04.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	LA S 05.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
	<u>LA M P4.1.6.e</u> <u>With adult guidance, retell main ideas from informational text and/or media.</u>	LA S 00.1.6.e With adult guidance, retell main ideas from informational text and/or media.	LA S 01.1.6.e Retell main ideas and supporting details from informational text and/or media.	LA S 02.1.6.e Retell main ideas and supporting details from informational text and/or media.	LA S 03.1.6.e Determine main ideas and supporting details from informational text and/or media.	LA S 04.1.6.e Retell and summarize the main ideas from informational text using supporting details	LA S 05.1.6.e Summarize and analyze the main idea from informational text using supporting details
	<u>LA M P4.1.6.f</u> <u>With adult guidance, begin to identify text features in print and digital informational text.</u>	LA S 00.1.6.f Identify text features in print and digital informational text.	LA S 01.1.6.f Identify text features in print and digital informational text.	LA S 02.1.6.f Use text features to locate information and gain meaning from print and digital text.	LA S 03.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	LA S 04.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	LA S 05.1.6.f Understand and apply organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
		LA S 00.1.6.g Identify the basic characteristics of literary and informational text.	LA S 01.1.6.g Identify the basic characteristics of a variety of literary and informational texts.	LA S 02.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.	LA S 03.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	LA S 04.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	LA S 05.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.

						LA M 04.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	
	LA M P4.1.6.g Make connections between own life and/or other cultures in literary and informational text.	LA S 00.1.6.h Make connections between own life and/or other cultures in literary and informational text.	LA S 01.1.6.h Make connections between own life and/or other cultures in literary and informational text.	LA S 02.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.	LA S 03.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	LA S 04.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	LA S 05.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
	LA M P4.1.6.h Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	LA S 00.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	LA S 01.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	LA S 02.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	LA S 03.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	LA S 04.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	LA S 05.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
	LA M P4.1.6.i Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	LA S 00.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	LA S 01.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	LA S 02.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast). LA M 02.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description).	LA S 03.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast). LA M 03.1.6.j Identify and apply knowledge of organizational	LA S 04.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	LA S 05.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

				compare/contrast, fact/opinion).	patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).		
	LA M P4.1.6.j Identify different purposes for reading (e.g., inform, enjoy).	LA S 00.1.6.k Identify different purposes for reading (e.g., inform, enjoy).	LA S 01.1.6.k Identify and explain purpose for reading (e.g., answer a question, enjoy).	LA S 02.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).	LA S 03.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).	LA S 04.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task). LA M 04.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task) citing evidence to support analysis, reflection, or research.	LA S 05.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	LA M P4.1.6.k With adult guidance build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	LA S 00.1.6.I Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	LA S 01.1.6.I Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	LA S 02.1.6.I Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	LA S 03.1.6.I Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	LA S 04.1.6.I Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	LA S 05.1.6.I Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

						LA M 04.1.6.i Build background knowledge and activate prior knowledge to clarify understanding and make relevant identifications of text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	LA M 04.1.6.i Build background knowledge and activate prior knowledge to clarify understanding and make relevant identifications of text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
		LA S 00.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.	LA S 01.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 02.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 03.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 04.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	LA S 05.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
	LA M P4.1.6.i Make predictions about a text using prior knowledge, pictures, illustrations and titles.	LA S 00.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations and titles.	LA S 01.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.	LA S 02.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.	LA S 03.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	LA S 04.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	LA S 05.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
	LA M P4.1.6.m Respond to text (e.g., verbally, in writing, or artistically).	LA S 00.1.6.o Respond to text (e.g., verbally, in writing, or artistically).	LA S 01.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 02.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 03.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 04.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 05.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA M P4.1.6.n Make connections between a print text and an audio, video, or live version of the text.	LA S 00.1.6.p Make connections between a print text and an audio, video, or live version of the text.	LA S 01.1.6.p Make connections between a print text and an audio, video, or live version of the text.	LA S 02.1.6.p Make connections between a print text and an audio, video, or live version of the text.	LA S 03.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.	LA S 04.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	LA S 05.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

PK-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.							
Concepts	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Writing Process	LA M P4.2 Students will learn and apply writing skills and strategies to communicate.	LA S 00.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 01.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 02.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 03.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 04.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 05.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
Writing Modes	LA M P4.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 00.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 01.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 02.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 03.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 04.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.

PK-12 Comprehensive Writing Standard: Students will learn and apply writing skills and strategies to communicate.							
Concept	Grade Level Standards						
Writing Process	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	LA M P4.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 00.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level	LA S 01.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level	LA S 02.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level	LA S 03.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level	LA S 04.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level	LA S 05.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level
Curricular Indicators	LA M P4.2.1.a Use prewriting activities and inquiry tools to generate ideas.	LA S 00.2.1.a Use prewriting activities and inquiry tools to generate ideas.	LA S 01.2.1.a Use prewriting activities and inquiry tools to generate ideas.	LA S 02.2.1.a Use prewriting activities and inquiry tools to generate ideas.	LA S 03.2.1.a Use prewriting activities and inquiry tools to generate ideas.	LA S 04.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	LA S 05.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
	LA M P4.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.	LA S 00.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.	LA S 01.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.	LA S 02.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. LA M 02.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning,	LA S 03.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	LA S 04.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions. LA M 04.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational	LA S 05.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

				middle, and end with appropriate transitions.		pattern, including a clear introduction, body, and conclusion with appropriate transitions linked to the purpose of the composition.	
	LA M P4.2.1.c With adult guidance, use relevant information and evidence to support ideas.	LA S 00.2.1.c With adult guidance, use relevant information and evidence to support ideas.	LA S 01.2.1.c Gather and use relevant information and evidence to support ideas.	LA S 02.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.	LA S 03.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.	LA S 04.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	LA S 05.2.1.d Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
	LA M P4.2.1.d With adult guidance, compose simple sentences.	LA S 00.2.1.d Compose simple, grammatically correct sentences.	LA S 01.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.	LA S 02.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	LA S 03.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. LA M 03.2.1.d Compose paragraphs with grammatically correct simple and compound sentences of varying length, complexity, and type.	LA S 04.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. LA M 04.2.1.d Compose paragraphs with grammatically correct simple and compound sentences of varying length, complexity, and type.	LA S 05.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
	LA M P4.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 00.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 01.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 02.2.1.3.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 03.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 04.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 05.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA M P4.2.1.f Provide oral descriptive feedback to other writers.	LA S 00.2.1.f Provide oral descriptive feedback to other writers.	LA S 01.2.1.f Provide oral descriptive feedback to other writers.	LA S 02.2.1.f Provide oral and/or written descriptive feedback to other writers.	LA S 03.2.1.f Provide oral and/or written descriptive feedback to other writers.	LA S 04.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	LA S 05.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

	LA M P4.2.1.g With adult guidance, persevere in writing tasks.	LA S 00.2.1.g With adult guidance, persevere in writing tasks.	LA S 01.2.1.g Persevere in writing tasks of various length and complexity.	LA S 02.2.1.g Persevere in writing tasks of various length and complexity.	LA S 03.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 04.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 05.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
		LA S 00.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	LA S 01.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	LA S 02.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 03.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 04.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 05.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA M P4.2.1.h Use own words to relate information.	LA S 00.2.1.i Use own words to relate information.	LA S 01.2.1.i Use own words to relate information.	LA S 02.2.1.i Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.	LA S 03.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 04.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 05.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA M P4.2.1.i With adult guidance, publish a document in a variety of formats.	LA S 00.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA S 01.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA S 02.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA S 03.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	LA S 04.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	LA S 05.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
	LA M P4.2.1.j Begin to write uppercase and lowercase manuscript letters	LA M 00.2.1.k Write all uppercase and lowercase manuscript letters, attending to the form of the letters	LA M 01.2.1.k Write legibly in manuscript	LA M 02.2.1.k Write legibly in manuscript	LA M 03.2.1.k Write legibly in cursive	LA M 04.2.1.k Write legibly in cursive	

PK-12 Comprehensive Writing Standard: Students will learn and apply writing skills and strategies to communicate.							
Concept	Grade Level Standards						
Writing Modes	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<u>LA M P4.2.2</u> <u>Student will write in multiple modes for a variety of purposes and audiences across disciplines.</u>	<u>LA S 00.2.2</u> <u>Student will write in multiple modes for a variety of purposes and audiences across disciplines.</u>	<u>LA S 01.2.2</u> <u>Student will write in multiple modes for a variety of purposes and audiences across disciplines.</u>	<u>LA S 02.2.2</u> <u>Student will write in multiple modes for a variety of purposes and audiences across disciplines.</u>	<u>LA S 03.2.2</u> <u>Student will write in multiple modes for a variety of purposes and audiences across disciplines.</u>	<u>LA S 04.2.2</u> <u>Student will write in multiple modes for a variety of purposes and audiences across disciplines.</u>	<u>LA S 05.2.2</u> <u>Student will write in multiple modes for a variety of purposes and audiences across disciplines.</u>
Curricular Indicators	<u>LA M P4.2.2.a</u> <u>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</u>	<u>LA S 00.2.2.a</u> <u>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</u>	<u>LA S 01.2.2.a</u> <u>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</u>	<u>LA S 02.2.2.a</u> <u>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</u>	<u>LA S 03.2.2.a</u> <u>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</u>	<u>LA S 04.2.2.a</u> <u>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</u>	<u>LA S 05.2.2.a</u> <u>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</u>
	<u>LA M P4.2.2.b</u> <u>With adult guidance, provide evidence from literary or informational text to support ideas or opinions.</u>	<u>LA S 00.2.2.b</u> <u>With adult guidance, provide evidence from literary or informational text to support ideas or opinions.</u>	<u>LA S 01.2.2.b</u> <u>With adult guidance, provide evidence from literary or informational text to support ideas or opinions.</u>	<u>LA S 02.2.2.b</u> <u>Provide evidence from literary or informational text to support ideas or opinions.</u>	<u>LA S 03.2.2.b</u> <u>Provide evidence from literary or informational text to support ideas or opinions.</u>	<u>LA S 04.2.2.b</u> <u>Provide evidence from literary or informational text to support analysis, reflection, and research.</u>	<u>LA S 05.2.2.b</u> <u>Provide evidence from literary or informational text to support analysis, reflection, and research.</u>
	<u>LA M P4.2.2.c</u> <u>With adult guidance, conduct and publish research to answer questions or solve problems.</u>	<u>LA S 00.2.2.c</u> <u>With adult guidance, conduct and publish research to answer questions or solve problems.</u>	<u>LA S 01.2.2.c</u> <u>With adult guidance, conduct and publish research to answer questions or solve problems using resources.</u>	<u>LA S 02.2.2.c</u> <u>Conduct and publish research to answer questions or solve problems using resources</u>	<u>LA S 03.2.2.c</u> <u>Conduct and publish research to answer questions or solve problems using resources.</u>	<u>LA S 04.2.2.c</u> <u>Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</u>	<u>LA S 05.2.2.c</u> <u>Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.</u>

	<u>LA M P4.2.2.d</u> <u>With adult guidance, use precise word choice and domain-specific vocabulary to write in a variety of modes.</u>	LA S 00.2.2.d With adult guidance, compare mentor texts and examples to create similar pieces.	LA S 01.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 02.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 03.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 04.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 05.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	<u>LA M P4.2.2.e</u> <u>With adult guidance, compare mentor texts and examples to create similar pieces.</u>	LA S 00.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.	LA S 01.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.	LA S 02.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	LA S 03.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	LA S 04.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	LA S 05.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.
		<u>BIT M 02.IT.KS.8</u> <u>Students will gather information and communicate electronically with others with support from teachers, family members, and/or student partners.</u>	<u>BIT M 02.IT.KS.8</u> <u>Students will gather information and communicate electronically with others with support from teachers, family members, and/or student partners.</u>	<u>LA M 02.IT.KS.8</u> <u>Students will gather information and communicate electronically with others with support from teachers, family members, and/or student partners.</u>	<u>BIT M 05.IT.TF.11</u> <u>Students will use productivity technology tools for individual and collaborative writing, communication, and publishing activities.</u>	<u>BIT M 05.IT.TF.11</u> <u>Students will use productivity technology tools for individual and collaborative writing, communication, and publishing activities</u>	<u>BIT M 05.IT.TF.11</u> <u>Students will use productivity technology tools for individual and collaborative writing, communication, and publishing activities</u>
		<u>BIT M 02.IT.KS.8a</u> <u>Use the basic steps of the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g., plan research, locate, record, and share information)</u>	<u>BIT M 02.IT.KS.8a</u> <u>Use the basic steps of the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g., plan research, locate, record, and share information)</u>	<u>BIT M 02.IT.KS.8a</u> <u>Use the basic steps of the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g., plan research, locate, record, and share information)</u>	<u>BIT M 05.IT.TF.11.a</u> <u>Apply the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g., form questions, plan research, gather and record information, draw conclusions, communicate, reflect, and evaluate</u>	<u>BIT M 05.IT.TF.11.a</u> <u>Apply the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g., form questions, plan research, gather and record information, draw conclusions, communicate, reflect, and evaluate</u>	<u>BIT M 05.IT.TF.11.a</u> <u>Apply the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g., form questions, plan research, gather and record information, draw conclusions, communicate, reflect, and evaluate</u>

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.							
Concepts	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Speaking	LA M P4.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 00.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 01.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 02.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 03.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 04.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
Listening	LA M P4.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 03.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 04.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 05.3.2 Students will develop and demonstrate active listening skills across a variety of situations.
Reciprocal Communication	LA M P4.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 00.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 01.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 02.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 03.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 04.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.							
Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Speaking Skills	<u>LA M P4.3.1</u> <u>Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</u>	LA S 00.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 01.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 02.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 03.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 04.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
Curricular Indicators	<u>LA M P4.3.1.a</u> <u>Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.</u>	LA S 00.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.	LA S 01.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.	LA S 02.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA S 03.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA S 04.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA S 05.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	<u>LA M P4.3.1.b</u> <u>Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</u>	LA S 00.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.	LA S 01.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	LA S 02.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	LA S 03.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text. <u>LA M 03.3.1.b</u> <u>Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate</u>	LA S 04.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	LA S 05.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.

					volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.		
	LA M P4.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.	LA S 00.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.	LA S 01.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.	LA S 02.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.	LA S 03.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA S 04.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA S 05.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
	LA M P4.3.1.d Convey a personal perspective with clear reasons.	LA S 00.3.1.d Convey a personal perspective with clear reasons.	LA S 01.3.1.d Convey a personal perspective with clear reasons.	LA S 02.3.1.d Convey a perspective with clear reasoning and support.	LA S 03.3.1.d Convey a perspective with clear reasoning and support.	LA S 04.3.1.d Convey a perspective with clear reasoning and support.	LA S 05.3.1.d Convey a perspective with clear reasoning and support.
	LA M P4.3.1.e Begin to ask questions to acquire or confirm information.	LA S 00.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 01.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 02.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 03.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 04.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 05.3.1.e Ask pertinent questions to acquire or confirm information.

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.							
Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Listening Skills	<u>LA M P4.3.2</u> <u>Students will develop and demonstrate active listening skills across a variety of situations.</u>	LA S 00.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 01.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 02.3.2 Students will develop and demonstrate active listening skills across a variety of situations.	LA S 03.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 04.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 05.3.2 Students will develop and apply active listening skills across a variety of situations.
Curricular Indicators	<u>LA M P4.3.2.a</u> <u>Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.</u>	LA S 00.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	LA S 01.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	LA S 02.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	LA S 03.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	LA S 04.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	LA S 05.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
		LA S 00.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	LA S 01.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	LA S 02.3.2.b Ask questions about the purpose and credibility of information being presented in diverse media and formats.	LA S 03.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	LA S 04.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	LA S 05.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
	<u>LA M P4.3.2.b</u> <u>Complete a task following one/two-step directions.</u>	LA S 00.3.2.c Complete a task following one/two-step directions.	LA S 01.3.2.c Complete a task following one/two-step directions.	LA S 02.3.2.c Complete a task following multi-step directions.	LA S 03.3.2.c Complete a task following multi-step directions.	LA S 04.3.2.c Complete a task following multi-step directions.	LA S 05.3.2.c Complete a task following multi-step directions.

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.							
Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reciprocal Communication	LA M P4.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 00.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 01.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 02.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 03.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 04.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Curricular Indicators	LA M P4.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.	LA S 00.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.	LA S 01.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.	LA S 02.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.	LA S 03.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	LA S 04.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	LA S 05.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
	LA M P4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	LA S 00.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	LA S 01.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	LA S 02.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.	LA S 03.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	LA S 04.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	LA S 05.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
	LA M P4.3.3.c Apply conversation strategies to recognize information presented by others in relationship to one's own ideas.	LA S 00.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	LA S 01.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	LA S 02.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	LA S 03.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	LA S 04.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	LA S 05.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

	<u>LA M P4.3.3.d</u> <u>Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.</u>	LA S 00.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	LA S 01.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	LA S 02.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.	LA S 03.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	LA S 04.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	LA S 05.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.
	<u>LA M P4.3.3.e</u> <u>Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.</u>	LA S 00.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 01.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 02.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 03.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 04.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 05.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.							
Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Information Fluency	<u>LA M P4.4.1</u> <u>Students will apply information fluency and practice digital citizenship.</u>	LA S 00.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 01.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 02.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 03.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 04.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 05.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
Digital Citizenship	<u>LA M P4.4.2</u> <u>Students will practice the norms of appropriate and responsible technology use.</u>	LA S 00.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 01.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 02.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 03.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 04.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 05.4.2 Students will practice the norms of appropriate and responsible technology use.

PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.							
Concept	Grade Level Standards						
Information Fluency	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	LA M P4.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 00.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 01.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 02.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 03.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 04.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 05.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
Curricular Indicators	LA M P4.4.1.a <u>With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).</u>	LA S 00.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).	LA S 01.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).	LA S 02.4.1.a With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	LA S 03.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	LA S 04.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	LA S 05.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
		LA S 00.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	LA S 01.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	LA S 02.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	LA S 03.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	LA S 04.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	LA S 05.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

		LA S 00.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA S 01.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA S 02.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	LA S 03.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 04.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 05.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
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PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.							
Concept	Grade Level Standards						
	PK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Digital Citizenship	LA M P4.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 00.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 01.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 02.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 03.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 04.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 05.4.2 Students will practice the norms of appropriate and responsible technology use.
Curricular Indicators	LA M P4.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials)	LA S 00.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	LA S 01.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	LA S 02.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA S 03.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA S 04.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA S 05.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA M P4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others	LA S 00.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 01.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 02.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 03.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 04.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 05.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.
Course	PK Language Arts	Kindergarten Language Arts	Grade 1 Language Arts	Grade 2 Language Arts	Grade 3 Language Arts	Grade 4 Language Arts	Grade 5 Language Arts
Materials	Reading Street Creative Curriculum	Reading Street Write Traits (Coco Writes)	Reading Street Write Source	Reading Street Write Source	Reading Street Write Source	Reading Street Write Source	Reading Street Write Source

PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Concepts of Print	LA S 05.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 06.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 07.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 08.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 09.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 10.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 11.1.1 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 12.1.1 Mastered in Grade 1 and blended with other skills at this grade level.
Phonological Awareness	LA S 05.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 06.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 07.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 08.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 09.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 10.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA M 11.1.2 Mastered in Grade 1 and blended with other skills at this grade level.	LA S 12.1.2 Mastered in Grade 1 and blended with other skills at this grade level.
Word Analysis	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 06.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 07.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 08.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA M 09.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 10.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA M 11.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 12.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
Fluency	LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 06.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 07.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 08.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA M 09.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 10.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA M 11.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 12.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Vocabulary	LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 06.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 07.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 08.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA M 09.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 10.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA M 11.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 12.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.

Comprehension	LA S 05.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA M 09.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 10.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA M 11.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
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PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
Concepts of Print	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.1.1 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 06.1.1 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 07.1.1 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 08.1.1 Mastered in Grade 1 and blended with other skills at this grade band.	LA M 09.1.1 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 10.1.1 Mastered in Grade 1 and blended with other skills at this grade band.	LA M 11.1.1 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 12.1.1 Mastered in Grade 1 and blended with other skills at this grade band.
Curricular Indicators								

PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
Phonological Awareness	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.1.2 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 06.1.2 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 07.1.2 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 08.1.2 Mastered in Grade 1 and blended with other skills at this grade band.	LA M 09.1.2 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 10.1.2 Mastered in Grade 1 and blended with other skills at this grade band.	LA M 11.1.2 Mastered in Grade 1 and blended with other skills at this grade band.	LA S 12.1.2 Mastered in Grade 1 and blended with other skills at this grade band.
Curricular Indicators								

PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
Word Analysis	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 06.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 07.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 08.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA M 09.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 10.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA M 11.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.	LA S 12.1.3 Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
Curricular Indicators	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	LA S 06.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	LA S 07.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	LA S 08.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	LA M 09.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	LA S 10.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	LA M 11.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	LA S 12.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Fluency	LA S 05.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 06.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 07.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 08.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA M 09.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 10.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA M 11.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	LA S 12.1.4 Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
Curricular Indicators	LA S 05.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.	LA S 06.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity. LA M 06.1.4.a Use reading strategies for efficient pacing parallel to reading purpose.	LA S 07.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity. LA M 07.1.4.a Use reading strategies for efficient pacing parallel to reading purpose.	LA S 08.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity. LA M 08.1.4.a Use reading strategies for efficient pacing parallel to reading purpose.	LA M 09.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity, and for efficiency parallel to reading purpose.	LA S 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity. LA M 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity, and for efficiency parallel to reading purpose.	LA M 11.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity and for efficiency parallel to reading purpose.	LA S 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity. LA M 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity and for efficiency parallel to reading purpose.
	LA S 05.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.							

PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
Vocabulary	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 06.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 07.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 08.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA M 09.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 10.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA M 11.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.	LA S 12.1.5 Students will build and use conversational, academic, and content-specific grade-level vocabulary.
Curricular Indicators	LA S 05.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).	LA S 06.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA S 07.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA S 08.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA M 09.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA S 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	LA M 11.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	LA S 12.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
	LA S 05.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA S 06.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA S 07.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA S 08.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA M 09.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA S 10.1.5.b Skills blended with 10.1.5.a at this level.	LA M 11.1.5.b Skills blended with 11.1.5.a at this level.	LA S 12.1.5.b Skills blended with 12.1.5.a at this level.
	LA S 05.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 06.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 07.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 08.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA M 09.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA M 11.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	LA S 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

	<p>LA S 05.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p>LA S 06.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p>LA S 07.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p>LA S 08.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p>LA M 09.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.</p>	<p>LA S 10.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.</p>	<p>LA M 11.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.</p>	<p>LA S 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.</p>
	<p>LA S 05.1.5.e Determine meaning using reference materials.</p>	<p>LA S 06.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.</p> <p>LA M 6.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p>LA S 07.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.</p> <p>LA M 7.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p>LA S 08.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.</p> <p>LA M 8.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p>LA M 09.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p>LA S 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p>LA M 11.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>	<p>LA S 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.</p>

PK- 12 Comprehensive READING Standard: Students will learn and apply reading skills and strategies to comprehend text.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Comprehension	LA S 05.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 06.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 07.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA M 09.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 10.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA M 11.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	LA S 12.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
Curricular Indicators	LA S 05.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	LA S 06.1.6.a Analyze text to determine author's purpose(s) and describe how author's perspective influences text.	LA S 07.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.	LA S 08.1.6.a Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.	LA M 09.1.6.a Analyze the meaning, reliability, and validity of text considering author's purpose and perspective and cultural influences.	LA S 10.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.	LA M 11.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	LA S 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.

	<p>LA S 05.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).</p> <p><u>LA M 05.1.6.b</u> <u>Analyze and describe elements of literary text (e.g., characters, character development, setting, plot, point of view, theme).</u></p>	<p>LA S 06.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).</p>	<p>LA S 07.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).</p>	<p>LA S 08.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).</p>	<p><u>LA M 09.1.6.b</u> <u>Analyze and explain the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</u></p>	<p>LA S 10.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</p>	<p><u>LA M 11.1.6.b</u> <u>Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) and their combined impact on the text.</u></p>	<p>LA S 12.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).</p> <p><u>LA M 12.1.6.b</u> <u>Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) and their combined impact on the text.</u></p>
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	LAS 05.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	LAS 06.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).	LAS 07.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	LAM 08.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	LAM 09.1.6.c Identify and analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).	LAS 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).	LAM 11.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, irony).	LAS 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood). LAM 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, irony).
	LAS 05.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.	LAS 06.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.	LAS 07.1.6.d Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.	LAS 08.1.6.d Summarize, analyze, and synthesize the development of a common theme between two literary text and/or media.	LAM 09.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).	LAS 10.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).	LAM 11.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).	LAS 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).
	LAS 05.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	LAS 06.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	LAS 07.1.6.e Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.	LAS 08.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.	LAM 09.1.6.e Skills blended with 9.1.6.d at this level.	LAS 10.1.6.e Skills blended with 10.1.6.d at this level.	LAM 11.1.6.e Skills blended with 11.1.6.d at this level.	LAS 12.1.6.e Skills blended with 12.1.6.d at this level.

	LA S 05.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	LA S 06.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	LA S 07.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	LA S 08.1.6.f Analyze and evaluate information from print and digital text features to support comprehension.	<u>LA M 09.1.6.f</u> <u>Analyze and evaluate information from print and digital text features to support comprehension.</u>	LA S 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.	<u>LA M 11.1.6.f</u> <u>Interpret and evaluate information from print and digital text features to support comprehension.</u>	LA S 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
	LA S 05.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	LA S 06.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	LA S 07.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.	LA S 08.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.	<u>LA M 09.1.6.g</u> <u>Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.</u>	LA S 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.	<u>LA M 11.1.6.g</u> <u>Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.</u>	LA S 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
	LA S 05.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	LA S 06.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	LA S 07.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective.	LA S 08.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.	<u>LA M 09.1.6.h</u> <u>Skills blended with 09.1.6.g at this level.</u>	LA S 10.1.6.h Skills blended with 10.1.6.g at this level.	<u>LA M 11.1.6.h</u> <u>Skills blended with 11.1.6.g at this level.</u>	LA S 12.1.6.h Skills blended with 12.1.6.g at this level.

	LA S 05.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	LA S 06.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	LA S 07.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	LA S 08.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	<u>LA M 09.1.6.i</u> <u>Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.</u>	LA S 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.	<u>LA M 11.1.6.i</u> <u>Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.</u>	LA S 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
	LA S 05.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	LA S 06.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).	LA S 07.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).	LA S 08.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).	<u>LA M 09.1.6.j</u> <u>Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).</u>	LA S 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	<u>LA M 11.1.6.j</u> <u>Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).</u>	LA S 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
	LA S 05.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	LA S 06.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	LA S 07.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	LA S 08.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<u>LA M 09.1.6.k</u> <u>Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.</u>	LA S 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<u>LA M 11.1.6.k</u> <u>Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.</u>	LA S 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

	<p>LA S 05.1.6.I Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.</p> <p><u>LA M 5.1.6.I</u> <u>Build background knowledge and activate prior knowledge to clarify understanding and make relevant identifications of text-to-self, text-to-text, and text-to-world connections before, during, and after reading.</u></p>	<p>LA S 06.1.6.I Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.</p> <p><u>LA M 6.1.6.I</u> <u>Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make relevant text-to-self, text-to-text, and text-to-world connections while reading complex text.</u></p>	<p>LA S 07.1.6.I Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.</p> <p><u>LA M 07.1.6.I</u> <u>Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make relevant text-to-self, text-to-text, and text-to-world connections while reading complex text.</u></p>	<p>LA S 08.1.6.I Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p>	<p><u>LA M 09.1.6.I</u> <u>Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</u></p>	<p>LA S 10.1.6.I Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p>	<p><u>LA M 11.1.6.I</u> <u>Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</u></p>	<p>LA S 12.1.6.I Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.</p>
	<p>LA S 05.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.</p>	<p>LA S 06.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.</p>	<p>LA S 07.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.</p>	<p>LA S 08.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.</p>	<p><u>LA M 09.1.6.m</u> <u>Self-monitor comprehension and independently apply appropriate strategies to understand complex text.</u></p>	<p>LA S 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.</p>	<p><u>LA M 11.1.6.m</u> <u>Self-monitor comprehension and independently apply appropriate strategies to understand complex text.</u></p>	<p>LA S 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.</p>
	<p>LA S 05.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media</p>	<p>LA S 06.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media</p>	<p>LA S 07.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.</p>	<p>LA S 08.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.</p>	<p><u>LA M 09.1.6.n</u> <u>Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.</u></p>	<p>LA S 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.</p>	<p><u>LA M 11.1.6.n</u> <u>Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.</u></p>	<p>LA S 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.</p>

	LA S 05.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 06.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 07.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	LA S 08.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	<u>LA M 09.1.6.o</u> <u>Demonstrate an understanding of complex text by using textual evidence to support analysis and reflection via multiple mediums (e.g., writing, artistic representation, video, other media).</u>	LA S 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	<u>LA M 11.1.6.o</u> <u>Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).</u>	LA S 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA S 05.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	LA S 06.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	LA S 07.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	LA S 08.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	<u>LA M 09.1.6.p</u> <u>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</u>	LA S 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	<u>LA M 11.1.6.p</u> <u>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</u>	LA S 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

PK-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Writing Process	LA S 05.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 06.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 07.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 08.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA M 09.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 10.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA M 11.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 12.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
Writing Modes	LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 07.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 08.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA M 09.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 10.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA M 11.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.

PK-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.								
Concept	Grade Level Standards							
Writing Process	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 06.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 07.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 08.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA M 09.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 10.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA M 11.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	LA S 12.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
Curricular Indicators	LA S 05.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	LA S 06.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	LA S 07.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	LA S 08.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA M 09.2.1.a Use prewriting and multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA S 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA M 11.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA S 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA S 05.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA S 06.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA S 07.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA S 08.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA M 09.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA S 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.	LA M 11.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.	LA S 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
LA S 05.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	LA S 06.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA S 07.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA S 08.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA M 09.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA S 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA M 11.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA S 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
LA S 05.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.	LA S 06.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	LA S 07.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	LA S 08.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	LA M 09.2.1.d Apply standard rules of grammar and paragraph formation including simple, compound and complex sentences of varying length and complexity.	LA S 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.	LA M 11.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.	LA S 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
LA S 05.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 06.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 07.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 08.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA M 09.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA M 11.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA S 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

	LA S 05.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	LA S 06.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	LA S 07.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	LA S 08.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	LA M 09.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	LA S 10.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	LA M 11.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	LA S 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
	LA S 05.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 06.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 07.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 08.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA M 09.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA M 11.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA S 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA S 05.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 06.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 07.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 08.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA M 09.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA M 11.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA S 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA S 05.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 06.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 07.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 08.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA M 09.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA M 11.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA S 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA S 05.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	LA S 06.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g.,	LA S 07.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g.,	LA S 08.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g.,	LA M 09.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g.,	LA S 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g.,	LA M 11.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g.,	LA S 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g.,

		fonts, spacing, design, images, citations).	fonts, spacing, design, images, citations).	fonts, spacing, design, images, citations).	fonts, spacing, design, images, style conventions, citations, and manuscript requirements).	fonts, spacing, design, images, style conventions, citations, and manuscript requirements).	fonts, spacing, design, images, style conventions, citations, and manuscript requirements).	fonts, spacing, design, images, style conventions, citations, and manuscript requirements).
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PK-12 Comprehensive WRITING Standard: Students will learn and apply writing skills and strategies to communicate.								
Concepts	Grade Level Standards							
Writing Modes	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 06.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 07.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 08.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA M 09.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 10.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA M 11.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.	LA S 12.2.2 Student will write in multiple modes for a variety of purposes and audiences across disciplines.
Curricular Indicators	LA S 05.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA S 06.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA S 07.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA S 08.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA M 09.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA S 10.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA M 11.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA S 12.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA S 05.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research	LA S 06.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	LA S 07.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	LA S 08.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	LA M 09.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	LA S 10.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	LA M 11.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	LA S 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

	LA S 05.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	LA S 06.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	LA S 07.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	LA S 08.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	<u>LA M 09.2.2.c</u> <u>Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.</u>	LA S 10.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	<u>LA M 11.2.2.c</u> <u>Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.</u>	LA S 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
	LA S 05.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 06.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 07.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA S 08.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	<u>LA M 09.2.2.d</u> <u>Use precise word choice and domain-specific vocabulary to write in a variety of modes.</u>	LA M 10.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	<u>LA M 11.2.2.d</u> <u>Use precise word choice and domain-specific vocabulary to write in a variety of modes.</u>	LA S 12.2.2.c Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA S 05.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	LA S 06.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.	LA S 07.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.	LA S 08.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.	<u>LA M 09.2.2.e</u> <u>Analyze various mentor texts and/or exemplars in order to create a similar piece.</u>	LA S 10.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.	<u>LA M 11.2.2.e</u> <u>Analyze various mentor texts and/or exemplars in order to create a similar piece.</u>	LA S 12.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Speaking Skills	LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA M 09.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA S 10.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA M 11.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	LA S 12.3.1 Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
Listening Skills	LA S 05.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 06.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 07.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations.	LA M 09.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 10.3.2 Students will develop and apply active listening skills across a variety of situations.	LA M 11.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations.
Reciprocal Communication	LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 10.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.								
Concepts	Grade Level Standards							
Speaking Skills	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 06.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 07.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 08.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA M 09.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 10.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA M 11.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	LA S 12.3.1 Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
Curricular Indicators	LA S 05.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA S 06.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA S 07.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA S 08.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA M 09.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA S 10.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA M 11.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	LA S 12.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA S 05.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	LA S 06.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	LA S 07.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	LA S 08.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.	LA M 09.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	LA S 10.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	LA M 11.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.	LA S 12.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

	LA S 05.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA S 06.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA S 07.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	LA S 08.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	LA M 09.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	LA S 10.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.	LA M 11.3.1.c Make strategic use of appropriate use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	LA S 12.3.1.c Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
	LA S 05.3.1.d Convey a perspective with clear reasoning and support.	LA S 06.3.1.d Convey a perspective with clear reasoning and support.	LA S 07.3.1.d Convey a perspective with clear reasoning and valid evidence.	LA S 08.3.1.d Convey a perspective with clear reasoning and valid evidence.	LA M 09.3.1.d Convey a perspective with clear reasoning and valid evidence.	LA S 10.3.1.d Convey a perspective with clear reasoning and valid evidence.	LA M 11.3.1.d Convey a perspective with clear reasoning and valid evidence.	LA S 12.3.1.d Convey a perspective with clear reasoning and valid evidence.
	LA S 05.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 06.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 07.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 08.3.1.e Ask pertinent questions to acquire or confirm information.	LA M 09.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 10.3.1.e Ask pertinent questions to acquire or confirm information.	LA M 11.3.1.e Ask pertinent questions to acquire or confirm information.	LA S 12.3.1.e Ask pertinent questions to acquire or confirm information.
	LA S 05.3.1.f This skill is formally required in Grade 6, but may be introduced at earlier levels.	LA S 06.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.	LA S 07.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.	LA S 08.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.	LA S 09.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.	LA S 10.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.	LA M 11.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.	LA S 12.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.								
Concepts	Grade Level Standards							
Listening Skills	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 06.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 07.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 08.3.2 Students will develop and apply active listening skills across a variety of situations.	LA M 09.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 10.3.2 Students will develop and apply active listening skills across a variety of situations.	LA M 11.3.2 Students will develop and apply active listening skills across a variety of situations.	LA S 12.3.2 Students will develop and apply active listening skills across a variety of situations.
Curricular Indicators	LA S 05.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.	LA S 06.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	LA S 07.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	LA S 08.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.	LA M 09.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	LA S 10.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	LA M 11.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).	LA S 12.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
	LA S 05.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.	LA S 06.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	LA S 07.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.	LA S 08.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	LA M 09.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	LA S 10.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	LA M 11.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	LA S 12.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
	LA S 05.3.2.c Complete a task following multi-step directions.	LA S 06.3.2.c Complete a task following complex multi-step directions.	LA S 07.3.2.c Complete a task following complex multi-step directions.	LA S 08.3.2.c Complete a task following complex multi-step directions.	LA M 09.3.2.c Complete a task following complex multi-step directions.	LA S 10.3.2.c Complete a task following complex multi-step directions.	LA M 11.3.2.c Complete a task following complex multi-step directions.	LA S 12.3.2.c Complete a task following complex multi-step directions.

PK-12 Comprehensive SPEAKING/LISTENING Standard: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.								
Concepts	Grade Level Standards							
Reciprocal Communication	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 06.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 07.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 08.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 09.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 10.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA M 11.3.3 Students will develop, apply, and adapt reciprocal communication skills.	LA S 12.3.3 Students will develop, apply, and adapt reciprocal communication skills.
Curricular Indicators	LA S 05.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	LA S 06.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.	LA S 07.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.	LA S 08.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.	LA M 09.3.3.a Identify and integrate professional etiquette and social protocols when communicating.	LA S 10.3.3.a Integrate professional etiquette and social protocols when communicating.	LA M 11.3.3.a Integrate professional etiquette and social protocols when communicating.	LA S 12.3.3.a Integrate professional etiquette and social protocols when communicating.
	LA S 05.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	LA S 06.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	LA S 07.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	LA M 08.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	LA M 09.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	LA S 10.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	LA M 11.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.	LA S 12.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
	LA S 05.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	LA S 06.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	LA S 07.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	LA S 08.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.	LA M 09.3.3.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.	LA S 10.3.3.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.	LA M 11.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.	LA S 12.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.

	LA S 05.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	LA S 06.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	LA S 07.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.	LA S 08.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.	<u>LA M 09.3.3.d</u> <u>Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.</u>	LA S 10.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.	<u>LA M 11.3.3.d</u> <u>Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.</u>	LA S 12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
	LA S 05.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	LA S 06.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	LA S 07.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	LA S 08.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	<u>LA M 09.3.3.e</u> <u>Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</u>	LA S 10.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.	<u>LA M 11.3.3.e</u> <u>Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.</u>	LA S 12.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Information Fluency	LA S 05.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 06.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 07.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 08.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA M 09.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 10.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA M 11.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 12.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
Digital Citizenship	LA S 05.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 06.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 07.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 08.4.2 Students will practice the norms of appropriate and responsible technology use.	LA M 09.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 10.4.2 Students will practice the norms of appropriate and responsible technology use.	LA M 11.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 12.4.2 Students will practice the norms of appropriate and responsible technology use.

PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.								
Concepts	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Information Fluency	LA S 05.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 06.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 07.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 08.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA M 09.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 10.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA M 11.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).	LA S 12.4.1 Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).
Curricular Indicators	LA S 05.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	LA S 06.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	LA S 07.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	LA S 08.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.	LA M 09.4.1.a Locate, organize, analyze, evaluate, and synthesize information from credible print and digital resources to create new understandings and defend conclusions.	LA S 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions. LA M 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.	LA M 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.	LA S 12.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions. LA M 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

	LA S 05.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	LA S 06.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	LA S 07.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	LA S 08.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	<u>LA M 09.4.1.b</u> <u>Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</u>	LA S 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).	<u>LA M 11.4.1.b</u> <u>Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).</u>	LA S 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
	LA S 05.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 06.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 07.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	LA S 08.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	<u>LA M 09.4.1.c</u> <u>Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</u>	LA S 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	<u>LA M 11.4.1.c</u> <u>Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).</u>	LA S 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

PK-12 Comprehensive MULTIPLE LITERACIES Standard: Students will apply information fluency and practice digital citizenship.								
Concepts	Grade Level Standards							
Digital Citizenship	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	LA S 05.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 06.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 07.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 08.4.2 Students will practice the norms of appropriate and responsible technology use.	LA M 09.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 10.4.2 Students will practice the norms of appropriate and responsible technology use.	LA M 11.4.2 Students will practice the norms of appropriate and responsible technology use.	LA S 12.4.2 Students will practice the norms of appropriate and responsible technology use.
Curricular Indicators	LA S 05.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA S 06.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA S 07.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA S 08.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA M 09.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA S 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA M 11.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	LA S 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA S 05.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 06.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 07.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 08.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA M 09.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA M 11.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	LA S 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Course	Grade 5 Language Arts	English 6 Reading 6	English 7 Reading 7	English 8	English 9 Honors English 9 Literacy Enrichment I Speech Debate I Forensics Intro to Journalism Intro to Photo- journalism Theatre Appreciation Drama I Drama II Theatre Technology	English 10 Honors English 10 Literacy Enrichment II Speech Debate I Advanced Debate Forensics Intro to Journalism Intro to Photo- journalism Newspaper Theatre Appreciation Drama I Drama II Theatre Technology	English 11 Literacy Enrichment III AP Language Contemporary Literature Literature and Film Speech Debate I Advanced Debate Forensics Intro to Journalism Intro to Photo- journalism Newspaper Theatre Appreciation Drama I Drama II Theatre Technology 21st Century Media Literacy Creative Writing Research Methods	AP Language AP Literature A Global Perspective through Literature Contemporary Literature Literacy for Life Literature and Film Speech Debate I Advanced Debate Forensics Intro to Journalism Intro to Photo- journalism Newspaper 21st Century Media Literacy Theatre Appreciation Drama I Drama II Theatre Technology Creative Writing Research Methods
Materials	Reading Street Write Source	McDougal Littell Literature Plugged Into Nonfiction Interactive technology	McDougal Littell Literature Plugged into Nonfiction Interactive technology	McDougal Littell Literature Interactive technology	Seeing the Pattern Perfection Learning Literature & Thought Interactive technology	Patterns for College Writing Holt 6 th Ed EMC American Tradition Interactive technology	Patterns for College Writing EMC American Tradition Interactive technology	Interactive technology

Appendix

Included as approved in 2009

PreK-12 Language Arts Courses and Electives

Introduction

The PreK-12 Language Arts Courses and Electives list on the following page provides a listing of all required and elective courses offered to Millard Public School students. It provides an overall course sequence.

Background

Committees spent a year completing research and participating in discussions focused on current course offerings, materials, resources, assessment data and literacy development while working with the Nebraska State Language Arts Standards and Indicators.

During those discussions, committee members felt it was important to focus on our students being able to serve as literate members of society, whether preparing for college, the workplace or specialized fields of study.

Discussions led to purposeful decisions to serve the needs of all students. Focus was given to the current proficiency levels of students to be sure all levels of student reading and writing needs were addressed while determining courses needed in today's world.

Balance between the needs of students and current staffing within buildings was also considered in these discussions and decisions. It was determined to continue to offer the same courses PreK-8th grades. It was decided to create a specific focus in ninth through eleventh grades:

English 9: Contemporary Fiction and Non-Fiction

English 10: Roots of Western Civilization through Literature

English 11: American Perspectives through Literature

Elective courses were also part of these discussions and decisions were made to abandon, replace or rewrite a course with the end result being the same number of course options for our students but with some reorganization. Supporting documentation for these decisions is included within the appendix section.

Language Arts Courses and Electives

Pre-Kindergarten Language Arts

Kindergarten Language Arts

Grade 1 Language Arts

Grade 2 Language Arts

Grade 3 Language Arts

Grade 4 Language Arts

Grade 5 Language Arts

English 6

Reading 6

English 7

Reading 7

English 8

English 9: Contemporary Fiction/Nonfiction

English 10: Roots of Western Civilization through Literature

English 11: American Perspective through Literature

Honors English 9: Contemporary Fiction/Nonfiction; Roots of Western Civilization

Honors English 10: American Perspective through Literature

Global Perspectives through Literature (1 semester; 12)

English 9 Literacy Enrichment (2 semesters; English and elective credit)

English 10 Literacy Enrichment (2 semesters; English and elective credit)

Literacy Enrichment (2 semesters; 11; elective credit)

Introduction to Journalism (1 semester; 9-12)

Advanced Journalism (2 semesters; 10-12)

Yearbook (2 semesters; 10-12)

Introduction to Photojournalism (1 semester; 9-12)

Speech (1 semester; 9-12)

Forensics (2 semesters; 9-12)

Debate I (1 semester; 9-12)

Advanced Debate (2 semesters; 10-12)

Drama I (1 semester; 9-12)

Drama II (1 semester; 9-12)

Theatre Technology (1 semester; 9-12)

21st Century Media Literacy (1 semester; 11-12)

Literacy for Life I (1 semester; 12)

Literacy for Life II (1 semester; 12)

Creative Writing (1 semester; 11-12)

Research Methods (1 semester; 11-12)

Theatre Appreciation (1 semester; 9-12)

Literature and Film (1 semester; 11-12)

Contemporary Literature (1 semester; 11-12)

AP Language (2 semesters; 11-12)

AP Literature (2 semesters; 12)

2 December 2008

MNHS: Becky Terrell, Kelly Welsh, Mary Bayne, Sue Roberts, Terry Thielen

MSHS: Christine Kaldahl, Steve Kerkman, Jill Prochaska, Robyn Baker, Vickie Weidenhamer

MWHS: Jim Mercer, Lloyd Hoshaw, Susan Kvasnicka, Linda Perkins, Joanne Chapuran

Current Courses and Proposed Changes		Rationale
Mass Media	21 st Century Media Literacy; include a presentation with an audience beyond peers as part of the frameworks	Critical in this multi-modal, global culture.
Creative Writing	Watch class sizes	Extends writing instruction. Offers creative outlet. Also prepares them for college, as many freshman classes have this type of writing.
Career English	Practical English I & II or Literacy for Life I/II: a combination of literature, non fiction, writing for a purpose, reading for a purpose ... Whatever this population needs to be able to do when they leave.	Overlaps with business/consumer class. Serves non-college bound.
Comp & Lit		Fulfills needs of those not attending a 4-yr college. Revamp to include technical writing & hone literary skills.
Research Methods	Research Methods: Coordinate w/ the Metro 1120(#?)	
College Prep Grammar and Reading	Abandon	A test prep class; does not count for English credit; does not need Eng teacher. Resources available elsewhere now. Bldgs may still offer it.
Shakespeare	Abandon Concern that it needs to be represented within the curriculum elsewhere (tragedy, comedy, history, poetry) like Roots of Western Civ, Literature & Film, Humor & Satire, etc.	Focus on only one writer; appeals to small percentage of students; can incorporate this in other classes.
Study Skills	Abandon: Literacy Enrichment course is teaching study skills	Plan is that the intervention piece of our curriculum will absorb this. In addition, all content areas should teach study skills; does not require an English FTE.
World Lit	Abandon due to new curriculum... in E10/Roots of Western Civ.	Will be absorbed by English 10 and new elective, Global Lit.
British Lit	Abandon due to new curriculum... in E10/Roots of Western Civ.	Will be absorbed in English 10 and Global Lit elective, as well as AP classes.

Proposed New Courses		Rationale
Literature & Film	Shakespeare? Comics & graphic novels to film; compare book to film; how music changes film;	21 st century research, Heidi Hayes Jacobs, NCTE point to inclusion of film and visual elements as essential in today's world. This class will connect celebrated written works with film.
Contemporary Literature		A choice for those not wishing to take AP, but still desire to hone their literary skills. Engage students in focused study of contemporary literature. Reading level and age appropriate.
A Global Perspective through Literature	Global literature outside of western civilization and how our literature interacts with it	A class for 12 th graders. Will continue the skills established in previous English courses.

Course: Career English / Literacy for Life I & II; 2 semesters; either semester	
Positives	Negatives
<p>(e.g., Research methods- prepares students for independent research)</p> <p>Non-college bound (intent)</p> <p>Immediate application to work force</p> <p>Meets needs of vocational students & enhances their communication skills; Precise focus & students are interested in the content</p> <p>Creates a more productive vocational worker</p> <p>World-applicable English</p> <p>Technical reading</p> <p>Research career component – credibility of sources; search skills</p> <p>Reinforce the tools needed to access information</p> <p>Focuses on non-fiction</p> <p>Taking instead of business</p> <p>Authentic learning and writing</p> <p>Meets needs of voc students</p> <p>Enhances communication skills</p> <p>Precise focus for specific audience</p> <p>Serves lower achieving group</p> <p>Lower achieving students have a class where they can be successful</p> <p>Need a class like this – Needs to be restructured for those not going to college; *class for non-English major – how am I going to use English after I graduate? (include email etiquette; bks)</p> <p>Technical writing</p> <p>Credit recovery</p>	<p>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</p> <p>Overlap with business class and/or consumer class</p> <p>Is this an English class?</p> <p>Isn't this a Business class?</p> <p>Resume is in PLP's now</p> <p>Why use an ENGLISH FTE for this?</p> <p>Repeats some curriculum</p> <p>Can become a dumping ground for students who should be in the alternative school.</p> <p>Overlap with biz classes &/or speech classes</p> <p>Lakes literature (quality)</p> <p>May not take business classes</p> <p>Repeats business</p> <p>Becomes dumping ground</p> <p>Copies existing business class</p> <p>Outdated!</p> <p>Copies Oral Communication</p> <p>Technical writing is not business writing (taken care of in business classes)</p> <p>10 this year' 17 last year</p> <p>Overlaps with speech and other business classes</p> <p>Really getting anything new out of this?</p> <p>Should they be taking Mass media instead?</p> <p>Overlap with a business class tech ed</p> <p>Don't take anything new w/ them when they leave</p>
Consequences of NOT offering this course	
<p>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</p> <p>* Take Mass Media instead? Better equipped for 21st Century</p> <p>Big turn off by kids interested in vocational occupations if forces to study literature rather than practical job information</p> <p>Combine Comp & Lit -> Practical English: teach informational reading and some fiction – higher level thinking</p> <p>Not servicing vocational/SPED/lower achieving students</p> <p>Segment of student population will not be reached</p> <p>Lower level kids – alternative candidates</p> <p>They'll be absorbed w/ a ripple</p>	

Maintain _____ Abandon x Add _____ Revamp _____

Big Question: SHOULD this class be part of the English curriculum? Need to research to see what skills are needed.

NEED 21st CENTURY SKILLS

Maintain BUT CHANGE; Abandon as it currently stands – Comp & Lit seems to fill this – same kids

Course: College Prep Grammar	
Positives	Negatives
<p>(e.g., Research methods- prepares students for independent research)</p> <p>Direct grammar Instruction</p> <p>Helps the district ACT student scores</p> <p>Specific focus – ACT</p> <p>Increases ACT scores</p> <p>Students identify w/ purpose</p> <p>Very focused, specific purpose</p> <p>Strong readiness to/for students</p> <p>Teaches usage, mechanics & grammar not focused in other courses</p> <p>Students don't know <u>basics</u> when get to high school</p> <p>Fulfills need for college prep for students can't afford ACT prep</p> <p>SAT included</p> <p>Prepares kids for English ACT</p> <p>College bound & up – will help prepare for ACT</p> <p>Helps students score better in reading and LA on ACT</p> <p>Test prep class (free!)</p> <p>Content is valuable, so why not put into English 11 where most students take the ACT</p>	<p>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</p> <p><u>Test Prep</u> class</p> <p>Not easily applicable outside of the test</p> <p>Still make the same mistakes when they actually write</p> <p>Reading scores go up from Content Courses teaching reading</p> <p>Takes away from outside economy w/ test prep</p> <p>Takes an FTE but no college credit</p> <p>No English credit</p> <p>Does not qualify for college</p> <p>Wait till 12th ACT/SAT</p> <p>May be administered (Liz's note – not sure of this word) w/in bldgs with test (block AB; 4 x 4 block)</p> <p>Only elective credit</p> <p>Students may not enroll b/c/ no credit who <u>need</u> this material</p> <p>Scheduling issues – ties up an FTE</p> <p>Many take a paid course that covers the entire test</p> <p>13- this year; 38 last year . . .</p> <p>Don't earn Eng/credit college</p> <p>Grammar taught separately from writing – not applicable</p> <p>Does not count for English credit at colleges</p> <p>Based on reenrollment of 2 schools, can we justify the FTE?</p> <p>Not cost effective</p>
Consequences of NOT offering this course	
<p>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</p> <p><u>Potentially</u> lower ACT scores (not if following new course frameworks)</p> <p>ACT help for students unable to pay for extra classes (although grants, MPS foundation, etc could step up)</p> <p>Parents and students will lose</p> <p>Parents and students will be upset class is canceled</p> <p>Do not get opportunity for grammar/mechanics</p> <p>Some families may not afford ACT/SAT prep</p> <p>Some kids really “believe” in this, but those are becoming less and less</p> <p>ACT scores may go down?</p> <p>Kids will pay for test prep, should the district offer this class before or after school, maybe?</p>	

Maintain __ (2) __ Abandon X (13) __

Add ____

Revamp ____

Great Summer School class

Maintain BUT . . . NOT COST EFFECTIVE so ABANDON

Course: Comp and Lit/ Literacy for Life I & II? Combine w/ career Eng	
Positives	Negatives
<i>(e.g., Research methods- prepares students for independent research)</i> <i>Serves a specific clientele whose needs are not met otherwise</i> <i>Serves at risk kids or barely proficient kids</i> <i>Need a class like this – see how English fits into their lives beyond High school</i> <i>Have time to deal with their non-inst needs</i> <i>Developmentally ready</i> <i>SPED ready/ELL ready – PACING</i> <i>Fulfills needs of credits for kids who aren't college bound</i> <i>Discussion</i> <i>Lots of opportunities to do well</i> <i>Teachers high level thinking</i> <i>Writing skills – positive</i> <i>1st time they've read book beg to end</i> <i>Teacher becomes an aspect</i> <i>Credit recovery</i> <i>Available 2 semesters</i> <i>Safety net course</i> <i>Nonfiction – newspapers, online resources</i> <i>Fiction – Real world, novels (mass market)</i> <i>Blogs, etc* (Shouldn't they take mass media?)</i> <i>Reaches vocational segment</i> <i>If fused with career, voc student would have needed material</i> <i>Serves those not attending a 4-yr college</i> <i>Includes lit and a true research component</i> <i>Contains writing</i> <i>Emphasizes practical skills – authentic learning</i> <i>Encourages lifelong reading</i> <i>Students use this course instead of business elective</i>	<i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i> <i>Naming?</i> <i>Doesn't count for 4 yr college</i> <i>Perceived as easy</i> <i>Not rigorous</i> <i>Feeding the same thing as the previous unsuccessful _____</i> <i>Does not meet the needs of the intended audience</i> <i>Overlaps career English</i>
Consequences of NOT offering this course	
<i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i> <i>We need it for these kids. What else will they take?</i> <i>Lower level kids would have no alternative</i> <i>Kids won't graduate O/T</i> <i>Students would be left out</i> <i>Students not headed to college would not have an English course for them</i> <i>These kids (vocational) will not be serviced</i>	

Maintain __x__ Abandon _____ Add _____ Revamp __x__
Needs serious re-tooling; Audience exists; content doesn't match the 21st century; needs to be 2 semesters
Revamp – see Career handout

Course: Mass Media (Retitle 21st Century Media Literacy)	
Positives	Negatives
(e.g., Research methods- prepares students for independent research) 21 st Century necessity Relevant; 21 st century literacy	(e.g., Research Methods – Overkill - already write research paper in Eng 11)
Critical to understanding the world Multi-modal culture More media that students face every day Dangers of being uneducated	Currently a dumping ground Often seen as “easy” class (not as academic, so becomes dumping ground) Misconception of course – college bound course
Analysis of message/sender Advertising techniques; Look for motives – who’s sending message and why Analyzes message, medium, audience, response, print, online, Visual “film”; analysis of message, sender	Question the amount of reading and writing to justify it as an English class Many colleges do not accept this as an English class Colleges may not take it seriously
Social networks More globally connected Censorship Vital – democracy communication process Critical thinkers Making learning applicable Burgeoning sources of media Media analysis	History played too large a role Overlaps in research – evaluating sources
Contemporary (don’t read old dead men (white)!AA! reading & evaluating current news & information Learn where to rev info Current world happenings Filtering/media savvy Function in society	Will the district support the technology needed?
Different from other English offerings; New media – changing technology & climate Reading, writing, speaking Dissect (?)/evaluate sources from internet Identifies posted/aspects of visual literacy Teaches students how to read/respond to a script	
Audience: college-level, non-college, and at –risk Serves a variety of clients Enrollment numbers high	
Consequences of NOT offering this course	
(e.g., Research Methods- Students would not be as prepared to do independent research at the college level) Media illiteracy and the fall of democracy Not serving many kids A gap in offerings Missing a class with very current topics	
Lack 21 st century understanding of media – their world Lack Students would not be informed about blogs, what is truthful about their world Who would we not be serving? Enrolling in addition to other English classes or just because? Would be ignoring major sources of info	
Critical thinkers/questioners Vocational/military clients Taking away societal learners Kids would be left defenseless against media assaults Should be required	

Maintain __x__

Abandon _____

Add _____

Revamp __x__

Course: Shakespeare	
Positives	Negatives
<p>(e.g., Research methods- prepares students for independent research)</p> <p>Small target audience</p> <p>Highly selective elective</p> <p>No other course like this one for students</p> <p>Caters to AP, college bound, & theatre Arts kids</p> <p>Prep for those majors</p> <p>Diagnosis of Shakespearean language helps higher level reading comprehension</p> <p>Appreciation for English language grows</p> <p>Focus is only on ONE writer/dramatists</p> <p>Outlet for drama students</p> <p>It is Shakespeare</p> <p>Exposes students to the Bard</p> <p>Helps students understand the language</p> <p>Deals w/cultural literacy</p> <p>Helps students work on reading challenging material</p> <p>Needs to be covered somewhere</p>	<p>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</p> <p>Only one section in each school</p> <p>Can we justify the FTE? (one section)</p> <p>A very narrow population of students</p> <p>Duplication of 9 & 10</p> <p>Only single author selection – in HS do we need to “single out” one author?</p> <p>Low enrollment</p> <p>Some plays in other classes</p> <p>Outcomes allow course to exclude major areas</p> <p>Some overlap w/old Brit lit (history)</p> <p>Very selective – texts</p> <p>Low enrollment</p> <p>Focus on only one writer – fits only a small percentage</p> <p>It’s a nice to have; not <u>need</u> to have</p> <p>Shakespeare will be covered in new Eng 10 class</p> <p>Numbers are low across district</p> <p>Covered in AP Lit & IB</p> <p>Only single elective offered to only one person</p> <p>Subject for a small percentage of students</p>
Consequences of NOT offering this course	
<p>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</p> <p>Will Shakespeare be part of some of the 9, 10, or Global I or II</p> <p>Students transfer knowledge to college course literature texts</p> <p>Eliminating would create void, esp. for those w/ literature, theatre major</p> <p>Not much</p> <p>Will students get enough exposure to Shakespeare with revamped curriculum?</p> <p>Could be in Drama II? Maybe a place in Global Lit</p>	

Maintain __ (3) __ Abandon (12) __X__ Add ____ Revamp ____

Make sure we have Shakespeare in our required courses

Course: Study Skills	
<i>Positives</i>	<i>Negatives</i>
<p><i>(e.g., Research methods- prepares students for independent research)</i></p> <p><i>Helps kids learn organization, tools for life, & future education</i></p> <p><i>Real help w/ other courses</i></p> <p><i>Specialized course in an area of weakness</i></p> <p><i>Lower level kids learn how to study</i></p> <p><i>Helps students in other classes/such as understanding before-during- and after reading skills</i></p>	<p><i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i></p> <p><i>Why is this an English FTE?</i></p> <p><i>Can we split it w/ Eng, Sci, SS, and Math?</i></p> <p><i>Teachers may teach study skills in other classes</i></p> <p><i>PLP, PT (Homeroom)</i></p> <p><i>Not enough students enrolled to justify an FTE</i></p> <p><i>Being dealt at the bldg level</i></p>
<i>Consequences of NOT offering this course</i>	
<p><i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i></p> <p><i>There is not a comprehensive course for these specific skills (bits and pieces of other courses)</i></p> <p><i>Few consequences because we have guided study, study lab, relooping, and this is embedded in the entire school philosophy</i></p>	

Maintain _____ Abandon X Add _____ Revamp _____

Note: Hope is that the intervention piece of our curriculum will take care of this

Could this be absorbed by Literacy Intervention & English 9 -> ALL SUBJECTS!

<i>Course: World Lit/Brit Lit</i>	
<i>Positives</i>	<i>Negatives</i>
<i>(e.g., Research methods- prepares students for independent research)</i>	<i>(e.g., Research Methods – Overkill - already write research paper in Eng 11)</i> <i>General comments: Absorbed by English 10 – Roots of Western Civ and Global Lit</i> <i>No point: Absorbed by Roots of Western Civ and Global Lit</i>
<i>Consequences of NOT offering this course</i>	
<i>(e.g., Research Methods- Students would not be as prepared to do independent research at the college level)</i>	

Maintain _____ Abandon X Add _____ Revamp _____
 Absorbed in required classes

Contemporary Literature

11th - 12th Grade

1 Semester

Description:

Contemporary Literature is a course that will engage students in a focused study of contemporary literature written over the last several decades. The literature that students read will be representative of different genres; we will be reading a wide variety of fiction and non-fiction. Students will critically examine why different genres of contemporary literature appeal to different readerships, how and why different readers determine if a book is worth reading, and the role that literature may play in their lives. Students will study a variety of genres of literature; possibilities include Memoir/Biography/Historical Fiction, Multicultural Perspectives, Fantasy/Science Fiction, Adventure/Survival, Non-Fiction, Crime/Mystery, and Coming of Age. Students will be expected to read 5 to 8 novels, which are reading level and age appropriate, some as a class and some independently, during the semester. The class will be assessed using a variety of methods, including, but not limited to, essays, creative critical thinking activities, journals, and blogs.

Standard 1: Reading

Students will learn and apply reading skills and strategies to comprehend text.

Curricular Indicators:

Students will:

- Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from sources.
- Analyze and evaluate elements of narrative text (e.g. characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- Analyze the function and critique the effects of the author's stylistic and literary devices (e.g. allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices).
- Analyze and evaluate, make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding.
- Generate and/or answer literal, inferential, critical, and interpretative questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers.
- Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
- Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text.
- Respond to text verbally, in writing, or artistically.

Standard 2: Writing

Students will learn and apply writing skills and strategies to communicate.

Curricular Indicators:

Students will:

- Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information.
- Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject.
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience.
- Applying standard rules of sentence formation, including parallel structure and subordination.
- Provide oral, written, and/or electronic feedback to other writers; utilize others feedback to improve own writing (e.g. writer's workshop, peer editing, conferencing)
- Edit writing for format and conventions appropriate to the audience and purpose.
- Analyze models and examples (own and others') of various genres in order to create a similar piece.
- Publish a document that applies formatting to contribute to the readability and impact of the document (e.g., images, style, font, color, spacing, appropriate formatting [essay, script, blog, etc.]).
- Write in a variety of genres, considering purpose, audience, medium, and available technology (e.g., compare/contrast, analysis, reviews, adaptations).
- Write considering typical characteristics and organizational structures of the selected genre.

Standard 3: Speaking/Listening

Students will learn and apply speaking and listening skills and strategies to communicate.

Curricular Indicators:

Students will:

- Apply listening skills needed to summarize, evaluate and synthesize information given in multiple situations and modalities (e.g., group, one-to-one)
- Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation.
- Generate notes concerning: themes, key points, strengths, weaknesses, characteristics of genre, relevant questions.
- Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community.

Standard 4: Multiple Literacies

Students will identify, locate, and evaluate information.

Curricular Indicators:

Students will:

- Select and use multiple resources to answer questions and defend conclusions about literature using valid information.
- Demonstrate ethical and legal use of information and media by citing sources using prescribed formats and tools (e.g., online, citation, publication guidelines).
- Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language).
- While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, body image, sexism).
- Gather and share information and opinions about literature as a result of communication with others (e.g., discussion board, e-mail, podcast, multi-media).
- Use social networks and information tools to gather and share information relevant to literature (e.g., online collaborative tools, webpage/blog, discussion board).

A Global Perspective through Literature I & II

12th Grade

1 Semester

Description:

A Global Perspective through Literature is a course that continues the skills established in previous English courses. Students will study a variety of texts, including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images. The readings will come from countries other than the United States and Western Europe. Students may take either semester or both semesters for credit. First semester themes are Wisdom and Knowledge, the Hero's Journey, and the Individual in Society. Second semester themes are Appearance vs. Reality, Women and Men, and the Struggle Against Injustice. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.

Standard 1: Reading

Students will learn and apply reading skills and strategies to comprehend text.

Curricular Indicators:

Students will:

- Evaluate how an author's perspective (e.g. beliefs, assumptions, biases, culture, historical contexts) affects the meaning of the text.
- Analyze and critique the effects of the author's style and complex literary devices (e.g. allusion, symbolism, irony, foreshadowing, dialect, tone).
- Utilize knowledge of the defining characteristics of both narrative and informational text to impact/influence understanding.
- Independently apply appropriate strategy to determine meanings of unknown words in a variety of texts.
- Use semantic relationships to evaluate, defend, and make judgments.
- Establish and adjust purpose for reading (e.g. understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task).
- Build and activated prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections, monitor comprehension of difficult text to avoid possible misconceptions.

Standard 2: Writing

Students will learn and apply writing skills and strategies to communicate.

Curricular Indicators:

Students will:

- Analyze models and examples (student and professional) of various genres in order to create a similar piece.
- Use research skills appropriate to the Purpose, Audience, Medium, and Technology.
- Use relevant and authentic styles of publication (e.g. Wiki pages, podcasts, presentations, essays).
- Use composition skills to complete compare/contrast, analysis, and synthesis products.

- Incorporate research skills into a minimum of one product.
- Apply appropriate and correct grammar, usage, and mechanics as determined by Purpose, Audience, Medium, and Technology (see Grammar Continuum).

Standard 3: Speaking/Listening

Students will learn and apply speaking and listening skills and strategies to communicate.

Curricular Indicators:

Students will:

- Develop an awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g. stereotypes, connotations, subtleties of language).
- Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community.

Standard 4: Multiple Literacies

Students will identify, locate, and evaluate information.

Curricular Indicators:

Students will:

- Utilize online discussion boards (e.g. Gaggie, turnitin.com) in order to communicate discussion.
- Use safe and ethical behaviors when communicating and interacting with others (e.g. safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Engage in activities with learners from a variety of cultures through electronic means (e.g. podcasts, video chats, distance learning).
- Independently apply the use of visual techniques present in a variety of images.
- Evaluate the message for bias, commercialism and hidden agendas (e.g. product placement, television ad, radio ad, movie, body image, sexism).
- Analyze the synthesis of visual and textual elements in a graphic novel.

Literature and Film

11th - 12th Grade

1 Semester

Description:

Literature and Film is a course that involves the student in a comprehensive analysis of literature and the medium of film. The three compulsory parts of the course will include an in-depth study of: textual analysis of literature; introduction of film language, sequences, theory and history; and analytical writing. The curriculum of this course will center on literature – novels, stories, and plays. In addition, connecting the powerful medium of film to celebrated written works will allow the students to deepen their cultural understanding as well as gain an appreciation for the traditional medium of literature. Students will study a variety of genres in literature and film; possibilities include Drama, Comedy/Romantic Comedy, Thriller/Mystery/Film Noir, Western/Action & Adventure, Sci Fi/Fantasy, and Nonfiction. This class will be assessed using a variety of methods, including, but not limited to, essays, script writing, and creative critical thinking activities.

Standard 1: Reading

Students will learn and apply reading skills and strategies to comprehend text.

Curricular Indicators:

Students will:

- Relate new literature and film vocabulary to prior knowledge and use in new situations.
- Determine meaning using print and digital reference materials.
- Evaluate the reliability, and validity of the film text considering an author's original purpose, perspective, and information.
- Evaluate how an author's perspective (e.g. beliefs, assumptions, biases, culture, historical contexts) affects the meaning of the text.
- Evaluate how various filmmakers' perspectives (e.g. beliefs, assumptions, biases, culture, historical contexts) affect the meaning of the film.
- Analyze the function, evaluate, and critique the elements of narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- Analyze the function, evaluate, and critique the elements of film language (e.g., camera angle, point of view, lighting, location/setting, sound, structure, tone, mood).
- Summarize, analyze, synthesize, and evaluate informational text as it applies to the relationship between literature and film.
- Apply knowledge of organizational patterns found in literature and film text.
- Support answers using prior knowledge, information from the texts and additional sources, in order to analyze, synthesize and evaluate texts.
- Identify appropriate audience and purpose for a variety of genres found in literature and film.
- Make complex or abstract inferences or predictions by synthesizing information while previewing and reading literature and previewing and viewing film.

Standard 2: Writing

Students will learn and apply writing skills and strategies to communicate.

Curricular Indicators:

Students will:

- Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information.
- Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject.
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience.
- Applying standard rules of sentence formation, including parallel structure and subordination.
- Provide oral, written, and/or electronic feedback to other writers; utilize others feedback to improve own writing (e.g. writer's workshop, peer editing, conferencing)
- Edit writing for format and conventions appropriate to the audience and purpose.
- Analyze models and examples (own and others') of various genres in order to create a similar piece.
- Publish a document that applies formatting to contribute to the readability and impact of the document (e.g., images, style, font, color, spacing, appropriate formatting [essay, script, blog, etc.]).
- Write in a variety of genres, considering purpose, audience, medium, and available technology (e.g., compare/contrast, analysis, reviews, adaptations).
- Adapt short passages from literature for film using a variety of written and visual methods (e.g., storyboard, screenplay, audio/video plot structure, shooting script).
- Write considering typical characteristics and organizational structures of the selected genre.

Standard 3: Speaking/Listening

Students will learn and apply speaking and listening skills and strategies to communicate.

Curricular Indicators:

Students will:

- Apply listening skills needed to summarize, evaluate and synthesize information given in multiple situations and modalities (e.g., group, one-to-one, audio, film)
- Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation).
- Generate notes concerning: themes, key points, strengths, weaknesses, characteristics of genre, relevant questions.
- Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community.

Standard 4: Multiple Literacies

Students will identify, locate, and evaluate information.

Curricular Indicators:

Students will:

- Select and use multiple resources to answer questions and defend conclusions about literature and film using valid information.
- Demonstrate ethical and legal use of information and media by citing sources using prescribed formats and tools (e.g., online, citation, publication guidelines).
- Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language).
- While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, body image, sexism).
- Gather and share information and opinions about literature and film as a result of communication with others (e.g., discussion board, e-mail, podcast, multi-media).
- Use social networks and information tools to gather and share information relevant to literature and film (e.g., online collaborative tools, webpage/blog, discussion board).

Literacy for Life I/II

11th - 12th Grade

1 Semester

Description:

Literacy for Life I and II are one semester courses designed for students who are looking to improve literacy skills while preparing for their future careers. Coursework includes the everyday skills (such as conflict resolution and workplace communication) required in oral and written 21st century communication, literary and informational text (print and online) and its relevance to their lives, and analysis of individual strengths and applying those strengths to help them succeed. Students may take either one or two semesters. Successful completion of Literacy for Life I is not required to enroll in Literacy for Life II.

Standard 1: Reading

Students will learn and apply reading skills and strategies to comprehend text.

Curricular Indicators:

Students will:

- Understand and use advanced spelling patterns to improve reading, writing, and spelling.
- Determine meaning of words through structural analysis and prior knowledge
- Independently apply appropriate strategies to determine meanings of unknown words in texts.
- Determine meaning using print and digital reference materials.
- Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
- Analyze and evaluate elements of narrative text (e.g. characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- Summarize, analyze, synthesize, and evaluate informational text.
- Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)
- Analyze and evaluate information from text features (e.g. index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)
- Critique the effects of historical, cultural, political, and biographic influences as it applies to the texts.
- Generate and/or answer literal, inferential, critical, and interpretive questions. Analyze, synthesize, and evaluate prior knowledge and information from the text and additional sources to support answers.
- Select text for a particular purpose (e.g. understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)
- Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
- Respond to text verbally, in writing, or artistically.

Standard 2: Writing

Students will learn and apply writing skills and strategies to communicate.

Curricular Indicators:

Students will:

- Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information
- Generate a draft by constructing clearly worded thesis statements, structuring ideas and arguments in an effect and sustained way, and applying standard rules off sentence formation.
- Revise to improve writing using the 6 traits based on teacher and peer feedback.
- Write in a variety of genres considering purpose, audience, medium and available technology.
- Write considering typical characteristics of selected genre (e.g. resume, brochure, web page/blog, news article, etc.)
- Select and apply an organizational structure appropriate to the task
- Analyze models and examples of various genres in order to create a similar piece

Standard 3: Speaking/Listening

Students will learn and apply speaking and listening skills and strategies to communicate.

Curricular Indicators:

Students will:

- Communicate ideas and information in a manner appropriate for the purpose and setting using available media to enhance communication
- Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation
- Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community.

Standard 4: Multiple Literacies

Students will identify, locate, and evaluate information.

Curricular Indicators:

Students will:

- Select and use multiple resources to answer questions and defend conclusion using valid information
- Will accurately identify bias and hidden agendas in the medium.
- Will use the technology appropriately to avoid plagiarism and accurately interpret the information
- Practice safe and ethical behaviors when communicating and interacting with others
- Will demonstrate appropriate tone in the use of technology (e.g., email etiquette, phone etiquette, blogging, etc.)
- Will share information in an appropriate and unbiased manner for the technology used

Literacy Enrichment I / English 9

Literacy Enrichment I / English 9

2 Semesters

Description:

Literacy Enrichment I/English 9 is a skill building course designed for 9th grade students who need more practice with reading and/or writing. This course uses diagnostic and formative assessments to build reading and writing skills based on individual student needs. Students will benefit from additional instruction in vocabulary, fluency, comprehension, and the reading process. Students will be given additional practice in various writing genres, and intensive instruction in the use of the writing process. Lessons are designed to build skills in reading and writing so that students can be successful in the English 9 curriculum and meet the standards on district and state reading and writing assessments (10 elective credits, 10 English credits).

Standard 1: Reading

Students will learn and apply reading skills and strategies to comprehend text.

Curricular Indicators:

Students will:

- Demonstrate application of prior knowledge by relating existing word knowledge to new vocabulary.
- Demonstrate application of context clues strategies to determine the meaning of unfamiliar and multi-meaning words.
- Demonstrate analysis of semantic relationships by identifying metaphor, personification, and idioms in text.
- Demonstrate knowledge of word meanings by analyzing word structure of bases/roots, and affixes (prefixes and suffixes).
- Demonstrate comprehension of text by orally reading phrases, clauses, and sentences by sounding like natural language.
- Demonstrate comprehension of text by reading (orally and silently) accurately, automatically and paying attention to spaces and punctuation.
- Demonstrate application of pacing techniques to build silent reading endurance (e.g. skimming, scanning, determining importance – by paragraph or section – word chunking, and adjusting reading rate).
- Demonstrate analysis of author's perspective (viewpoint) by distinguishing the author's beliefs, assumptions, and biases.
- Demonstrate knowledge of author's purpose by differentiating between informative, entertaining, or persuasive text.
- Demonstrate analysis of author's purpose by inferring tone and understanding textual evidence.
- Demonstrate comprehension of theme by summarizing an overview of the plot, characters, and setting in narrative text.
- Demonstrate comprehension of author's purpose/craft by analyzing literary devices (e.g. figurative language, imagery, irony, conflict, characterization, setting) in narrative text.
- Demonstrate analysis of main idea by summarizing with the ability to paraphrase parts and synthesize informational text.
- Demonstrate knowledge of signal words to identify a variety of organizational patterns in informational text.
- Demonstrate comprehension of informational text by utilizing text features (e.g. index,

annotations, maps, charts, tables, graphs, headings, subheadings, lists, glossary, footnotes, and margin notes).

- Demonstrate application of metacognitive strategies by utilizing:
 - before (e.g. preview, identify purpose, activate and build prior knowledge, predict)
 - during (e.g. marks and annotates text with paraphrases and inferences, underline/highlight possible answers to questions)
 - after (e.g. retrieves key words and passages, generates and answers multi-level questions, and summarizes an entire selection).
- Demonstrate application of metacognitive strategies to self-correct when errors detract from comprehension.
- Demonstrate knowledge of purposes for reading (to read for information, entertainment, to form an opinion, etc.) by identifying the rationale for reading a particular text.
- Demonstrate an application of their prior knowledge and experiences with the text by synthesizing events, ideas, themes and implications.
- Demonstrate application of prediction skills by forming and confirming predictions before, during, and after reading.

Standard 2: Writing

Students will learn and apply writing skills and strategies to communicate.

Curricular Indicators:

Students will:

- Demonstrate knowledge of prewriting activities by using a prewriting organizer (e.g. webs, t-charts, Venn Diagram) to generate and organize information and to guide writing.
- Demonstrate synthesis of ideas by composing a draft of writing (with a focus on a genre) with sentences of varying lengths and complexity.
- Demonstrate analysis of compositions by revising to improve writing (e.g. ideas, organization, sentence fluency, word choice, voice).
- Demonstrate evaluation of compositions by providing feedback to other writers and to utilize others' feedback to improve own writing by setting writing goals.
- Demonstrate evaluation of compositions by editing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage).
- Demonstrate synthesis of the writing process by producing a composition of publishable quality (e.g. legible-handwritten or electronic).
- Demonstrate knowledge and application of in text citation and works cited by employing the use of each in a research project.
- Demonstrate knowledge of introductory paragraphs by being given multiple opportunities to practice and write introductions in a given genre.
- Demonstrate knowledge of body paragraphs by being given multiple opportunities to practice and write body paragraphs in a given genre.
- Demonstrate knowledge of concluding paragraphs by being given multiple opportunities to practice and write concluding paragraphs in a given genre.
- Demonstrate synthesis of the parts of a genre of writing by composing a narrative, expository, persuasive, and compare/contrast essay.

Literacy Enrichment II / English 10

Literacy Enrichment / English 10

2 Semesters

Description:

Literacy Enrichment II/English 10 is a skill building course designed for 10th grade students who need more intense practice with strands of the Reading Essential Learner Outcome and/or practice with the genres of writing for the Analytical Writing Assessment. This course uses diagnostic and formative assessments to build reading and writing skills based on individual student needs. Students will benefit from additional instruction in vocabulary, fluency, comprehension, and the reading process. Students will be given additional practice in various writing genres, and intensive instruction in the use of the writing process. Lessons are designed to build skills in reading and writing so that students can be successful in the English 10 curriculum and meet the standards on district and state reading and writing assessments (10 elective credits, 10 English credits).

Standard 1: Reading

Students will learn and apply reading skills and strategies to comprehend text.

Curricular Indicators:

Students will:

- Demonstrate application of prior knowledge by relating existing word knowledge to new vocabulary.
- Demonstrate application of context clues strategies to determine the meaning of unfamiliar and multi-meaning words, cross-curricular, and content specific terms.
- Demonstrate analysis of semantic relationships by identifying metaphor, personification, and idioms in text.
- Demonstrate knowledge of word meanings by analyzing word structure and origins (e.g. Anglo-Saxon, Greek, and Latin).
- Demonstrate comprehension of text by orally reading phrases, clauses, and sentences by sounding like natural language.
- Demonstrate comprehension of text by reading (orally and silently) accurately, automatically and paying attention to spaces and punctuation.
- Demonstrate application of pacing techniques to build silent reading endurance (e.g. skimming, scanning, determining importance – by paragraph or section – word chunking, and adjusting reading rate).
- Demonstrate analysis of author's perspective (viewpoint) by distinguishing the author's beliefs, assumptions, biases in relationship to the text and the credibility of the source.
- Demonstrate knowledge of author's purpose by differentiating between informative, entertaining, or persuasive text.
- Demonstrate analysis of author's purpose by inferring tone and understanding textual evidence.
- Demonstrate comprehension of theme by summarizing an overview of the plot, characters, and setting through social, cultural, and historical significance to synthesize themes within and/or across cultures in narrative text.
- Demonstrate comprehension of author's purpose/craft by analyzing how an author's use of literary devices (e.g. figurative language, imagery, irony, conflict, characterization, setting) work to achieve his or her purpose in narrative text

- Demonstrate analysis of main idea by summarizing with the ability to paraphrase parts and synthesize informational text with focus of understanding author's craft (understatement, allusion, allegory, and paradox).
- Interpret the components of multiple organizational patterns to develop a global understanding of text patterns.
- Demonstrate comprehension of informational text by utilizing text features (e.g. index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, glossary, footnotes, and margin notes).
- Demonstrate application of metacognitive strategies and respond to the difficulty of the text, the achievement of reading purpose, and the quality of comprehension by utilizing:
 - before (e.g. preview, identify purpose, activate and build prior knowledge, predict)
 - during (e.g. marks and annotates text with paraphrases and inferences, underline/highlight possible answers to questions)
 - after (e.g. retrieves key words and passages, generates and answers multi-level questions, and summarizes an entire selection).
- Demonstrate application of metacognitive strategies to self-correct when errors detract from comprehension.
- Identify more complex purposes for reading (analysis of author's thesis as a means to structure an argument, to compare social, cultural, and historical perspectives).
- Demonstrate an application of their prior knowledge and experiences with the text by synthesizing events, ideas, themes, implications, and underlying assumptions.
- Demonstrate application of prediction skills by forming and confirming predictions before, during, and after reading.
- Demonstrate the ability to respond to text by discussion, written or artistic responses.

Standard 2: Writing

Students will learn and apply writing skills and strategies to communicate.

Curricular Indicators:

Students will:

- Demonstrate knowledge of prewriting activities by using a prewriting organizer (e.g. webs, t-charts, Venn Diagram) to generate and organize information and to guide writing.
- Demonstrate synthesis of ideas by composing a draft of writing (with a focus on a genre) with sentences of varying lengths and complexity.
- Demonstrate analysis of compositions by revising to improve writing (e.g. ideas, organization, sentence fluency, word choice, voice).
- Demonstrate evaluation of compositions by providing feedback to other writers and to utilize others' feedback to improve own writing by setting writing goals.
- Demonstrate evaluation of compositions by editing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage).
- Demonstrate synthesis of the writing process by producing a composition of publishable quality (e.g. legible-handwritten or electronic).
- Demonstrate knowledge and application of in text citation and works cited by employing the use of each in a research project.
- Demonstrate knowledge of introductory paragraphs by being given multiple opportunities to practice and write introductions in a given genre.
- Demonstrate knowledge of body paragraphs by being given multiple opportunities to practice and write body paragraphs in a given genre.

- Demonstrate knowledge of concluding paragraphs by being given multiple opportunities to practice and write concluding paragraphs in a given genre.
- Demonstrate synthesis of the parts of a genre of writing by composing a narrative, expository, persuasive, and cause/effect essays.

Literacy Enrichment III / English 11

Literacy Enrichment III/ English 11

2 Semesters

Description:

Literacy Enrichment III/English 11 is a skill building course designed for 11th grade students who need more intense practice with strands of the Reading Essential Learner Outcome and the Nebraska State Reading Test. The course also focuses on intense practice with the genres of writing for the Analytical Writing Assessment and the Nebraska State Persuasive Writing Assessment. This course uses diagnostic and formative assessments to build reading and writing skills based on individual student needs. Students will benefit from additional instruction in vocabulary, fluency, comprehension, and the reading process. Students will be given additional practice in various writing genres, and intensive instruction in the use of the writing process. Lessons are designed to build skills in reading and writing so that students can be successful in the English 11 curriculum and meet the standards on district and state reading and writing assessments (10 elective credits, 10 English credits).

Standard 1: Reading

Students will learn and apply reading skills and strategies to comprehend text.

Curricular Indicators:

Students will:

- Demonstrate application of prior knowledge by relating existing word knowledge to new vocabulary.
- Demonstrate application of context clues strategies to determine the meaning of unfamiliar and multi-meaning words, cross-curricular, content specific terms, and technical and post-secondary vocabulary.
- Demonstrate analysis of semantic relationships by identifying metaphor, personification, idioms and analogies in text.
- Demonstrate knowledge of word meanings by analyzing word structure and origins (e.g. Anglo-Saxon, Greek, and Latin) with a focus on affixes (prefixes, suffixes, and roots), abbreviations, acronyms, and content-related words.
- Demonstrate comprehension of text by orally reading phrases, clauses, and sentences by sounding like natural language.
- Demonstrate comprehension of text by reading (orally and silently) accurately, automatically and paying attention to spaces and punctuation.
- Demonstrate application of pacing techniques to build silent reading endurance (e.g. skimming, scanning, determining importance – by paragraph or section – word chunking, and adjusting reading rate).
- Recognize and represent writer's tone and style while silent and oral reading narrative and informational text by reading familiar and unfamiliar text (cold reads).
- Demonstrate analysis of author's perspective (viewpoint) by distinguishing the author's beliefs, assumptions, and biases and synthesizing across a variety of similar and/or contradictory text.
- Demonstrate knowledge of author's purpose by differentiating between informative, entertaining, or persuasive text.
- Demonstrate analysis of author's purpose by inferring tone and understanding textual evidence.
- Demonstrate comprehension of theme by summarizing an overview of the plot,

characters, and setting in narrative text through social, cultural and historical significance to synthesize themes within and/or across cultures.

- Demonstrate comprehension of author's purpose/craft by analyzing and evaluating how an author's use of literary devices (e.g. figurative language, imagery, irony, conflict, characterization, setting) work to achieve his or her purpose in narrative text.
- Demonstrate analysis of main idea by synthesizing and evaluating main ideas across texts.
- Demonstrate knowledge of signal words to identify a variety of organizational patterns in informational text.
- Demonstrate comprehension of informational text by utilizing text features (e.g. index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, glossary, footnotes, and margin notes).
- Demonstrate application of metacognitive strategies by utilizing:
 - before (e.g. preview, identify purpose, activate and build prior knowledge, predict)
 - during (e.g. marks and annotates text with paraphrases and inferences, underline/highlight possible answers to questions)
 - after (e.g. retrieves key words and passages, generates and answers multi-level questions, and summarizes an entire selection).
- Demonstrate application of metacognitive strategies to self-correct when errors detract from comprehension.
- Demonstrate knowledge of purposes for reading (to read for information, entertainment, to form an opinion, etc.) by identifying more complex purposes for reading (to analyze multiple perspectives and to critique elements of author's craft).
- Demonstrate an application of their prior knowledge and experiences with the text by synthesizing events, ideas, themes and implications, and to recognize possible misconceptions.
- Demonstrate application of prediction skills by forming and confirming predictions before, during, and after reading.
- Demonstrate the ability to respond to text by discussion, written or artistic responses.

Standard 2: Writing

Students will learn and apply writing skills and strategies to communicate.

Curricular Indicators:

Students will:

- Demonstrate knowledge of prewriting activities by using a prewriting organizer (e.g. webs, t-charts, Venn Diagram) to generate and organize information and to guide writing.
- Demonstrate synthesis of ideas by composing a draft of writing (with a focus on a genre) with sentences of varying lengths and complexity.
- Demonstrate analysis of compositions by revising to improve writing (e.g. ideas, organization, sentence fluency, word choice, voice).
- Demonstrate evaluation of compositions by providing feedback to other writers and to utilize others' feedback to improve own writing by setting writing goals.
- Demonstrate evaluation of compositions by editing for format and conventions (e.g. spelling, capitalization, punctuation, grammar, and usage).
- Demonstrate synthesis of the writing process by producing a composition of publishable quality (e.g. legible-handwritten or electronic).
- Demonstrate knowledge and application of in text citation and works cited by employing

the use of each in a research project, and be able to apply research skills that are appropriate for the purpose, audience, medium, and technology.

- Demonstrate knowledge of introductory paragraphs by being given multiple opportunities to practice and write introductions in a given genre.
- Demonstrate knowledge of body paragraphs by being given multiple opportunities to practice and write body paragraphs in a given genre.
- Demonstrate knowledge of concluding paragraphs by being given multiple opportunities to practice and write concluding paragraphs in a given genre.
- Demonstrate synthesis of the parts of a genre of writing by composing a narrative, expository, and with an emphasis on persuasive essays.

AGENDA SUMMARY SHEET

Agenda Item:	Learning Community Superintendents' Evaluation
Meeting Date:	November 3, 2014
Department:	Office of the Superintendent
Title & Brief Description:	Superintendent Learning Community Evaluation
Action Desired:	Approval
Background:	Learning Community Superintendents met with the Nebraska Legislature Education Committee in the Spring/Summer of 2014. This report is the result of all 11 Superintendents working together to determine recommendation on the future direction of the Learning Community.
Options/Alternatives Considered:	
Recommendations:	<p>Recommendation 1: The Millard Public Schools Board of Education supports the Learning Community Superintendents' Evaluation recommendations that are to be submitted to the Nebraska Legislature Education Committee as written for the following areas:</p> <p>Section I. LC Finances</p> <p>Section II. Boundaries</p> <p>Section III. Transportation for Open Enrollment</p> <p>Section IV. Open Enrollment Student Movement</p> <p>Section V. Open Enrollment Student Achievement</p> <p>Section VI. Focus Schools</p> <p>Section VII. Early Childhood Education</p> <p>Section VIII. Elementary Learning Centers (and associated programs)</p> <p>Section X. Superintendent's Advisory Council</p> <p>The Millard Public Schools Board of Education supports the Learning Community Superintendents' Evaluation recommendation that is to be submitted to the Nebraska Legislature Education Committee for Section IX. Governance Structure, but in addition</p>

recommends an evaluation of the size of the Learning Community Board to determine if an alternative structure can guarantee representation and better maximize efficiency.

Recommendation 2: As part of the Superintendents' Evaluation of the Learning Community each school district may add any additional comments to the end of the report. Therefore, the Millard Public Schools Board of Education approves the attachment of an alternative option to the Superintendents' Evaluation recommendations that is to be submitted to the Nebraska Legislature Education Committee.

**Strategic Plan
Reference:**

**Implications of
Adoption/Rejection:**

Timeline:

**Responsible
Persons:** Superintendent, Dr. Jim Sutfin

Superintendents Signature: _____



Learning Community Report

October 22, 2014

(Prepared with and for the Douglas-Sarpy County Learning Community Superintendents by Dr. Roger D. Breed)

The Learning Community – Time for Change?

The Learning Community of Douglas and Sarpy Counties has been in operation for six years. During this time there have been gains and losses; successes and failures; bold steps and missteps. The expectations for the Learning Community – pool resources across eleven school districts for the educational needs of children in poverty; create socioeconomically diverse enrollment in each Douglas and Sarpy County school; fix boundaries of existing school districts; and take steps to raise overall achievement and graduation rates – are significant. This paper attempts to look at the work of the Learning Community and its relationship with member school districts in ten areas. Options for changes in each of the areas are offered in hopes of refining the work, allocating the necessary resources, narrowing the focus and enhancing the efforts to improve the achievement and learning of all students in poverty in Douglas and Sarpy Counties.

I. Learning Community Finances

In 2006-07, when the Legislature chose to address the controversies over boundaries, resources and performance of Omaha Metro school districts they did so by creating a Learning Community, essentially a ‘new’ political subdivision, centered around underlying issues of historically poor achievement for students in poverty. Then Chair of the Education Committee of the Nebraska Legislature, Senator Ron Raikes led this effort saying of LB 1024 (the initial learning community legislation) that “what we are trying to do here is establish a regional tax base and common levy to direct more funds for the education of high poverty students.” The major provisions of the Learning Community legislation were: 1) creating an elected Learning Community Coordinating Council, 2) establishing a shared funding pool through a common levy process, 3) fixing school district boundaries as of January 1, 2008, and 4) calling for elementary learning centers, focus schools, and an open enrollment process to address issues of low academic achievement by students in poverty.

At this same time, the Legislature modified the Tax Equity and Educational Opportunities Support Act (TEEOSA – better known as the state aid formula). The modification included recognition of the additional costs to school districts serving students who are in poverty or who have limited English proficiency. This change in state aid was in response to three factors. First, there was a steady increase in the number of students in poverty and/or in need of English language proficiency services across the state. Second, to respond to a lawsuit against the state filed by Omaha Public Schools and other similarly situated school districts, charging the state with inadequately funding schools serving students in poverty and LEP students. And, third, this modification was in response to shifting assessed valuations among neighboring districts with fully developed mostly urban districts losing assessed valuations while neighboring rural/suburban school districts were gaining assessed valuation.

The Learning Community Coordinating Council was charged by statute to levy a common levy for the general funds and special building funds of member school districts pursuant to sections

77-3442 and 79-1073. This process is singularly the most controversial and contentious issue among member school districts. The Learning Community legislation certainly added focus and emphasis to providing support for children and families in poverty; but the experience of Learning Community school districts over the past six years indicates that issues with the allocation/amount of resources and issues of school district boundaries remain.

There are three significant concerns with the common levy process. First, the pooling effect essentially takes funds from some districts and gives it to neighboring school districts. Second, the common levy process has each year produced resources in member districts that were less than the districts en masse might have received if subject to the same TEEOSA process as all other non-LC school districts in Nebraska. In other words, the state has saved money by forming the Learning Community and requiring a common levy process. Third, the common levy process has failed to provide a necessary level of funding commensurate with the education costs of an increasing number of children in poverty and the learning needs of children who require English Language Learning (ELL) services. This is also true, by the way, **across** the state in that TEEOSA has not kept up with the increasing education costs of children in poverty and those with ELL needs.

Further, evidence-based research into school finance and student learning have recently shown that quality and effective PreK-3 education costs would require somewhere in the neighborhood of an additional \$3,000 per year per student (see “An Evidence-Based Approach to Estimating National and State Costs of PreK-3 Education”, Picus, Odden, and Goetz, 2009).

In addition, the Learning Community receives core services funding dollars from ESU #3 and ESU #19 (described in 79-1241.03). In non-LC member school districts core services dollars would flow to school districts from their ESU for the purposes prescribed in 79-1204 such as professional development, technology infrastructure, and instructional materials. For LC member school districts core services dollars (over \$500,000 in 2013-14) go to the Learning Community Coordinating Council for “evaluation and research pursuant to plans developed by the LCCC ...”(79-2104.03). This reduces significantly the core services dollars available to LC member schools. While these core services amounts are small in the scope of the total budgets of the LC member school districts, the reallocation of these funds does diminish resources available.

Finally, the Learning Community may levy up to one and one half cents on all assessed valuation property within the boundaries of the Learning Community. This levy generates the program funds for the Learning Community Coordinating Council to carry out its mission to “demonstrate, share and implement more effective practices to measurably improve educational outcomes for children and families in poverty.”

Issues/Findings:

- 1) Any and all modifications to the system of funding public schools in Nebraska is a multifaceted and ever-changing process that includes changing student needs, state and local budget pressures, unequal distribution of property value per student, and changing property values (up and down). Still, this is a constitutional responsibility of the Legislature and singularly one of the most important tasks of any State Senator charged with not only setting the

state's budget priorities and amounts but also with addressing the educational needs of all Nebraska students whether in or out of a prescribed learning community.

2) The present common levy and two-tiered calculation/distribution has been in place since the 2009-10 school year. Looking at just the last five years (2010-11 – 2014-15), and comparing the funding of LC member school districts under the common levy to hypothetically funding those school districts under TEEOSA alone, the following facts emerge. First, eight of the eleven school districts received less funding under the common levy process than under TEEOSA. Of those, the top three districts disadvantaged by the common levy were Springfield-Platteview, DC West, and Omaha. The advantaged districts under the common levy were Westside, Millard and Ralston. The biggest advantage, however, over the five year period went to the state, which paid out \$13.5 million less under the common levy process than if the LC districts were subject to the same TEEOSA process as all other Nebraska school districts. (*Source: Chart 1 – Comparison of Pooled State Aid/Common Levy versus Individual State Aid/Individual Levy 2010-11 through 2012-15*)

3) The LC superintendents believe that no district should be penalized by being a member of a learning community. Proportionally, those school districts with the biggest transfers of property taxes to the pooled resources of the Learning Community were Springfield-Platteview and DC West. While these districts have smaller enrollments and relatively high assessed valuation per student, the resource limitations have been stifling. The access to in-district resources has been extremely limited for Springfield-Platteview and DC West; thereby diminishing greatly the capability of their school boards to respond to in-district student needs. In other words, these two districts have been harmed by being members of the Learning Community and the impact has been significantly negative as seen in the recent bond issue defeat in Springfield-Platteview.

4) While the overall mission of the Learning Community to improve the achievement and learning of students in poverty throughout the member districts is generally widely supported, the inadequate funding within TEEOSA for the education of children in poverty and those with ELL needs, the burdens of the common levy process, increased transportation costs (open enrollment), loss of core service dollars, constraints on local control of in-district resources, and perceived disparate treatment of LC member school districts presents issues that require resolution.

5) From the initial conceptualization of Learning Community legislation to today, the issues of the common levy and boundaries are inextricably linked.

6) Frankly stated, the issues of finance and the common levy are seen as the major barriers to improved and expanded Learning Community and school district collaboration. In addition, the state has benefitted each year from the common levy distribution. As long as the levy system creates 'winners and losers' at least in the perceptions LC school district residents and as long as the state does not fully contribute to the required LC efforts, then there will remain a tension between the Learning Community, member school districts and member school district superintendents.

Recommendation (Learning Community Finances):

The Learning Community Superintendents and Boards of Education recognize the changing demographics of public school children in the state of Nebraska in general and in the Learning Community in particular. Over the past six years, in the Learning Community the number of children living in poverty and the number of children requiring ELL services has continued to increase at a rate greater than the resources allowed under TEEOSA and the common levy. As such, the Learning Community Superintendents and Boards of Education recognize within the Learning Community that we have a shared responsibility with the State of Nebraska for educating a student population with significant needs due to poverty and ELL; and, to that effort, recommend the following **(Please note the four actions below constitute one recommendation. Any deviation from this four-part recommendation as a whole constitutes a rejection of this recommendation.)**:

- Increase TEEOSA funding. Through an expanded tiered weighting for poverty students and ELL students statewide, direct more funding to school districts with high concentrations of poverty and/or ELL needs. Increases in the tiered weighting based on a percentage of students who qualify for free and reduced price lunch and the weighting allowed for ELL students would assure the state and school districts that increased funds would go to needs.
- Eliminate the 95 cent common levy and allow all LC member school districts to return to individual state aid and individual levy status. Retain the Learning Community Coordinating Council levy authority (up to one and one-half cents) and the mission of the Learning Community including collaborative efforts such as the GOALS program and the Superintendent's Early Childhood Plan and efforts which are generally outside the scope of the LC school districts.
- Redirect ESU #3 and ESU #19 core services dollars back to member school districts and away from the Learning Community Coordinating Council. In return, give the Learning Community Coordinating Council additional taxing authority (up to .002) to generate the funds necessary to pay for independent evaluation of Learning Community efforts on behalf of the education of children in poverty.
- State of Nebraska funds all open enrollment related transportation costs outside of the TEEOSA formula. Open enrollment is unique to the Learning Community and as it was created and required by the State, it's costs should be borne by the State and not taken from the limited resources of the Learning Community member school districts (See Sections III, IV and V below).

Board Vote: **Support X** **Oppose _____**

Board Comments in Support/Opposition of Recommendation:

II. Boundaries

Current Law:

The Legislature created the Learning Community in 2007 and fixed the boundaries of the member school districts as of January 1, 2008 (79-2107). This was in response to the ‘one city, one school district’ turmoil in Douglas County and the unilateral city annexations/’boundary wars’ in Sarpy County. As noted in the finances section above, the issues surrounding the common levy and school district boundaries are inextricably linked. Included in initial learning community legislation, the Learning Community Reorganization Act 79-4,117 – 79-4,129, defined in eleven sections the process by which boundaries of school districts within a learning community may be changed. These eleven sections were based largely upon the concepts set forth in the Reorganization of School District Act found in Sections 79-432 through 79-451.

79-4,118 – “Reorganization means the . . . alteration of boundaries of established school districts that are members of a learning community.”

Essentially to change school district boundaries, the Learning Community Coordinating Council must prepare a reorganization plan to submit to the State Committee for Reorganization of School Districts as specified under the Learning Community Reorganization Act. If the LCCC plan is approved by the State Committee for Reorganization, then the approved plan is submitted to the affected school districts for approval or rejection (79-4,126).

School Districts **not** in a Learning Community may use a petition process described in 79-413 that requires approval of at least 65% of the members of a school board in each affected school district for the transfer of land not to exceed 640 acres, or 60% of the members of a school board if the transfer of land exceeds 640 acres. If the transfer is approved by both affected school boards, the petition must then be submitted to the State Reorganization Committee for approval and ultimately to the county officials for implementation.

Issues/Findings:

- 1) The interests of the Learning Community due to the common levy are not affected by any change in school district boundaries within and among Learning Community school districts, thus the cumbersome Learning Community Reorganization Act as it pertains to the mutually agreed upon change of boundaries between school districts is unnecessary.
- 2) Among the superintendents there is little support for any unilateral change of school district boundaries without the involvement and consent of the affected school district school boards.
- 3) There is concern among some Sarpy County residents that the present common levy, fixed boundaries of the Learning Community and the Learning Community Reorganization Act are constraining development. Historically, the common levy and fixed boundaries within the Learning Community are inextricably linked. While the needs of developers and cities are secondary to the learning needs of the students within the Learning Community, there is concern among the superintendents that development pressures may reignite some of the boundary issues and fights that marked 2005-07.

Recommendation (Boundaries):

- The interests of member school districts with regard to boundary changes could be met if they were allowed to use the process of 79-413 which requires the approval of the school boards in each affected school district and approval of the State Reorganization Committee. The language currently found in Section 79-413 could be amended into the Learning Community Reorganization Act.

Board Vote: **Support X** **Oppose _____**

Board Comments in Support/Opposition of Recommendation:**III. Open Enrollment Student Movement**

A major goal of the Learning Community legislation in 2006 and 2007 was to create greater socioeconomic diversity in learning community school district schools. The process for this to happen was spelled out in 79-2110 – “Each diversity plan (a requirement of learning communities) shall provide for open enrollment . . . necessary to bring about diverse enrollments in each school building in the learning community.”

This effort is boosted by the fact that the Learning Community has far more socioeconomically segregated schools than the state as a whole. According to the Learning Community annual report, approximately half the schools in the Learning Community could be described as ‘economically’ segregated with 59 schools having averages of 20% or less students who qualify for free or reduced price lunches (FRL) and 44 schools having FRL averages of 80% or more. In contrast, only 4.6% of all Nebraska schools outside the Learning Community have FRL percentages of more than 80%, and only 8.8% of the schools have FRL percentages of 20% or less. (*Source: Chart II – 2013-14 Percentage of Nebraska Schools and LC Schools in FRL intervals of 10%*)

All other school districts that are not in a learning community use the process of option enrollment as defined in 79-234 – “An enrollment option program is hereby established to enable any kindergarten through twelfth grade Nebraska student to attend a school in a Nebraska public school district in which the student does not reside subject to limitations . . . (capacity and deadlines).” Applications for option enrollment students may still be accepted by learning community school districts after applications for open enrollment have been considered and decided.

In the Learning Community - open enrollment student numbers have remained fairly constant since the first year of open enrollment in 2010-11. In the 2013-14 school year, according to the Learning Community annual report, 6,535 students were open enrolled. 41.7% of these students were FRL qualified, somewhat lower than the Learning Community FRL rate of 44.5%. Since 2010-11 option enrollment student numbers have decreased from 6,676 in 2007-08 to 3,075 in 2013-14. Of note, in 2007-09 when only option enrollment existed in the Learning Community, the number of students moving across district lines was similar but the percentage of FRL-eligible option enrollment students was approximately 15% less than the total percentage of the Learning Community. Most of the option enrollment students that remain were accepted by non-

resident school districts prior to the implementation of the open enrollment program in 2010.
(Source: See Learning Community Annual Reports for 2012-13, 2013-14)

Issues/Findings:

- 1) While the purpose of open enrollment is worthy (i.e. to create greater socio-economic diversity in school building enrollments) open enrollment today involves around 5% of Learning Community students and generally **has not impacted** overall school building diversity. Of note, in 2007-09, a similar percentage of students moved inter-district through the option enrollment process that is employed in school districts that are not members of the Learning Community.
- 2) Is the minimal impact on socioeconomic diversity worth the costs in transportation and the application process?
- 3) Can any effort by school districts only impact socioeconomic diversity? Since the implementation of the Open Enrollment Program, there has been an overall increase of students who are FRL eligible and this increase is slightly larger than the state as a whole. So, should the Legislature be looking at city housing policies, health initiatives, jobs programs, metro transportation systems, and other non-school related variables of poverty for possible changes to break-up pockets of poverty within the Learning Community?

Recommendation (Open Enrollment Student Movement):

Maintain the Open Enrollment program as is with full funding of open enrollment transportation by the state and separate open enrollment transportation costs from TEEOSA so that additional funding will be available to Learning Community school districts for teaching and learning, not transportation.

Board Vote: Support X Oppose _____

Board Comments in Support/Opposition of Recommendation:

IV. Open Enrollment Student Achievement

One of the overarching goals of the Learning Community according to the Learning Community Annual Report 2012-13, is closing the achievement gap. The belief was that open enrollment, by creating a more balanced socioeconomic school environment, will contribute to that goal, thus the comparison of open enrollment students versus resident students is highly relevant to the question of whether open enrollment is associated with student achievement.

Two problems exist with this premise. First, as described above in Section IV., Open Enrollment has had almost no impact on the socioeconomic diversity of schools in the Learning Community. Second, there are many variables associated with student achievement that cannot be controlled or eliminated. With those problems in mind, note the following:

The comparison of achievement of Learning Community open enrollment students and resident students as measured by the Nebraska State Assessments in reading and mathematics is reported in great detail in the Learning Community annual reports. One view, not reported, however is

the comparison of percent proficient between resident and open/option enrollment students over time. Looking at percent proficient in reading and math, resident students tied or outgained open/option enrollment students in the Learning Community on all state assessments except grade four math. One may conclude, again with an abundance of caution as to the multiple variables that affect student proficiency, that all Learning Community schools are making gains on reading and mathematics assessments and in fact improving overall student achievement and closing achievement gaps – another important goal of the Learning Community. (*Source: Chart III – Learning Community Proficiency Gain*)

Issues/Findings:

- 1) Open enrollment does not, again with all caution about variables, appear to be positively impacting proficiency rates as much as in-district, in-school building efforts (i.e. overall Learning Community student performance has trended upward in each of the last three years).
- 2) It is perhaps too early to tell for certain, but it appears unlikely that researchers will be able to conclude that open enrollment is positively correlated with student performance as measured by the NeSA tests.
- 3) With a new accountability process in place, the Nebraska Performance Accountability System, there are other levers and pressures that can be brought to bear to assure parents and students that improved student achievement is occurring in Learning Community schools.

Recommendation (Open Enrollment Student Achievement):

-See **Recommendation** in **Section III** above.

V. Transportation for Open Enrollment

The transportation of students within a learning community is treated differently in statute than the transportation requirements of all non-learning community school districts. This was done intentionally by the Legislature within the goal of having socioeconomic diversity reflected in all learning community schools.

79-611(2)(a) – “The school board of any school district that is a member of a learning community shall provide free transportation for a student who resides in such learning community and attends school in such district if the student is transferring pursuant to the open enrollment provisions (79-2,110); qualifies for free or reduced price lunches, lives more than one mile from the school to which he or she transfers, and is not otherwise disqualified . . .”

(2)(b) – “This subsection does not prohibit a school district that is a member of a learning community from providing transportation to any intra-district student.”

This transportation requirement was intended to enhance the movement of students to create greater socioeconomic diversity in each learning community school. While the impact in student movement has been minimal in creating greater socioeconomic diversity, there has been a rapid increase in costs from \$1.89 million in 2010-11 to an estimated \$5.4 million in 2013-14. In 2012-13 (the last year for complete data), 1,373 students were transported for \$4,939,639.68 or a cost of \$3,598 per student transported for open enrollment purposes. Transportation costs

incurred for open enrollment students may be included and be reimbursed in a school district's formula need calculation for state aid. (*Source: Chart IV – Learning Community Transportation Expense History*)

Issues/Findings:

- 1) Previous and ongoing attempts to share routes and collaborate with regard to transporting students at times long distances across a metropolitan area have failed for a variety of reasons. Primary problems using existing buses/routes include the need for exceptionally early start times (and correspondingly late end times), hub issues including supervision of students (added costs), and the fact that individual school districts have set start times in individual districts so that costs of transportation are minimized within districts (i.e. the same routes can get students to different schools due to staggered start/end times per district).
- 2) While transportation dollars are included and reimbursed in a school district's formula need, this is money that therefore is **not** available for instruction and learning support programs.
- 3) The effect of this requirement has been a rapid increase in transportation costs, more students applying for transportation regardless of need for such (non-FRL students), and more costs to districts that allow intra-district open enrollment transportation as a matter of equity.

Recommendation (Open Enrollment Transportation):

If open enrollment remains as is in statute and Learning Community rules, then the state should pay for the full cost of open enrollment transportation. This recommendation would remove open enrollment transportation costs from TEEOSA and also leave more dollars available for teaching and learning within learning community member school districts budgets.

Board Vote: **Support** **X** **Oppose** _____

Board Comments in Support/Opposition of Recommendation:

VI. Focus Schools

Focus programs, focus schools and magnet programs were included in the initial Learning Community legislation and definitions/procedures have been slightly modified since that time. Presently, 79-769-states: "Any one or more member school districts may establish one or more focus programs, focus schools, or magnet schools. If included as part of the diversity plan of a learning community, the focus school or focus program shall be eligible for a focus school and program allowance pursuant to section 79-1007.05. Generally speaking a focus school means a school that does not have an attendance area and whose enrollment is designed to reflect the overall socioeconomic diversity of the learning community.

Presently, there is one focus school and one pathway (elementary, middle and high school) in the learning community. The Wilson Focus School actually predates the LC having been initiated by the Omaha, Elkhorn and Westside school districts as the Underwood Hills Focus School in 2007. Following the absolution of this partnership in 2010, the focus school moved to Wilson Elementary School in OPS in 2010-11 and a secondary focus program was initiated at Lewis and

Clark Middle School. Beginning in 2012-13, the focus program pathway was extended to Burke High School. The theme of the Wilson Focus School and associated pathway is ‘leadership – technology – communication.’

Over 220 students attend Wilson, coming from seven school districts. The Wilson Focus School maintains a “mirroring” of the Learning Community enrollment with over 54% of students FRL eligible compared to 45% in the learning community as a whole. Student achievement data indicates Wilson students have significantly improved proficiency in reading, math and science on the NeSA tests over the past two years. (*Source: See Wilson Focus School Document*)

Issues/Findings:

- 1) Focus schools can expand opportunities, provide socioeconomic diversity and create choices. However, focus schools require space (classrooms), transportation, and operational start-up money. Presently, the resources available in the LC are inadequate to take the risk of opening focus schools in most of the LC districts.
- 2) Focus schools could be created via the interlocal agreement process without LC oversight if space, transportation and funding were available and/or allowed.

Recommendation (Focus Schools):

An expanded commitment of state funding is needed to build and open focus schools. As it presently stands, the funding is insufficient for school districts to enter into this type of a venture within the Learning Community.

Board Vote: **Support X** **Oppose _____**

Board Comments in Support/Opposition of Recommendation:

VII. Early Childhood Education

Opportunities to expand and focus LC efforts in this arena are frequently mentioned by educators and policy makers. As one superintendent put it: “We know that learners who demonstrate school readiness perform better and have a more positive attitude toward school and beyond. We can increase the hope of our most disadvantaged students by preparing them to be successful in school.”

LC CEO Ted Stilwill was even more emphatic, “There’s increasing recognition that early childhood education is probably the best solution to raising student academic attainment in areas of high poverty.”

The Legislature in the initial Learning Community statutes made clear that early childhood education for children in poverty would be a priority. 79-2104 – A learning community coordinating council shall have the authority to . . . (4) levy for early childhood programs for children in poverty . . .” 77-3442(i) learning communities may levy up to one and one-half cents for early childhood educational programs for children in poverty, for elementary learning center employees, for contracts with other entities or individuals who are not employees of the learning

community for elementary learning center programs and services, and for pilot projects, except that no more than ten percent of such levy may be used for elementary learning center employees.

Further, in 2013, the Legislature required the Learning Community's Superintendent Advisory Council to "submit a plan to the Learning Community Coordinating Council providing for the implementation and administration of early childhood education programs for children in poverty (LB 585)." Such a plan was written in partnership with the Buffet Early Childhood Institute at UNL and submitted to the LCCC in the spring of 2014. (*Source: See Superintendents' Early Childhood Plan*)

The plan calls for three major efforts: 1) home visiting for birth to age three (parenting, family support, family engagement), 2) intensive preschool for 3 and 4 year olds, and 3) aligned preschool and early elementary for ages 3-8 (PreK – Grade 3). The LCCC accepted the plan and began in cooperation with the LC school districts a three-year implementation of the plan in the fall of 2014. The plan will focus on selected sites with high poverty levels and use extensive evaluation procedures to validate prototype programs that could be expanded and supported across the Learning Community.

Issues/Findings:

Early childhood education is widely supported across the learning community. The Superintendents' Plan represents best practices and the collaborative partnerships with the school districts, the LCCC and the Buffet Early Education Institute represent perhaps the best example of the learning community coming together to take on a tough opponent – the learning of children in poverty.

Recommendation (Early Education):

Continue to implement the Superintendents' Plan. This is, to date, an area of commendation to all involved – the Legislature (although more funding for early childhood education would be welcome), the LC school district superintendents, the LCCC, the school districts, and the private partner(s). The recommendation: Do it, evaluate and modify it, expand it to all preschool children in poverty in the LC.

Board Vote: **Support X** **Oppose _____**

Board Comments in Support/Opposition of Recommendation:

VIII. Elementary Learning Centers

Defined by statute 79-2,111-79-2,113. The Learning Community Coordinating Council is required to establish at least one elementary learning center (ELC) for each twenty-five elementary schools in which at least 35% of the students attending the school qualify for free or reduced-price lunches. Statutes also allow the LCCC to levy up to one and one-half cents for early childhood programs for children in poverty (77-3442). The ELCs house or will house elementary learning programs. The South Omaha ELC (also called the Learning Community Center of South Omaha) is located at 2302 M Street and the North Omaha ELC is under

construction and will be open later this year at 2400 Franklin Street. The North Omaha site will also be home to the LCCC and LC administration.

In 2012-13 elementary learning programs included Extended Learning Time Programs (served 2,588 students and showed a modest positive impact), Literacy Coaching (served 13,243 students, 45 literacy coaches worked with 533 teachers and showed a significant positive impact), Kindergarten Jumpstart (served 810 students with positive student readiness results), Family Literacy (served 100 parents, 263 students with positive impact), and Family Liaisons (served 264 families, 282 students, with a modest positive effect). All of the programs were modified and refocused according to independent evaluation recommendations for 2013-14. The total cost of these programs was \$5.3 million in 2013-14. The intention of the LCCC is to develop a menu of research-backed services and make these available to LC member school districts. (*Source: See Learning Community Annual Reports for 2012-2013 and 2013-14*)

In addition to the programs above, funding was provided for the 2014-15 school year for the planning and implementation of the initial phases of the Superintendents' Early Childhood Education Plan.

Issues/Findings:

- 1) Are the programs centered in the ELCs reaching out to students in poverty regardless of their location? Significant gaps in achievement exist between students eligible for FRL and those not eligible for FRL in all LC districts.
- 2) Are the independent evaluations given the necessary access to data to track student performance from preschool to kindergarten to grade 3 and beyond? This is an issue between school districts, NDE, the LC and researchers.
- 3) The reach of the ELC programs into areas that have traditionally been difficult for school districts – parent language barriers, parenting skills, readiness for school, quality extended learning opportunities, family crisis assistance – is a positive for children in poverty, their parents and their schools. Of particular note is the success of the Family Literacy Program focused on serving high poverty parents who are learning English and offered through the Learning Community Center of South Omaha.

Recommendation (Elementary Learning Centers):

Continue programs that are shown to have a significant positive impact on student learning and success in school and refocus or end those programs that fail to demonstrate such an effect. Note: programs should be given adequate time to demonstrate effect, and expand promising, research-backed programs to all LC member school districts as needs dictate and resources allow.

Board Vote: **Support X** **Oppose _____**

Board Comments in Support/Opposition of Recommendation:

IX. Governance Structure

The Douglas-Sarpy County Learning Community is led by an 18-member Learning Community Coordinating Council (LCCC). The LCCC is composed of 18 members, twelve elected members and six appointed members as outlined in 32-546.01. The LCCC powers and duties are defined by statute 79-2104; use of funds is defined by statute 79-2104.02; and achievement subcouncil membership selection and duties are defined by 79-2117.

The LCCC has met regularly since January of 2008 and has set the common levy, hired staff, established elementary learning centers, initiated early childhood and supportive programs for children in poverty, evaluated efforts, published annual reports and other activities within its purview per statutory powers/duties 79-2104.

Issues/Findings:

- 1) Is this level of bureaucracy burdensome and/or redundant to school district efforts? There is some evidence of redundancy when school districts are required to submit the same reports to achievement subcouncils, the LCCC and NDE. An example of this is the submittals of poverty plans and LEP plans which are required by statute of all school districts that receive equalization funding. Only in the learning community are school districts subjected to a multilevel review of such plans. This is both a burden in time and effort and a redundancy since the plans ultimately must meet the same standards at NDE as do all other school districts outside the LC.
- 2) The present adopted mission of the Learning Community Coordinating Council focuses efforts stating: *Together with school districts and community organizations as partners, we demonstrate, share and implement more effective practices to measurably improve educational outcomes for children and families in poverty.*

Recommendation (Governance Structure):

Eliminate any redundant reporting so that member districts are required to submit data and reports only one time to one entity (NDE) as all other school districts are so required, and also maintain the focus of the LCCC (its mission and duties) to early childhood, elementary learning centers, and supportive programs for children in poverty that enhance but do not duplicate school district learner centered initiatives.

Board Vote: **Support X** **Oppose _____**

Board Comments in Support/Opposition of Recommendation:

Millard Public Schools: The Millard Public Schools Board of Education also recommends an evaluation of the size of the Learning Community Board to determine if an alternative structure can guarantee representation and better maximize efficiency.

X. Superintendents' Advisory Council

Beginning in 2013, the Learning Community Coordinating Council was required to have an advisory committee comprised of member school district superintendents. Defined by statute 79-2104.01 as follows: "Each learning community coordinating council shall have an advisory committee composed of the superintendent from each member school district or his/her representative. The advisory committee shall: 1) Review issues related to open enrollment; 2) Review proposals for focus programs, focus schools, magnet schools, and pathways; 3) Provide recommendations for improving academic achievement across the learning community; 4) Provide recommendations for improving the learning community's diversity plan; 5) Submit a plan to the learning community coordinating council providing for the implementation and administration of early childhood education programs for children in poverty; and 6) Provide input to the learning community coordinating council on other issues as requested."

Issues/Findings:

- 1) The overall effectiveness of this arrangement (Superintendents' Advisory Council and the LCCC) is questioned by the superintendents who so far see the process as top (LCCC) down with little or no input requested or desired.
- 2) This is an added responsibility for LC superintendents and not required of superintendents in non-LC school districts. Further, this responsibility presumes the superintendent may speak for all district issues and this may or may not be the case depending on the superintendent's relationship with his/her school board. At some level, the Superintendents' Advisory Council cuts out local, duly elected school board member input.
- 3) Collaboration among the LC member district superintendents is at a high level at this time. In 2005, this collaboration was non-existent and in fact was contentious. Examples of the level of collaboration at this time are the GOALS effort to improve student attendance and the Superintendents' Early Childhood Education plan. Both of these efforts have been put into effect this year by the LCCC and will require close, continued collaboration by LC member district superintendents.

Recommendation (Superintendents' Advisory Council):

Due to the relative success of collaborative efforts such as the GOALS and Early Childhood Plan, the use of this advisory council for specific project based efforts may be a more valuable use of time and resources by both the LCCC and school district superintendents. For example, it may be more efficient to include the LC executive director in Metro Area superintendent meetings regarding LC issues of mutual concern rather than replicating these meetings just for LC purposes. And if this is the case, perhaps the statute (79-2104.01) may be repealed as unneeded. Further, a focused mission of the LCCC as described under the governance section above, may enhance this collaborative effort more than a statute-driven mandate.

Board Vote: **Support X** **Oppose _____**

Board Comments in Support/Opposition of Recommendation:

Overall Comments:
Millard Public School Additional Evaluation Comments

The Millard Public Schools Board of Education is of the opinion that, after six years, it is apparent that the Learning Community experiment has not been successful. As a result, the District favors discontinuing the experiment in its entirety – even though it has consistently provided the District with a financial benefit.

The rationale supporting the District's position is as follows:

- (1) There has been little progress made in the socio-economic balancing of students in the metro area.
- (2) The cost of transportation for individual students has been unacceptably high and has “sapped” an inordinate amount of resources from the “pot” of state aid available for distribution to the schools in the state.
- (3) The Learning Community's scope of responsibilities is, in large part, a duplication of the responsibilities of its member districts and, further, the non-duplicated scope of responsibilities could be provided as effectively and more efficiently through the existing ESUs and local Boards of Education.
- (4) That “school choice” for parents and students could continue in the metro area (in the absence of the Learning Community) by returning to the “option enrollment” concept already available in existing statutes.
- (5) That the creation of the Learning Community resulted in a decrease in both state aid and core services moneys for the metro area schools.
- (6) That the levy authority given to the Learning Community for Early Childhood Education and Elementary Learning Centers for students living in poverty and participating in English Language Learner Programs could be given to ESU's or individual Boards of Education.
- (7) And, that the collaboration vehicle for superintendents in the two county area already exist via MOEC and ESU #3 meetings.

Although the Millard Public Schools Board of Education strongly believes the Learning Community concept has not proven to be a good public policy adventure, it realizes that the Legislature may decide to continue the concept with some modifications. If such is the case, the District would recommend that the scope of responsibilities for the Learning Community be limited to and focused on the following:

- (a) Early Childhood Educational Programs for Children of Poverty and English Language Learners,
- (b) Elementary Learning Centers and associated programs for Children of Poverty and English Language Learners,
- (c) Open Enrollment transportation under a different funding mechanism.

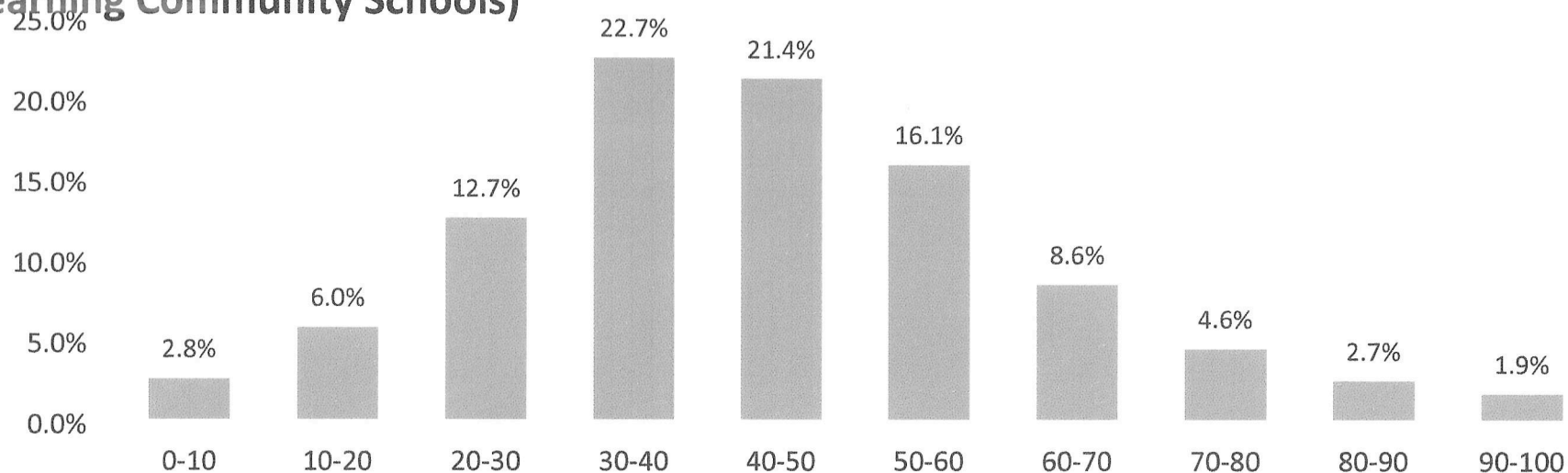
Should the Legislature decide to continue the Learning Community under certain modifications it will be extremely important that the Financial component of the Learning Community be closely studied and changed so that LC School Districts are treated as equitably as other school districts outside of the LC.

CHART I

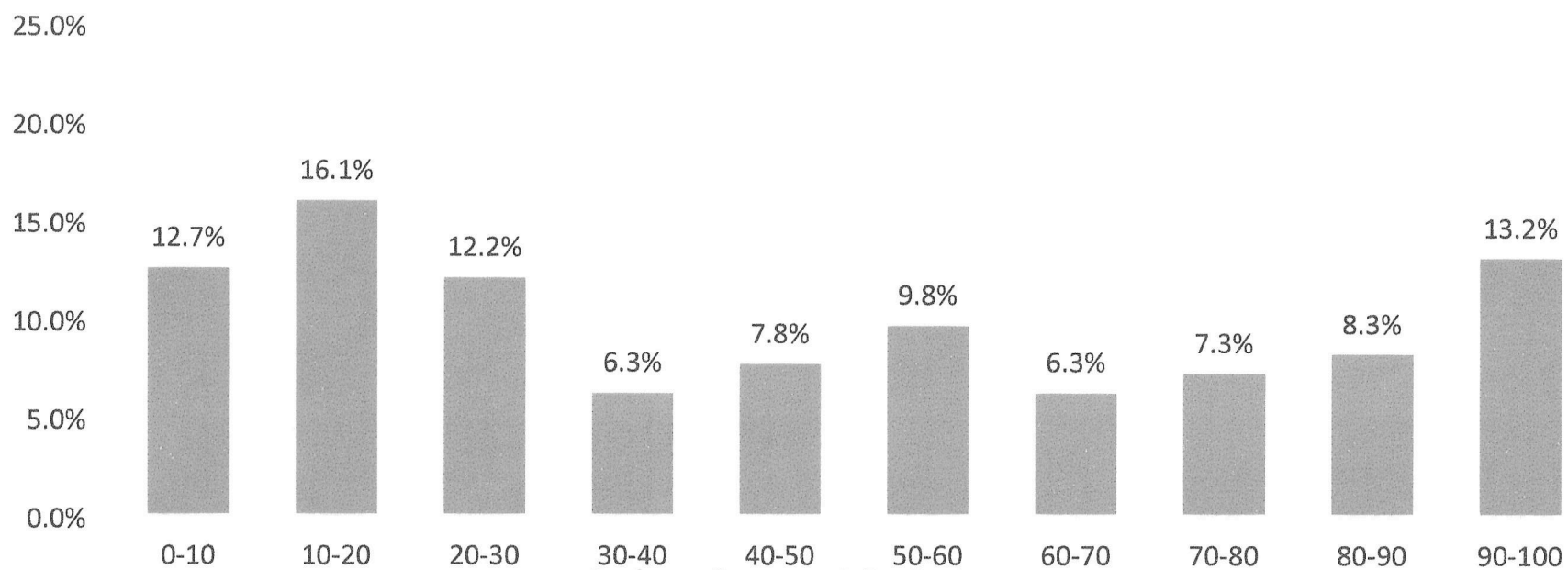
Comparison of Pooled State Aid/Common Levy versus Individual State Aid/Individual Levy 2014-2015

	Learning Community			No Learning Community			Difference (LC-No LC)
	Pooled State Aid	General Fund Common Levy	Total	Individual State Aid	Individual Levy	Total	
Omaha Public Schools	\$ 187,666,284	\$ 222,096,850	\$ 409,763,134	\$ 225,992,315	\$ 182,175,665	\$ 408,167,980	\$ 1,595,154
Elkhorn Public Schools	\$ 23,669,129	\$ 26,784,344	\$ 50,453,473	\$ 9,292,046	\$ 42,223,306	\$ 51,515,351	\$ (1,061,878)
DC West Community Schools	\$ 3,382,897	\$ 3,514,285	\$ 6,897,182	\$ 427,043	\$ 7,779,448	\$ 8,206,491	\$ (1,309,309)
Millard Public Schools	\$ 86,409,366	\$ 81,609,354	\$ 168,018,720	\$ 79,172,069	\$ 87,966,410	\$ 167,138,478	\$ 880,242
Ralston Public Schools	\$ 11,746,714	\$ 10,168,587	\$ 21,915,301	\$ 7,451,133	\$ 14,240,139	\$ 21,691,272	\$ 224,029
Bennington Public Schools	\$ 6,102,524	\$ 7,275,744	\$ 13,378,268	\$ 5,401,498	\$ 8,256,491	\$ 13,657,990	\$ (279,722)
Westside Community Schools	\$ 31,676,563	\$ 15,952,205	\$ 47,628,768	\$ 15,474,938	\$ 30,300,744	\$ 45,775,682	\$ 1,853,086
Bellevue Public Schools	\$ 37,274,164	\$ 37,359,104	\$ 74,633,268	\$ 51,513,854	\$ 23,486,122	\$ 74,999,976	\$ (366,707)
Papillion-LaVista Public Schools	\$ 37,043,559	\$ 41,714,220	\$ 78,757,779	\$ 38,551,685	\$ 41,695,149	\$ 80,246,834	\$ (1,489,054)
Gretna Public Schools	\$ 12,309,205	\$ 14,569,038	\$ 26,878,243	\$ 11,486,481	\$ 16,545,574	\$ 28,032,055	\$ (1,153,812)
South Sarpy District #46	\$ 4,474,283	\$ 4,668,084	\$ 9,142,367	\$ 258,819	\$ 11,042,768	\$ 11,301,587	\$ (2,159,220)
	\$ 441,754,689	\$ 465,711,814	\$ 907,466,503	\$ 445,021,881	\$ 465,711,814	\$ 910,733,695	\$ (3,267,192)

CHART II 2013-14 Percentage of Nebraska Schools in FRL Intervals of 10% (Excluding Learning Community Schools)



2013-14 Percentage of Learning Community Schools in FRL Intervals of 10%



Draft, not for general distribution

CHART III									
		LEARNING COMMUNITY PROFICIENCY GAIN							
READING		2010-11				2012-13			
		Not	Percent			Not	Percent		
	Proficient	Proficient	Proficient		Proficient	Proficient	Proficient		Gain
04 Resident	5484	2204	71.3%		6127	1837	76.9%		5.6%
Open/Option	352	90	79.6%		466	81	85.2%		5.6%
08 Resident	4501	2478	64.5%		5368	1857	74.3%		9.8%
Open/Option	320	97	76.7%		435	90	82.9%		6.1%
11 Resident	4080	2663	60.5%		4343	2590	62.6%		2.1%
Open/Option	405	181	69.1%		482	216	69.1%		0.0%
MATH		2010-11				2012-13			
		Not	Percent			Not	Percent		
	Proficient	Proficient	Proficient		Proficient	Proficient	Proficient		Gain
04 Resident	4891	2821	63.4%		5524	2455	69.2%		5.8%
Open/Option	305	137	69.0%		444	103	81.2%		12.2%
08 Resident	3804	3190	54.4%		4418	2819	61.0%		6.7%
Open/Option	287	130	68.8%		376	151	71.3%		2.5%

11 Resident	3279	3472	48.6%		3663	3282	52.7%		4.2%
Open/Option	330	256	56.3%		412	285	59.1%		2.8%

Chart IV

LEARNING COMMUNITY TRANSPORTATION EXPENSE HISTORY

	2010/11	2011/12	2012/13	Estimated 2013/14	TOTAL
Bellevue	\$ 252,955.75	\$510,937.04	\$523,118.48	\$456,660.85	\$1,743,672.12
Bennington		\$1,639.79	\$8,388.53	\$7,951.61	\$17,979.93
DC West	\$ 9,667.23	\$54,458.21	\$50,557.70	\$67,325.00	\$182,008.14
Elkhorn	\$ 6,977.00	\$12,638.00	\$31,992.00	\$30,000.00	\$81,607.00
Gretna	\$ 973.00	\$3,336.00	\$2,712.00	\$12,000.00	\$19,021.00
Millard	\$ 476,109.66	\$851,191.11	\$791,527.44	\$891,928.00	\$3,010,756.21
Omaha	\$ 508,063.01	\$1,152,441.76	\$1,528,622.09	\$1,500,000.00	\$4,689,126.86
Papillion-La Vista	\$ 264,848.00	\$582,580.00	\$811,630.00	\$900,000.00	\$2,559,058.00
Ralston	\$ 63,674.00	\$86,165.70	\$137,445.44	\$227,421.63	\$514,706.77
Springfield Platteview	\$ 3,067.00	\$29,322.00	\$20,254.00	\$27,937.00	\$80,580.00
Westside	\$ 307,830.00	\$535,052.00	\$1,033,392.00	\$1,334,400.00	\$3,210,674.00
TOTAL	\$ 1,894,164.65	\$ 3,819,761.61	\$ 4,939,639.68	\$ 5,455,624.09	\$16,109,190.03
Yearly Average	\$4,027,297.51				



Wilson Focus School

▲ LEADERSHIP
▲ TECHNOLOGY
▲ COMMUNICATION

Background

The Focus program represents a continuation of what originated as a partnership between Omaha Public Schools (OPS), Elkhorn Public Schools, and Westside Community Schools and was housed at Underwood Hills Elementary School within the Westside district. Following the absolution of this partnership at the conclusion of the 2010-2011 school year, OPS continued to invest and expand the Focus program. The elementary level Focus School was moved to Wilson Elementary, and, as a result of public input, a secondary Focus program for middle school students was initiated at Lewis and Clark Middle School. Beginning this school year, 2012-2013, the Focus program pathway was extended to Burke High School. The Wilson Focus School is now in its seventh year (3yrs. at Underwood and four yrs. at Wilson). The school maintains an extended year and extended day calendar.

School Characteristics/Demographics

- We currently have 220 students coming from seven districts (open to all eleven in Learning Community).
- 5th grade added this year and will add another sixth grade for the 2015-2016 school year bringing our student population to 240.
- 3rd, 4th, 5th and 6th grades (goal three of each section)
- Theme: Leadership, technology and Communication
- Capstone projects at each grade-level (project-based learning)
- Extended day/extended year
- 190 student days
- Our school maintains an excellent mirroring of the learning community and promotion of socio-economic diversity with 54% free and reduced lunch (slightly higher)
- Our SPED percentages are a bit above the district average, but we are doing well with this population (district average 17.2, we are 17.5%).
- Our attendance rate is 95.7% above the district average of 93.8%.
- Enrichment classes
- STEAM focus (science, technology, engineering, arts and math)
- 1:1 technology
- Spanish Language
- Extra Value Standards

Achievement Success

- AdvancEd accredited in 2011-2012 received exemplary in all seven areas
- Recognized as an Apple Distinguished Program for Innovation, leadership and educational excellence 2012-2013
- Recognized as an Apple Distinguished Program for Innovation, leadership and educational excellence 2013-2015
- District Gold Award for increasing scores in three academic areas on NeSA (Math, Reading, Science)
- Annual Climate surveys high demonstrating success of Positive Behavior Intervention Supports

Student Achievement (based upon 2013-2014 NeSA)

- The trend data shows we are increasing in a positive way and is exciting.
 - We have been above district averages and above state in some areas.
 - Our goal was 5% in math, reading and science. We scored above that goal and had increases of:
 - 8% in math, making **69% meets/exceeds**
 - 8.25% increase in reading, making **78.25% meets/exceeds**
 - 10% increase in science, making **80% meets/exceeds**
 - In writing we scored **64%**, passing the target, (previously in 80's, lower with addition of room and new scoring-will be higher this year)
 - In reading, math and science the trend data shows we have been going up since 2010 and especially in the groups everyone is trying to move Black, Minority, Hispanic, Free and Reduced, SPED (SPED dipped and is back up). We have had success with all populations.
-
- *More information and details can be viewed on our website wilsonfocus.ops.org*

**UNIVERSITY OF NEBRASKA
BUFFETT EARLY CHILDHOOD INSTITUTE**

Achievement Gap Challenge
Superintendents' Early Childhood Plan

OVERVIEW

The Superintendents' Early Childhood Plan is designed to eliminate or reduce income-based social, cognitive, and achievement gaps among young at-risk children living in the 11 school districts of the Learning Community of Douglas and Sarpy Counties. Development of the plan was mandated in 2013 by LB 585 of the Nebraska Legislature and focuses on services for young children living in areas with a high concentration of poverty.

Developed by the Buffett Early Childhood Institute at the University of Nebraska in conjunction with the district superintendents and a workgroup appointed by them, this initiative proposes intensive, continuous, evidence-based services for young children who are most at risk in their communities. To accomplish this, we will establish, implement, and evaluate a set of interlocking program prototypes or models across the first eight years of life designed to improve the social/emotional and cognitive outcomes of young, at-risk children living in the Learning Community. We will use the information we acquire to adapt and refine the models implemented as part of this plan so they can eventually be taken to scale.

Our focus will be on three areas or categories of programming:

- Home visiting for birth – age 3
- Intensive Preschool for 3 and 4 year olds
- Aligned preschool and early elementary for ages 3 to 8 (PreK – Grade 3)

The plan calls for elementary schools to serve as hubs or connectors for early childhood services in school attendance areas. Family engagement and family support is emphasized, as are children's cognitive and non-cognitive skills. Professional development and technical assistance are integral to this work as are strong ties to community-based organizations. We intend to begin gradually with a detailed planning period and partial start-up, moving to full implementation of the programs described below over the following two years.

BACKGROUND

On May 8, 2013 Governor Dave Heineman signed LB 585 into law. This legislation directs the Learning Community Coordinating Council to enact a plan developed by the Metro Omaha superintendents "to establish early childhood education programs for children in poverty." The plan is to be financed by a new half-cent levy, resulting in annual funding of approximately \$2.5 million to be used for this purpose. In December 2013, the superintendents requested that the Buffett Early Childhood Institute at the University of Nebraska prepare a plan for their review, and if approved by the Council in August 2014, implement it in the Learning Community.

The Buffett Early Childhood Institute is a four campus, university-wide, research, training, outreach, and policy institute of the University of Nebraska. Its purpose is to help transform early childhood development and education for at-risk and vulnerable children, birth to age 8, in Nebraska and across the nation.

This document describes how the Buffett Institute will use the funds generated by the new levy to implement the plan. It begins to put in place one of the Institute's two signature programs, the Achievement Gap Challenge, and also reflects the Institute's second major initiative, the Early Childhood Workforce Development program. The Buffett Institute is committed to these programs statewide. Over the course of the next several years, the Institute will adapt these programs to meet local resources and needs, will collect data on implementation and effectiveness, and will share its experience with educators, policy makers, and researchers in Nebraska and beyond.

GOAL

To create a comprehensive program within the Learning Community designed to eliminate or reduce income-based social, cognitive, and achievement gaps among young children at risk.

STRATEGY

Using the resources and expertise of the 11 Metro Omaha school districts, community-based organizations in those districts, and the staff and faculty of the University of Nebraska and the Buffett Institute, we will collaborate to implement a comprehensive birth through age 8 approach to early intervention for infants, toddlers, preschoolers, and Kindergarten – Grade 3 children. Our principal target will be children living in poverty and those growing up under conditions of high stress and significant familial challenge.

Our intention is to create a set of interlocking program models or prototypes in Learning Community school districts across the first eight years of life. We will rely on national, evidence-based models; evaluate whether the models are being implemented with fidelity; collect outcome data about the programs we are involved with; and engage in efforts to encourage state and local policies and public and private resources that can provide sustained support for this initiative. Our intention is to have a long-term impact on children's achievement by leveraging, improving, and increasing new and existing resources in schools, families, and community-based organizations.

ASSUMPTIONS AND GUIDING PRINCIPLES

Four assumptions and guiding principles shape the Superintendents' Early Childhood Plan. The proposed program will be:

- (1) **Holistic**, meaning that it will attend to all aspects of child development: learning, mental and physical health, social development, and family support and engagement. It will devote itself to the *whole child*, including a focus on cognition or knowing; on language and communication; on motor or moving, balancing, holding, and coordination; and on affect or emotions and other non-cognitive areas such as confidence, ability to form relationships, and to get along with others.

- (2) **Developmental**, referring to ongoing changes in biological, psychological, and social processes that result in an individual evolving from a relatively undifferentiated state (for example, a newborn who lacks self-awareness, organized thought, or language) to a complexly differentiated and integrated state (for example, a five year old who is reflective, displays logical thought, and uses complex language). This type of transformation is what we refer to as developmental change.
- (3) **Comprehensive**, suggesting that no single aspect or element of a child's life or environment can enable a child living in poverty to thrive. Rather, our view is that a range of educational, environmental, and familial inputs are needed for children to reach their potential. The program will cover a broad age span, from birth through the end of third grade. It will concern itself with schools, communities, families, and those who serve them. It will focus on homes, community-based child care and preschools, as well as classrooms. It will relate to parents, extended family members, teachers, caregivers, program administrators, and others who are part of a child's life. And it will seek to be relevant to children and families who come from diverse cultural and linguistic backgrounds.
- (4) **School-centered**, reflecting our belief that the core of this plan involves a commitment to the *school* as the focus or center of early childhood services, birth – age 8. Traditionally, schools have only taken responsibility for children beginning at age five, but the age range of public school responsibility is moving younger and younger both statewide and nationally. The evidence assures us that the earlier we begin work with children and families at risk, and the more persistent, consistent, and of high quality our efforts are, the more likely it is that children will be launched on a path of life success. We believe that schools have the potential to become a source of long-term continuity for children and families—continuity that can play a critical role in reducing or eliminating achievement gaps for children from economically disadvantaged families.

IMPLEMENTATION

The Superintendents' Early Childhood Plan is intended to be a work in process. It describes how new options and opportunities for young children at risk and their families can be created in the Learning Community and it articulates a set of assumptions, aspirations, and specific means for improving the school achievement of children growing up amidst poverty. Below we describe the basic parameters of the Plan.

Who We Will Work With

- We envision the school as the hub or connector for birth – age 8 efforts.
- We will collaborate with existing early childhood programs in the Learning Community districts.
- We will support the creation of programs if they are not in existence and the need is high—programs that are sponsored and managed by Local Education Agencies (LEAs), community-based organizations (CBOs), and others.
- We will not “own” or manage programs directly.
- We will work with programs that invite us to participate and are willing to make a long-term commitment to improving practice.

- We will devote particular attention to state pre-K programs sponsored by LEAs as well as community-based programs serving 3- and 4-year olds.

What We Will Do

- We will focus on three elements of intervention and education: **home visiting** for 0 – 3; **intensive preschool** for 3- and 4-year olds; and **aligned curriculum and practice for PreK – Grade 3**.
- Our programs will take into account the needs of dual language learners and non-English speaking families.
- We are committed to creating programs that respond to the interests and desires of differing cultural and community contexts and build upon cultural and community strengths.
- In addition to cognitive skills, we will emphasize non-cognitive or social-emotional skills such as confidence, curiosity, intentionality, self-control, and capacity to communicate.
- Language development and enrichment will be central to our curriculum planning, especially in the early years.
- We will monitor and evaluate program outcomes and implement valid, formative child assessment programs (birth – age 8) based on teacher observation, recording, and evaluation.

How We Will Do It

- Family support and engagement are essential for success and will be a prominent feature throughout the birth – 8 continuum.
- We will actively encourage the adoption of developmentally-informed practices that focus on both cognitive growth and social-emotional advance.
- We will support and improve programs by providing coaching, technical assistance, and professional development to teachers, caregivers, principals, and administrators.
- We will encourage the use of evidence-based curricula, current research, high-quality intensive support for teachers and caregivers, thoughtful outreach to families, and careful documentation of effort. We will begin implementation gradually and move to scale over time.

How We Will Identify Schools and Partners

Working within the framework of LB 585, which calls for establishing “early childhood programs for children in poverty,” we will consult with the Learning Community superintendents and their representatives in order to establish prototypes in several different districts. We are well aware that although there are clear concentrations of poverty in specific Learning Community LEAs, poverty exists across the region. Our goal is to create prototypes that are relevant to a wide range of communities and child and family needs.

Our overall criteria for school and community participation are as follows:

- Children living in high concentrations of poverty, as described by LB 585.
- Commitment to the birth – Grade 3 continuum.
- Key educational leaders, principals, and staff demonstrate a multi-year (3-year) commitment to the program’s goals and strategies.

- Willingness to devote time and other resources required for planning and implementation (e.g., professional development activities, collaborative cross-grade level program planning, coaching and mentoring, assessment, and progress monitoring).
- No duplicative or competing initiatives.
- Support for ongoing program evaluation activities.
- Participation in efforts to leverage resources and develop means for sustaining program processes and outcomes.

How We Will Include Professional Development and Technical Assistance

Professional development (PD) is concerned with assisting teachers, caregivers, and other providers—as well as the directors and principals who work with these individuals—in enhancing their skills and knowledge so that they can perform their roles more effectively. PD will be offered in response to a needs assessment and will be customized or personalized to participants' requirements and prior experience. Potential topics include parent-child relationships, curriculum enhancement, STEM activities, non-cognitive skill development, language growth, project and activity-based classrooms, observation and evaluation, curriculum alignment, behavioral strategies, and so forth. PD will be offered to all members of the Learning Community during the first year of planning and will become more targeted in later years of implementation.

Technical assistance will be provided to districts, schools, and CBOs that are developing or increasing their capacity to participate in the plan described in this document. Technical assistance consists of specialized advice, consultation, and assistance to help CBOs and LEAs make planning and implementation decisions or to identify solutions to specific challenges. Examples of such activities include the following:

- Consultative assistance in identifying and selecting high quality, evidence-based early childhood curricula or assessments;
- Support in integrating a strategic focus on PreK-3rd grade into a school's overall improvement plan;
- Assistance to a school or CBO leader in revising organizational structures (e.g., staff collaborative planning time; daily schedules) to fully implement high quality early childhood programming;
- Assistance in developing partnership agreements and procedures between multiple organizations collaborating in the delivery of services to children, 0 - 8, and/or their families;
- Advice about seeking public funds for early childhood programs and braiding or combining funds from different sources;
- Assistance in communicating about the early childhood program, particularly birth – 3 home visiting and to families who are not directly involved with the program.

How We Will Enhance the Early Childhood Plan

Because of the unique relationship of the Buffett Early Childhood Institute to the University of Nebraska we will be able to enhance the program of work described in this document in a number of ways, including the following:

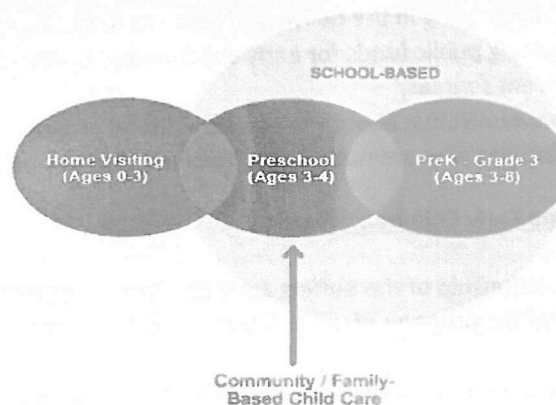
- We will draw upon community resources and expertise to support the goals and activities of the program throughout the Learning Community.
- We will sponsor and support Professional Learning Communities for teachers, caregivers, and leaders in such areas as:

- Literacy
- Math
- Home visiting
- Leadership
- Play
- We will seek to enhance public school principals' knowledge about early childhood development and early care and education.
- We will create multiple opportunities for broad public engagement about early care and education for school boards, the Learning Community, and other policy makers.
- We will bring to bear the extensive resources and skills of university faculty and staff by using external funds to sponsor cross-campus RFPs designed to provide needed information in such areas as:
 - Evaluating the impact of Professional Learning Communities
 - Implementing and evaluating parental engagement and change
 - Incorporating health-related issues into program initiatives
 - Studying non-cognitive social/emotional growth and executive function
 - Creating effective coaching models
 - Investigating public policies that can support early childhood programming

BIRTH THROUGH AGE 8 CONTINUUM

As noted earlier, our focus on the early years is comprehensive. We will support and encourage programming for birth – age 3 (home visiting), 3 and 4 year olds (intensive preschool), and age 3 through 8 (PreK – Grade 3). These levels of programming not only reflect the fact that a great deal of neurological development occurs in the first five years of life, but that early efforts at intervention may fade out or diminish if they are not maintained and supported during the early elementary years. Our model is depicted in the infographic below.

Superintendents' Early Childhood Plan



Buffett Early Childhood Institute

Although our goal is to establish a full continuum of programming across the first eight years of children's lives, we recognize that some LEAs do not have funds to support their own preschools (except for children with special needs or at best just for 4-year olds) and many will not have 0 – 3 programs except those sponsored by Part C (Individuals with Disabilities Education Act). Depending on resources and needs we will work with these districts to gradually develop components of the birth – age 8 continuum that are not yet in place and/or to improve the quality of programs in the community. In some instances, we will focus on only one or two of the components, with the intent of using this experience to develop more comprehensive programs over time. A description of each of the components is given below.

PROGRAM COMPONENTS

Birth – Age 3

Overview: Birth – 3-year old children and their families will be served in a “two generation” home visiting model. This approach supports the development of strong parent/child relationships, child development skills, parenting education, and connections between parents and community resources. We will seek to develop comprehensive home visiting programs focusing on one or more of the following domains: (1) maternal health; (2) child health; (3) positive parenting practices; (4) child development and learning; (5) reductions in child maltreatment; (6) family economic self-sufficiency; and (7) linkages and referrals to community resources and supports. The home visiting program will have a strong link to the goals of elementary school programs so that home-school partnerships and parental engagement in the schools can be shaped from the beginning of a child's life.

Characteristics That Ensure Quality: Home visiting programs will be full year (12 months) and will serve pregnant families and their children up to age three. The home visitor will have a Bachelor's degree in child development, family development, or a related field. Home visits will take place twice per month. In addition, each month at least one parent/child group will be held, usually at an elementary school, to enhance children's socialization skills, help overcome parental isolation, and strengthen the school's role as a hub or connector of services for children and families.

Families will be recruited from the attendance area of the school that their child will most likely attend. Criteria for recruitment will be to seek the youngest and neediest children in the area, with each school defining the neediest according to the characteristics of their population. An evidence-based curriculum will be adopted that will cover all early childhood domains, including social/emotional, cognitive, physical, and language and pre-literacy. Child developmental screenings and observational assessments will inform individualized practices and early intervention referrals as needed.

When children become three years of age they will begin a transition into a child care or preschool program, if they are not already enrolled in such a program. Families will continue to participate in a modified version of the program through parent/child groups until their child reaches kindergarten.

If a community has birth – 3 services in place that it wishes to maintain, we will support that program while also integrating and building on the approach and characteristics described here. If there is little or no 0 – 3 programming in the community, the school will select a program model/curriculum with our assistance that meets the criteria set forth in our approach.

Home visitors will be hired and supervised by the home visiting program in conjunction with the local school principal or designee, with Learning Community funds granted for this purpose. The on-going

training, professional development, mentoring and coaching will be provided by a Master's level infant/toddler specialist from the project.

Roles and Responsibilities of Partners:

- The community-based partner and school will commit to the project's approach, criteria, and parameters. A partnership agreement or memo of understanding will be developed to cover these matters.
- The school will provide office space for the home visitor and space for monthly parent/child groups.
- The home visitor will be supervised by a school or community agency staff member who will attend program trainings and meetings as needed and will work closely with the project's Infant/Toddler Specialist.
- The school or community agency will provide administrative support, office supplies, and materials as agreed upon by the partners.
- The school or community agency will help recruit families and serve as an advocate for the project in the community, working with the project in capacity building efforts that will lead to long-term, sustainable funding.

3 - and 4 -year olds

Overview: Once a child reaches three years of age, the importance of quality group child care experiences increases. With that in mind, the project will support the transition of children into high quality state funded Pre-K programs in public schools and family and community child care and preschool settings. Efforts will be made to create networks of family child care homes to strengthen the professional skills of these providers.

Characteristics That Ensure Quality: The support to early childhood programs serving 3 – 4 year olds will include a parent coordinator who will serve as a liaison to parents, state-funded and community-based early childhood programs, and the school the children will eventually attend. The parent coordinator will be hired locally, know the community well, and have experience and knowledge about early childhood, parenting, and the elementary school culture. Working with the 0 – 3 home visitor, the parent coordinator will help families make positive transitions into early childhood preschool settings and eventually into kindergarten and primary school. The coordinator will support home-school connections, organize and conduct parent groups, and ensure communication among the parents, preschools, and elementary school.

The participating school's Pre-K and kindergarten teachers will participate in systematic joint professional development with preschool teachers from community-based early childhood programs that serve children in the school's enrollment area. This professional development will focus on supporting a whole child/whole family approach and high quality early education practices across the community and school settings. The project will create a professional development cycle that includes teacher workshops and regular ongoing mentoring and coaching for classroom teachers. Each annual professional development cycle will culminate with transition planning and activities that include community-based teachers, school-based teachers, and families transitioning from the community programs into the school.

Roles and Responsibilities of Partners:

- The early childhood centers will agree to participate in the professional development activities provided by the project's expert trainers and to provide staff with released time to participate. The project will offer financial support for substitute teachers and, if needed and appropriate, stipends for participants.
- The schools and early childhood programs will provide space for trainings, group meetings, and consultations with teachers and parents.
- The school will provide office space for the parent coordinator and space for parent groups to be held. Partnership agreements between the project, the school, and community based organizations will be developed.

PreK – 3rd Grade (3 - 8 year olds)

Overview: PreK-3 is an approach to educational planning that recognizes the importance of the years three through eight for establishing a strong foundation for future learning. It seeks to close the achievement gap by intervening early and consistently and providing high-quality, aligned educational experiences, smooth transitions, and continued support through the early years of a child's formal education.

PreK-3 does not have a one-size-fits-all definition, although it encompasses the following common characteristics:

- Recognition of a rigorous learning continuum beginning at age three
- Alignment and coordination of educational standards, including a comprehensive and balanced curriculum, assessments, and pedagogy within and across PreK-3 grade levels
- High quality teaching
- Integration of supports for socio-emotional and academic growth
- Connections among families, schools, and communities, including contacts with preschool programs in the community when not offered onsite
- Collaboration and planning among teachers across grade levels
- Teacher and administrator preparation and on-going professional development

At its core, PreK-3 is concerned with high quality coordinated educational experiences across the early years of schooling that promote children's long-term school success. The PreK-3rd approach provides intensive, onsite consultation designed to encourage high levels of learning and strong socio-emotional development among children who are at risk for academic difficulties (including children who are racial and ethnic minorities, live in poverty, do not speak English as their first language, and/or have parents with low levels of education). This focus assumes implementation and alignment of cohesive, evidence-based curricula and a developmentally-informed assessment system to guide instructional decisions.

Characteristics That Ensure Quality: The PreK-3rd model builds self-sustaining capacity for high quality, effective PreK-3rd education by providing on-site support to each participating school for a three-year period. During this time school staff members participate in a focused professional development cycle that includes collaborative needs assessments, teacher workshops, instructional coaching, and professional learning community meetings within and across grade levels. The content of the professional development emphasizes evidence-based educational strategies for providing developmentally-informed, intellectually-challenging learning experiences that support the whole child

and promote high levels of learning across subjects. This dual application of evidence-based standards for adult professional learning and for PreK-3rd educational practices ensures the quality of the model.

An “embedded” PreK-3rd facilitator serves on-site at each school for approximately two days per week. The facilitator is the project’s anchor, leading PreK-3rd professional development workshops, providing teacher coaching and modeling, guiding professional learning community meetings, and consulting with the school administrator. The facilitator holds a Master’s degree or higher in early childhood/elementary education, has at least five years of experience as an effective PreK-3rd teacher, and experience in staff development. The team of PreK-3rd grade facilitators is supervised by a lead facilitator who guides team sessions, oversees the quality of all professional development activities, and provides on-site support for each facilitator.

Support to the school will also include a parent coordinator who acts as a liaison between parents of students in PreK-3rd grade and the school. The coordinator will be hired locally, be familiar with the community, and have experience and knowledge about early childhood development, parenting, and the local school culture. The coordinator will help families make positive transitions into the school and across the grades from PreK through 3rd. (S)he will support the home school connection, organize and conduct parent groups, and help ensure good communication among the parents, PreK-3 teachers, and elementary school administrators.

Roles and Responsibilities of Partners:

- The partner/school will commit to the PreK-3rd approach, criteria, and parameters; this will require agreement from all PreK-3 grade teachers and the development of a partnership memo.
- The school will provide office space for the site facilitator and parent coordinator.
- The school administrator will participate in a site-based needs assessment and in planning meetings in the spring prior to school-based PD implementation.
- The school administrator will attend the orientation and opening PreK-3rd professional development workshops, other PD sessions as needed, and quarterly program review meetings.
- The school will provide time for a PreK-3 Institute and up to five teacher workshops/year.
- The school will support a structure for grade-level and/or cross-grade-level meetings for PreK-3rd grade teachers.
- The school will provide access to classrooms for observations and agree to use videotaping for professional development purposes.

TIMELINE

We propose a three-year timeline. In Year 1 we will focus on planning, site selection, hiring staff, professional development, programs for parents and the general public, communication of program goals to the Metro Omaha area, development of partners for the birth – age 8 continuum, establishment of family child care home networks, creation of memos of understanding with LEAs and CBOs, piloting and development of the program evaluation strategy and the child assessment methodology, and expansion of home visiting services.

Year 2 will continue with many of these first year activities and will also include extensive focus on the PreK – 3rd approach. The project’s facilitators will be working in area schools and our parent coordinators will be active across the birth – age 8 continuum. Evaluation data will begin to be collected and documentation of program efforts will get underway. Professional development will remain a very high priority and home visiting will continue to expand. Faculty from the University of Nebraska

campuses, supported by funds external to the Learning Community, will be working with the program, collecting data, and providing feedback to staff and participants.

We will begin the third year of operations with an intensive internal review of the preceding two years' activities. The review will include structured discussions with a range of school, community, and university partners, reports on preliminary data and evaluations of effort, and feedback from the superintendents and Learning Community staff and Council. Based on this information we will make mid-course corrections and continue to work toward achieving the project's goals.

EVALUATION

The Superintendent's Early Childhood Plan will be evaluated by a third-party to be selected in the first year of operation. The plan for the evaluation and supervision of the third party evaluators will be the responsibility of the project. Our goal for the evaluation will be two-fold: first, to explore whether our evidence-based models are being implemented well and faithfully and second, to demonstrate the effectiveness of the programs overall.

We will use valid observational instruments to document what children are learning and we will accompany the observational tools with individually-administered assessments that provide normative information about the impact of the programs. Environmental and teacher rating scales will be used, as will satisfaction scales to be completed by teachers and parents. Our evaluation strategy will be both quantitative and qualitative and will focus on using data to improve practice. The overall purpose of the evaluation will be to help us achieve our programmatic goal of reducing or eliminating the achievement gap among participating children.

SUMMARY

Relying on schools as the critical link between family, community, and children in the first eight years of life, this project seeks to reduce or eliminate income-based achievement gaps affecting children living in poverty by implementing national, evidence-based models; evaluating how well the models are being implemented; and engaging in efforts with others to create policies at the state and local levels that provide long-term support for this initiative.

We will increase the impact of this work by leveraging and improving existing resources in schools and community-based organizations, emphasizing the importance of starting early and creating child-focused, developmentally-oriented programs, and demonstrating the effect of comprehensive efforts across the first eight years of life. Our basic belief, drawn from the research of the past half century, is that persistent efforts in the early years will result in persistence of long term effects for children. This project is dedicated to demonstrating that ongoing, high quality intervention across the first eight years of life will increase the likelihood that children living in poverty will experience life success and will grow to become active and productive contributors to society.

University of Nebraska
 Buffett Early Childhood Institute
 Achievement Gap Challenge
 Superintendents' Early Childhood Plan Budget

Category	Year 1	(Full year)	
		Year 2	Year 3
<u>Level 1 -- Full Implementation (6 sites)</u>			
A Birth to Age 3	214,217	461,700	461,700
B Pre-School (3 & 4 yr. olds)	167,117	281,100	281,100
C Pre-K to Grade 3 (3 yr. olds to Gr. 3)	261,867	619,350	619,350
Level 1 Subtotal	643,200	1,362,150	1,362,150
<u>Level 2 -- Partial Implementation (9 sites - 3/3/3)</u>			
A Birth to Age 3	108,108	231,850	231,850
B Pre-School (3 & 4 yr. olds)	75,558	141,550	141,550
C Pre-K to Grade 3 (3 yr. olds to Gr. 3)	131,933	310,675	310,675
Level 2 Subtotal	315,600	684,075	684,075
Level 3 -- Professional Development	60,000	60,000	60,000
Level 4 -- Technical Assistance	60,000	60,000	60,000
BECI Program Leadership & Administration	362,500	333,775	333,775
Total Annual Expenses	1,441,300	2,500,000	2,500,000
Achievement Gap Challenge Funding	2,500,000	2,500,000	2,500,000
Annual Surplus or (Deficit)	1,058,700	0	0
Carryforward Funds	1,058,700	978,700	678,700
One-time Expenditures			
Level 3 Professional Development	40,000	150,000	150,000
Level 4 Technical Assistance	40,000	150,000	150,000
Total One-time Expenditures	80,000	300,000	300,000
Balance of Carryforward	978,700	678,700	378,700

Note re: inflation

Both program expenses and available program funds are expected to grow by approximately 2% per year

Note re: Evaluation

Separately budgeted as Learning Community expenditure

**University of Nebraska
Buffett Early Childhood Institute
Achievement Gap Challenge
Superintendents' Early Childhood Plan Budget Narrative**

Level 1, A: Salaries and benefits (1 FTE program specialist, 6 FTE home visitors); professional travel; program expenses (mileage, materials, supplies); furniture, equipment, and book bags; program model costs.

Level 1, B: Salaries and benefits (1 FTE program specialist, 3 FTE parent coordinators); professional travel; program expenses (mileage, materials, supplies); equipment, and book bags.

Level 1, C: Salaries and benefits (1 FTE program specialist, 3 FTE school-based facilitators, 3 FTE parent coordinators, teacher stipends/substitute teachers); professional travel; program expenses (mileage, materials, supplies); equipment.

Level 2, A: Salaries and benefits (0.5 FTE program specialist, 4 FTE home visitors); professional travel; program expenses (mileage, materials, supplies); furniture, equipment, and book bags; program model costs.

Level 2, B: Salaries and benefits (0.5 FTE program specialist, 2 FTE parent coordinators); professional travel; program expenses (mileage, materials, supplies); equipment, and book bags.

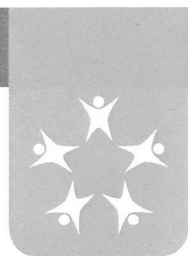
Level 2, C: Salaries and benefits (0.5 FTE program specialist, 2 FTE school-based facilitators, 2 FTE parent coordinators, teacher stipends/substitute teachers); professional travel; program expenses (mileage, materials, supplies); equipment.

Level 3: Professional development expenses including meetings, trainings, conferences, and symposia, materials, travel expenses, and other miscellaneous items.

Level 4: Technical assistance expenses including needs assessments, consultative assistance, meetings, materials, and other miscellaneous items.

BECI Program Leadership & Administration: Salaries and benefits (.5 FTE director of program development, 1 FTE project coordinator, 1 administrative assistant); operating expenses (Birth-3 years and family engagement contract consultants, communications materials; staff computers; space occupancy costs; office, travel, and miscellaneous costs).

One-time Expenditures: Professional development and technical assistance expenses related to the first three years of implementation, including items that are of a one-time nature such as site development, staff recruitment, and adaptation of national, evidence-based models to the local environment, and additional and more intensive professional development and technical assistance activities such as trainings, conferences, and symposia, needs assessments, consultative assistance, and materials.



learning community

OF DOUGLAS AND
SARPY COUNTIES

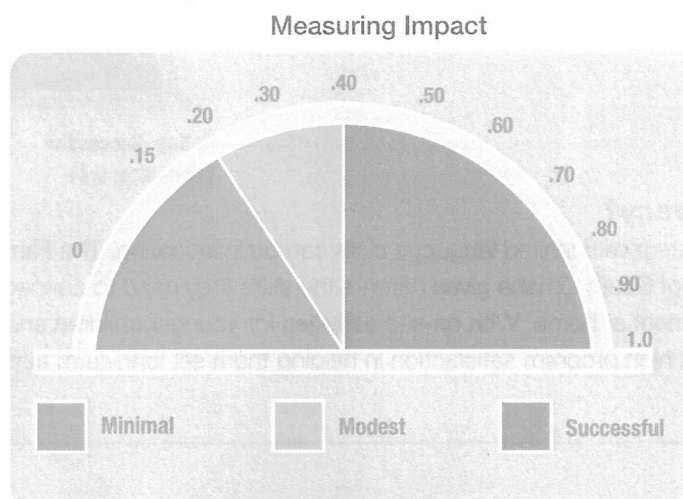
ACHIEVEMENT TRACK RESULTS

Elementary Programs 2012-2013

We're here to help children in poverty succeed in school. Our latest Achievement Track results show that students, parents and teachers are making significant progress. With committed community partners and shared goals, we anticipate increasing progress in helping children succeed in school.

Measuring Success

Developing intensive programs that make a real difference for children in poverty requires a culture of real-time feedback to make programs work better for children. The UNMC/Munroe-Meyer Institute evaluation team helps us make positive changes as quickly as possible. With our partners, we are aiming for innovative and proven programs.



Aiming for Success

The program rating scale above uses a recognized measure of educational success known as effect size. The ratings graph shows three levels of impact - minimal, modest and successful. A program in the yellow zone has strong potential to have educational impact. A program in the green is succeeding but may have room to grow. We expect our successful programs to continue improving for higher levels of effectiveness.

Methodology

The evaluation examines three program aspects - quality of implementation, academic and family support focus and program outcomes. UNMC/Munroe-Meyer Institute evaluators Lisa St. Clair and Jolene Johnson measured the magnitude of change (effect size) and the significance of the results to quantify program impact.

About Our Results

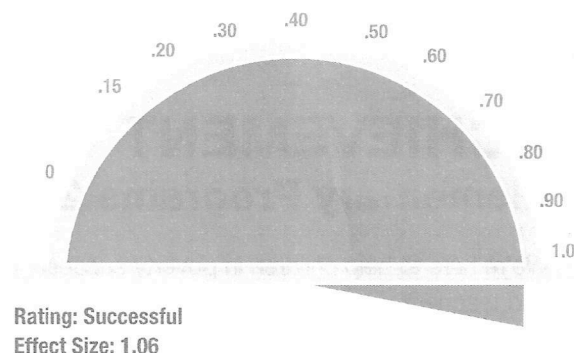
The programs rated below reflect a strong academic focus to make a difference for children and families in poverty. Ongoing evaluations provide criteria for both program expansion and selection. Independent evaluators from the UNMC/Munroe-Meyer Institute carefully monitor and measure program effectiveness.

2012-2013 Achievement Track Evaluations

Family Literacy

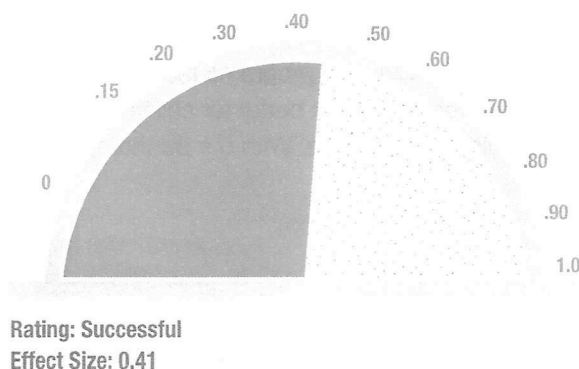
Parents Learning English 100 parents | 100% poverty

English classes for parents learning to navigate the school system are highly successful. With greater confidence and improved ability to speak English, parents are embracing their role as their child's first teacher.



Parent-Child Interactions 100 parents | 100% poverty

With support from educational navigators, parents are building stronger relationships with their children. The quality of their daily interactions helps parents build more successful routines to support their child's education.

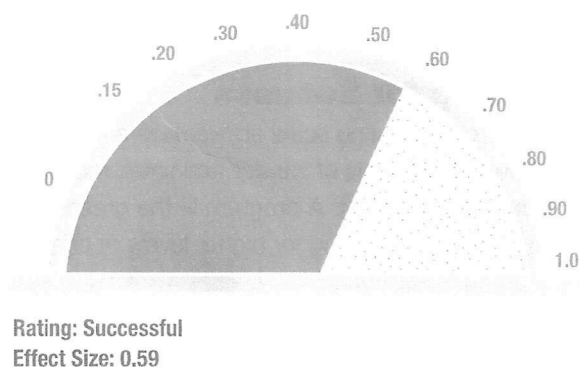


What is Family Literacy?

Navigating the school system with limited language skills can be intimidating. The Family Literacy program now expanding in the Learning Community of South Omaha gives parents the skills they need to connect with their local schools and support a strong learning environment at home. With on-site activities for younger children and class materials geared towards parent needs, our parents report high program satisfaction in helping them set long-term family goals.

Jump Start to Kindergarten

810 students | 61% poverty
Jump Start to Kindergarten programs have a strong track record in helping students enter elementary school ready to learn.



What is Jump Start to Kindergarten?

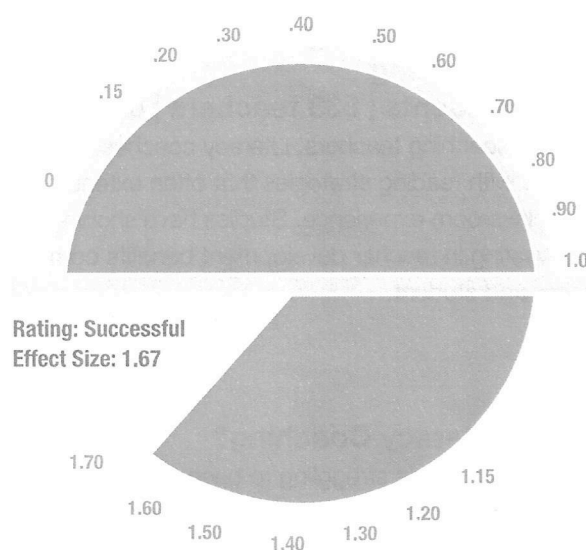
Three years of increasingly positive gains highlight Learning Community-supported Jump Start to Kindergarten programs. Students in poverty often need a stronger foundation learning basic concepts like numbers, letters and colors before they enter kindergarten. Some of the most innovative programs we fund include home visits and parent involvement.

Family Liaisons

Parent Stress

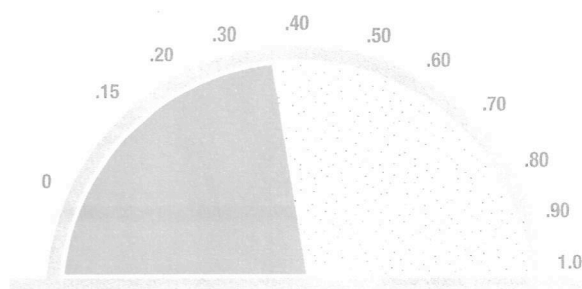
264 families | 93% poverty

Some students face academic barriers because of family challenges that stretch beyond school buildings and the traditional school day. This intensive program is making in-roads in a process to help children and families facing difficult circumstances.



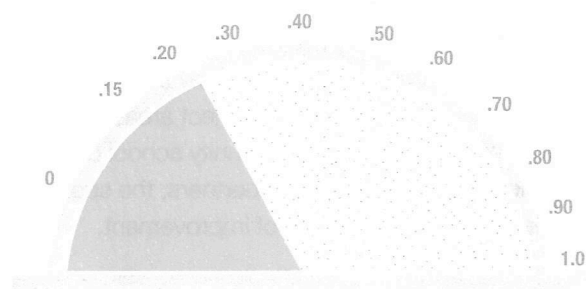
Student Reading

282 students | 93% poverty



Student Writing

282 students | 93% poverty



What are Family Liaisons?

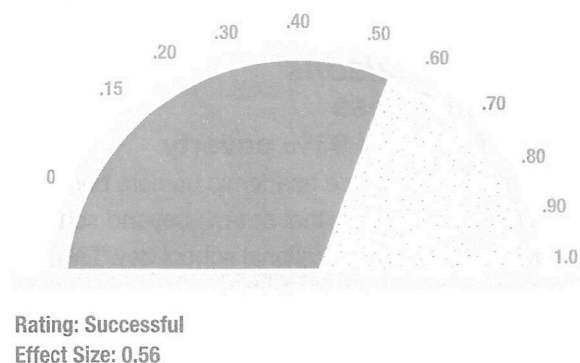
In 14 high poverty elementary schools in North and South Omaha, Learning Community Family Liaisons successfully help children who are in serious academic danger. These students and their families often face difficult circumstances that extend beyond school. With family liaisons providing helpful resources and connecting families with outside assistance, children are often back on track academically within 90 days.

Literacy Coaching

Student Reading

13,243 students | 533 teachers | 83% poverty

Teachers coaching teachers. Literacy coaches help teachers with reading strategies that often extend to the classroom experience. Studies have shown that investing in teacher development benefits both teacher and student.



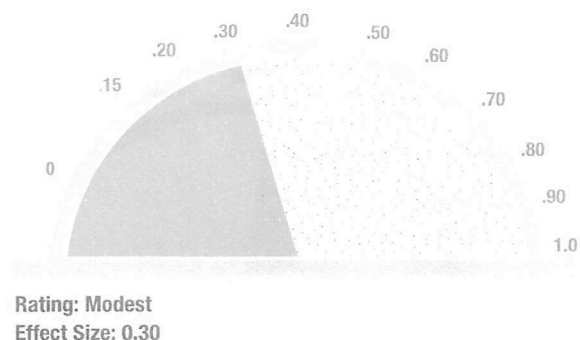
What is Literacy Coaching?

With many students struggling to become proficient readers, the Learning Community is in year two of its support for Literacy Coaching. With carefully selected teachers as literacy coaches, classroom teachers have a valuable resource to learn new reading strategies to help kids.

Extended Learning

2,588 students | 83% poverty

For students who need more than the traditional school day, Learning Community partners offer increasingly successful programs. Evaluations show students making modest gains across all subject areas. With 14 programs in 5 Learning Community school districts and at the sites of 6 community partners, the specific outcomes show broad ranges of improvement.



What is Extended Learning?

For students at the greatest risk for academic failure, the traditional school day may not be enough. Learning Community program evaluations show Extended Learning programs can be a powerful resource when a classroom teacher identifies a child that needs more personal attention. Options may include summer school and after programs, tutoring or programs offered away from the school building.

Early Childhood Partnership Program

128 students | 300 families | 75 MCC students | 35 instructional team members

First program evaluations are anticipated Fall 2014.

What is the Early Childhood Partnership Program?

In the heart of North Omaha, this first-of-its-kind partnership started in Kellom and Conestoga elementary schools this year. The partnership is a powerful mix of early childhood classrooms and unparalleled support for classroom instructional teams, children and their parents. This innovative program is focused in neighborhoods challenged by the impact of poverty. The program will soon offer training to childcare providers in the neighborhood. The partnership expands in 2014 with the opening of the new Learning Community Center of North Omaha.

AGENDA SUMMARY SHEET

Meeting Date: November 3, 2014

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) Resignation; (2) Hire; (3) Amended Contract

**Options/Alternatives
Considered:** N/A

Recommendations: Approval

**Strategic Plan
Reference:** N/A

**Implications of
Adoption/Rejection:** N/A

Timeline: N/A

**Responsible
Persons:** Kevin Chick
Executive Director of Human Resources

Superintendent's Signature: _____



November 3, 2014

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Kristina Peterkin – Speech Language Pathologist at Wheeler Elementary School. She is resigning effective December 19, 2014, to accept a position with Creighton University.

November 3, 2014

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired for the 2014/2015 school year:**

1. Jennifer N. Stec – MA – University of Nebraska, Kearney. Speech Pathologist at Wheeler Elementary School for the remainder of the 2014-15 school year. Previous Experience: Western Hills Magnet Center (Fall 2014)
2. Michele C. Humpal – MA+3 – University of Nebraska, Omaha. Part Time (.5 FTE) Speech Pathologist at Millard West High School for the remainder of the 2014-15 school year. Previous Experience: Millard Public Schools (2007-2013); Select Rehabilitation/Brookstone Village 2013-2014)

November 3, 2014

AMENDMENT TO CONTINUING CONTRACTS**Recommend: Amendment to the following contracts:**

1. Roshni R. Noronha – (.5) Speech Language Pathologist at Aldrich Elementary School.
Amend contract from (.5) FTE to full time (1.0 FTE) at Aldrich and Cottonwood
Elementary Schools for the 2014-2015 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

MEETING DATE: November 3, 2014

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Enrollment Report

BRIEF DESCRIPTION: Report states the district and building enrollment reflective of data pulled on October 20, 2014.

ACTION DESIRED: ☐ Approval ☒ Information/Discussion

BACKGROUND: Enrollment data pulled on/near the 20th of each month in session is reported to the Millard Board of Education for public record. Enrollment data is stored in our student information system, Infinite Campus.

RECOMMENDATIONS: None

STRATEGIC PLAN REFERENCE: None

IMPLICATIONS OF ADOPTION OR REJECTION: None

TIMELINE: None

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Tami Williams, and Sharon Freeman

SUPERINTENDENT'S APPROVAL:

_____  _____

**October 20, 2014
Millard Public Schools
Total Enrollment**

								SpEd Cluster Prgm	Current Total	Current Change	YTD Change	Official 14/15 Enrollment
Elementary		K	1	2	3	4	5					
Abbott (3 unit)		67	81	65	64	68	70		415	2	2	413
Ackerman (4 unit)		77	74	61	80	68	86		446	4	5	441
Aldrich (3 unit)		69	75	96	69	80	100		489	0	0	489
Black Elk (4 unit)		83	82	56	71	84	84		460	4	4	456
Bryan (3 unit)		63	60	58	65	60	70		376	-4	-4	380
Cather (3 unit)		66	70	60	70	77	70		413	1	1	412
Cody (2 unit)		40	37	34	47	36	31	21	246	4	2	244
Cottonwood (3 unit)		43	41	42	50	67	61		304	0	0	304
Disney (3 unit)		53	48	44	46	41	30	17	279	0	0	279
Ezra Millard (3 unit)		74	83	64	65	59	61	9	415	4	4	411
Harvey Oaks (2 unit)		46	30	47	45	42	50		260	2	2	258
Hitchcock (2 unit)		43	48	37	43	43	35	11	260	0	0	260
Holling Heights (3 unit)		64	69	66	54	66	68	10	397	5	5	392
Montclair (4 unit)		87	91	91	85	87	86		527	1	2	525
Morton (3 unit)		39	57	39	40	57	57	0	289	-2	-2	291
Neihardt (4 unit)		110	96	94	83	89	95		567	0	-1	568
Norris (3 unit)		59	58	56	68	62	60		363	-7	-9	372
Reagan (4 unit)		111	83	82	96	75	90		537	3	2	535
Reeder (4 unit)		100	101	103	94	106	111	0	615	-3	-3	618
Rockwell (3 unit)		56	39	50	45	51	46	15	302	-6	-3	305
Rohwer (3 unit)		89	97	102	98	107	102	16	611	3	3	608
Sandoz (3 unit)		58	57	45	57	47	55		319	1	1	318
Upchurch (3 unit)		101	113	104	104	104	110		636	-3	-1	637
Wheeler (4 unit)		74	73	80	95	76	105	25	528	1	1	527
Willowdale (3 unit)		52	76	68	73	64	77		410	1	1	409
Totals		1724	1739	1644	1707	1716	1810	124	10,464	11	12	10,452

								SpEd Prgm*	Current Total	Current Change	YTD Change	Official 14/15 Enrollment
Middle		6	7	8								
Andersen MS		292	288	316				0	896	-3	-4	900
Beadle MS		359	383	396				25	1138	3	2	1136
Central MS		275	252	262				18	789	0	1	788
Kiewit MS		315	301	322				0	938	2	3	935
North MS		241	285	246				19	772	1	3	769
Russell MS		288	290	296				0	874	0	0	874
MS Alternative		0	8	12				0	20	-2	-1	21
Totals		1770	1807	1850				62	5427	1	4	5423

High		Grads	YTD	9	10	11	12					
North HS	1			610	620	620	608	22	2458	-4	-2	2460
South HS				520	502	536	492	38	2050	-12	-14	2064
West HS				635	626	572	572	23	2405	7	7	2398
Horizon HS	12			0	16	35	68	0	119	3	5	114
Totals	13			1765	1764	1763	1740	83	7032	-6	-4	7036

***SpEd Program Included in MS/HS Grade Level totals**

Itinerant & Contracted Pre-K included in Official 14/15 Enrollment: **53

Itinerant & Contracted Pre-K included in Current Enrollment: **58

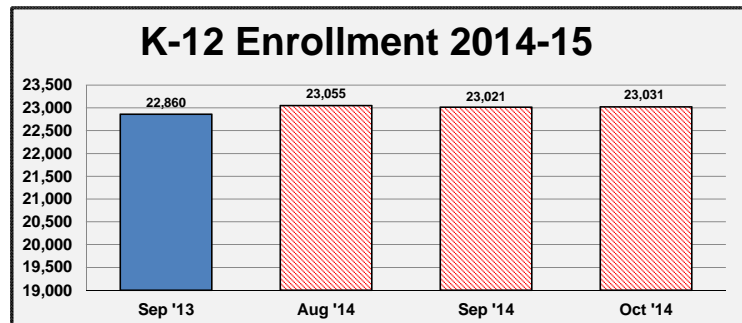
Preschool	SpEd	Not SpEd	Total	Official 14/15
Bryan	11	31	42	40
Cody	49	40	89	89
Disney	7	13	20	21
Hitchcock	16	15	31	29
Holling Heights	0	19	19	19
Montclair	24	8	32	33
Montclair Montessori	3	82	85	84
Neihardt	13	44	57	57
Norris	1	17	18	18
Norris Montessori	1	33	34	34
Rockwell	2	16	18	18
Sandoz	14	43	57	57
Wheeler	24	21	45	45
Homebased Infants	94	0	94	92
TOTAL			641	636

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	7	7	7		21
Education	6	17	25		48
Entrepreneurship	11	4	16		31
Health Sciences	8	25	55	1	89
Dist/Log Mgmt	5	5	20		30
Ombudsman	(Primary and Secondary Assignment)				24

Contracted SpEd	39	1	2	37
Rule 18 Interim	7	3	3	4
Young Adult Program	42	0	0	42
Ombudsman (Primary)	20	0	0	20
Total District K-12	23,031	10	17	23,014
Total District PreK-12**	23,730	30	27	23,703

10/20/2014	
Elementary	10,464
Middle School	5,427
High School	7,032
Contracted & Rule 18	46
Young Adult	42
Ombudsman (Primary)	20
TOTAL	23,031

9/22/2014	
Elementary	10,453
Middle School	5,426
High School	7,038
Contracted & Rule 18	42
Young Adult	42
Ombudsman (Primary)	20
TOTAL	23,021



Elementary Classroom Enrollment											200	Class Size w/out SpEd					
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment							
Abbott	22	21	22	22	23	23											
	23	20	21	22	23	24											
	22	19	22	20	22	23											
	21																
Total Students	67	81	65	64	68	70	415	2	2	413	415						
Total Teachers	3	4	3	3	3	3	19				19						
Classroom Avg	22.33	20.25	21.7	21.0	22.7	23.3	22				22						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment							
Ackerman	20	24	20	20	22	23											
	17	26	21	20	23	20											
	19	24	20	20	23	20											
	21			20		23											
Total Students	77	74	61	80	68	86	446	4	5	441	446						
Total Teachers	4	3	3	4	3	4	21				21						
Classroom Avg	19.3	24.7	20.3	20.0	22.7	21.5	21				21						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment							
Aldrich	22	25	23	22	27	25											
	24	25	24	24	26	25											
	23	25	25	23	27	25											
			24			25											
Total Students	69	75	96	69	80	100	489	0	0	489	489						
Total Teachers	3	3	4	3	3	4	20				20						
Classroom Avg	23.0	25.0	24.3	23.0	26.7	25.0	24				24						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment							
Black Elk	21	19	19	24	20	21											
	20	21	19	24	22	21											
	21	21	18	23	21	21											
	21	21			21	21											
Total Students	83	82	56	71	84	84	460	4	4	456	460						
Total Teachers	4	4	3	3	4	4	22				22						
Classroom Avg	20.8	20.5	18.7	23.7	21.0	21.0	21				21						
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment							
Bryan	21	20	20	22	20	24											
	21	19	19	20	20	23											
	21	21	19	23	20	23											
Total Students	63	60	58	65	60	70	376	-4	-4	380	376						
Total Teachers	3	3	3	3	3	3	18				18						
Classroom Avg	21.0	20.0	19.3	21.7	20.0	23.3	21				21						
	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Cather			14	24	27	20	23	23	22	24	25	25					
							21	23	24	22	25	25					
							22	24									
Total Students	0	0	14	24	27	20	66	70	46	46	50	50	413	1	1	412	413
Total Teachers	0	0	1	1	1	1	3	3	2	2	2	2	18				18
Classroom Avg			14.0	24.0	27.0	20.0	22.0	23.3	23.0	23.0	25.0	25.0	23				23
	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Cody	20	18	17	24	19	16	11										
	20	19	17	23	17	15	10										
Total Students	40	37	34	47	36	31	21	246	4	2	244	225					
Total Teachers	2	2	2	2	2	2	2	14				12					
Classroom Avg	20.0	18.5	17.0	23.5	18.0	15.5	10.5	18				19					
	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment							
Cottonwood	21	20	21	25	22	21											
	22	21	21	25	22	20											
					23	20											
Total Students	43	41	42	50	67	61	304	0	0	304	304						
Total Teachers	2	2	2	2	3	3	14				14						
Classroom Avg	21.5	20.5	21.0	25.0	22.3	20.3	22				22						
	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Disney	18	24	22	22	21	15	9										
	18	24	22	24	20	15	8										
	17																
Total Students	53	48	44	46	41	30	17	279	0	0	279	262					
Total Teachers	3	2	2	2	2	2	2	15				13					
Classroom Avg	17.67	24.00	22.00	23.00	20.50	15.00	8.5	19				20					

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	Class Size w/out SpEd
Ezra Millard	25	21	20	22	18	19	5					
	25	21	22	21	21	21	4					
	24	20	22	22	20	21						
	21											
Total Students	74	83	64	65	59	61	9	415	4	4	411	406
Total Teachers	3	4	3	3	3	3	2	21				19
Classroom Avg	24.7	20.8	21.3	21.7	19.7	20.3	4.5	20				21

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Harvey Oaks	23	16	23	22	21	25						
	23	14	24	23	21	25						
Total Students	46	30	47	45	42	50		260	2	2	258	260
Total Teachers	2	2	2	2	2	2		12				12
Classroom Avg	23.0	15.0	23.5	22.5	21.0	25.0		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Hitchcock	22	24	18	22	22	17	5					
	21	24	19	21	21	18	6					
Total Students	43	48	37	43	43	35	11	260	0	0	260	249
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	21.5	24.0	18.5	21.5	21.5	17.5	5.5	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Holling Heights	22	23	22	20	22	23	6					
	21	24	21	18	21	22	4					
	21	22	23	16	23	23						
Total Students	64	69	66	54	66	68	10	397	5	5	392	387
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	21.3	23.0	22.0	18.0	22.0	22.7	5.0	20				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Montclair	18	21	24	21	21	24	16	22	21					
	21	23	23	22	22	24	16	21	19					
							16	22	21					
								22	21					
								23						
								23						
Total Students	39	44	47	43	43	48	48	133	82	527	1	2	525	527
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	19.5	22.0	23.5	21.5	21.5	24.0	16.0	22.2	20.5	21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Morton	19	17	21	21	19	19						
	20	19	18	19	19	19						
		21			19	19						
Total Students	39	57	39	40	57	57		289	-2	-2	291	289
Total Teachers	2	3	2	2	3	3		15				15
Classroom Avg	19.5	19.0	19.5	20.0	19.0	19.0		19				19

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Neihardt	22	24	24	20	22	24						
	22	24	24	20	22	24						
	22	24	22	22	23	23						
	22	24	24	21	22	24						
	22											
Total Students	110	96	94	83	89	95		567	0	-1	568	567
Total Teachers	5	4	4	4	4	4		25				25
Classroom Avg	22.0	24.0	23.5	20.8	22.3	23.8		23				23

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Norris	17	15	19	24	20	22	12	21	18					
	18	18	19	23	20	22	12	20	20					
								23						
Total Students	35	33	38	47	40	44	24	64	38	363	-7	-9	372	363
Total Teachers	2	2	2	2	2	2	2	3	2	19				19
Classroom Avg	17.5	16.5	19.0	23.5	20.0	22.0	12.0	21.3	19.0	19				19

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Reagan	23	20	21	24	25	22						
	22	21	20	24	25	22						
	23	21	21	24	25	23						
	22	21	20	24		23						
	21											
Total Students	111	83	82	96	75	90		537	3	2	535	537
Total Teachers	5	4	4	4	3	4		24				24
Classroom Avg	22.2	20.8	20.5	24.0	25.0	22.5		22				22

											SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	Class Size w/out SpEd					
K	1	2	3	4	5																
Reeder	20	25	20	24	22	22															
	21	26	21	22	20	23															
	20	24	21	23	22	21															
	19	26	20	25	21	22															
	20		21		21	23															
Total Students	100	101	103	94	106	111						615	-3	-3	618	615					
Total Teachers	5	4	5	4	5	5						28				28					
Classroom Avg	20.0	25.3	20.6	23.5	21.2	22.2						22				22					
K	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Rockwell	19	20	17	24	25	23						6									
	19	19	17	21	26	23						9									
	18		16																		
Total Students	56	39	50	45	51	46						15	302	-6	-3	305	287				
Total Teachers	3	2	3	2	2	2						2	16				14				
Classroom Avg	18.7	19.5	16.7	22.5	25.5	23.0						7.5	19				21				
K	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Rohwer	22	20	26	24	21	26						9									
	23	20	25	24	22	25						7									
	22	18	25	26	21	25															
	22	19	26	24	22	26															
		20			21																
Total Students	89	97	102	98	107	102						16	611	3	3	608	595				
Total Teachers	4	5	4	4	5	4						2	28				26				
Classroom Avg	22.3	19.4	25.5	24.5	21.4	25.5						8.0	22				23				
K	1	2	3	4	5							Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Sandoz	19	18	23	19	24	19															
	19	19	22	18	23	18															
	20	20		20		18															
Total Students	58	57	45	57	47	55							319	1	1	318	319				
Total Teachers	3	3	2	3	2	3							16				16				
Classroom Avg	19.3	19.0	22.5	19.0	23.5	18.3							20				20				
K	1	2	3	4	5							Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Upchurch	21	22	21	22	21	21															
	22	23	20	22	22	23															
	20	22	21	19	18	23															
	17	23	20	19	22	23															
	21	23	22	22	21	20															
Total Students	101	113	104	104	104	110							636	-3	-1	637	636				
Total Teachers	5	5	5	5	5	5							30				30				
Classroom Avg	20.2	22.6	20.8	20.8	20.8	22.0							21				21				
K	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Wheeler	19	18	19	25	26	21						8									
	16	20	21	23	23	23						9									
	19	17	20	22	27	19						8									
	20	18	20	25		19															
					23																
Total Students	74	73	80	95	76	105						25	528	1	1	527	503				
Total Teachers	4	4	4	4	3	5						3	27				24				
Classroom Avg	18.5	18.3	20.0	23.8	25.3	21.0						8.3	20				21				
K	1	2	3	4	5							Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Willowdale	17	26	23	25	21	25															
	18	25	23	24	22	26															
	17	25	22	24	21	26															
Total Students	52	76	68	73	64	77							410	1	1	409	410				
Total Teachers	3	3	3	3	3	3							18				18				
Classroom Avg	17.3	25.3	22.7	24.3	21.3	25.7							23				23				
Elementary Totals																SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5										
Students	1724	1739	1644	1707	1716	1810	72	62	63	66	54	124	10464	11	12	10452					
Teachers	85	78	75	74	75	80	9			6		17	499			482					
Classroom Avg	20.3	22.3	21.9	23.1	22.9	22.6						7.3	20.97			21.45					
6	7	8									SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Andersen MS	292	288	316									0	896	-3	-4	900					
Beadle MS	359	383	396									25	1138	3	2	1136					
Central MS	275	252	262									18	789	0	1	788					
Kiewit MS	315	301	322									0	938	2	3	935					
North MS	241	285	246									19	772	1	3	769					
Russell MS	288	290	296									0	874	0	0	874					
MS Alternative	0	8	12										20	-2	-1	21					
Totals	1770	1807	1850									62	5427	1	4	5423					
																SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
				9	10	11	12														
				610	620	620	608					22	2458	-4	-2	2460					
North HS				520	502	536	492					38	2050	-12	-14	2064					
South HS				635	626	572	572					23	2405	7	7	2398					
West HS				0	16	35	68						119	3	5	114					
Horizon HS																					
Totals				1765	1764	1763	1740					83	7032	-6	-4	7036					
								Contracted SpEd					39	1	2	37					
								Rule 18 Interim					7	3	3	4					
								Young Adult Program					42	0	0	42					
								Ombudsman (Primary Enrollment)					20	0	0	20					
								Total District Enrollment					23031	10	17	23014					

AGENDA SUMMARY SHEET

AGENDA ITEM: International Baccalaureate Diploma Program Report

MEETING DATE: November 3, 2014

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: IB Diploma Program at Millard North High School

ACTION DESIRED: Information Only

BACKGROUND: In 2014 there were 46 IB Diploma candidates. Thirty-eight of the 2014 candidates, or 83%, earned the IB Diploma. The worldwide rate of passage in May 2013, the most recently published international data, was 80%.

Millard North students scored passing or higher on 92% of the tests taken in 2014, Extended Essay and Theory of Knowledge included. 100 junior and senior Diploma students completed 296 subject tests, 47 Extended Essay and 46 Theory of Knowledge exams in 2014.

The average exam score of Millard North students in 2014 was 5.20. Exams scored from 7 (excellent) to 1 (very poor), with 4 being the minimum passing.

Candidates must accumulate at least 24 points to be awarded the IB Diploma. The average number of Diploma points earned by Millard North IB Diploma students was 33 out of 45 possible. The international mean in May 2012 was 30.8.

RECOMMENDATIONS: Continue the program

STRATEGIC PLAN REFERENCE: The 2004 and 2009 Strategic Plans called to support promoting personal excellence, increasing student achievement, and engaging students.

RESPONSIBLE PERSONS: Dr. Mark Feldhausen, Dr. Nancy Johnston & Kara Hutton

SUPERINTENDENT'S SIGNATURE:

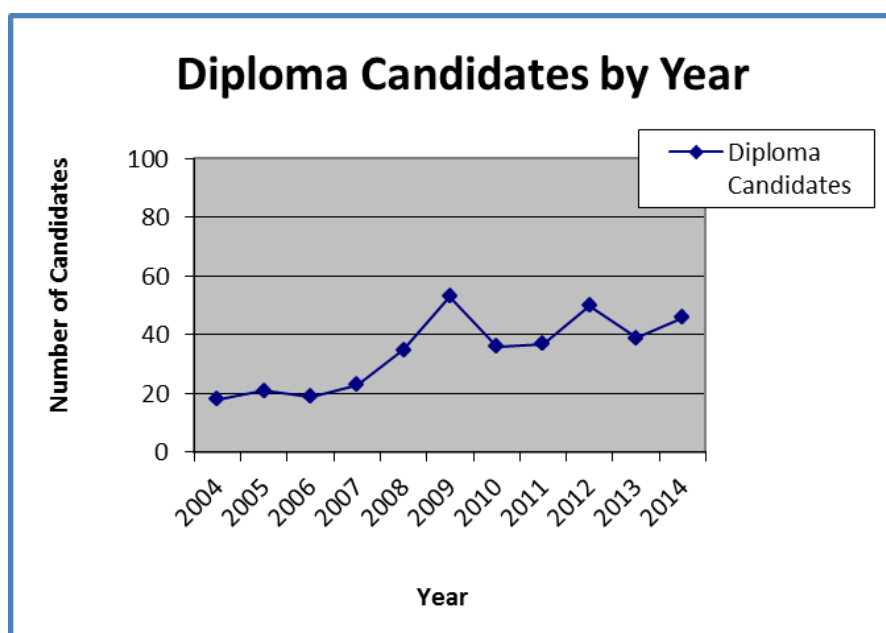
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Diploma Program Participation at Millard North High School

The International Baccalaureate Programs in Millard Public Schools culminate with the Diploma Program for 11th and 12th grade students at Millard North High School. This is a two-year diploma program that allows students to self-select into and out of the program. The diploma program focuses on students completing all requirements to receive the IB diploma.

Requirements include 6 subject exams, a Theory of Knowledge course, a research-based Extended Essay, and a Creativity, Action, and Service (CAS) component. CAS includes activities such as arts, sports, and service projects. This is in contrast to IB Diploma + certificate programs, in which students may take individual IB Diploma courses and exams with the aim of receiving a certificate for the successful completion of each exam much like Advanced Placement[®] (AP) courses and exams.

In 2013-2014, the eleventh year of IB Diploma exams at Millard North, there were 48 participating seniors as of September 16th. One student withdrew in December of 2013 and one withdrew from candidacy in January and did not complete the exams. Therefore, 46 students completed the requirements and were “diploma candidates” in the Millard North IB Diploma program. There are 40 “diploma candidates” at the beginning of school year 2014-15.



IB Diploma Enrollment by School Year

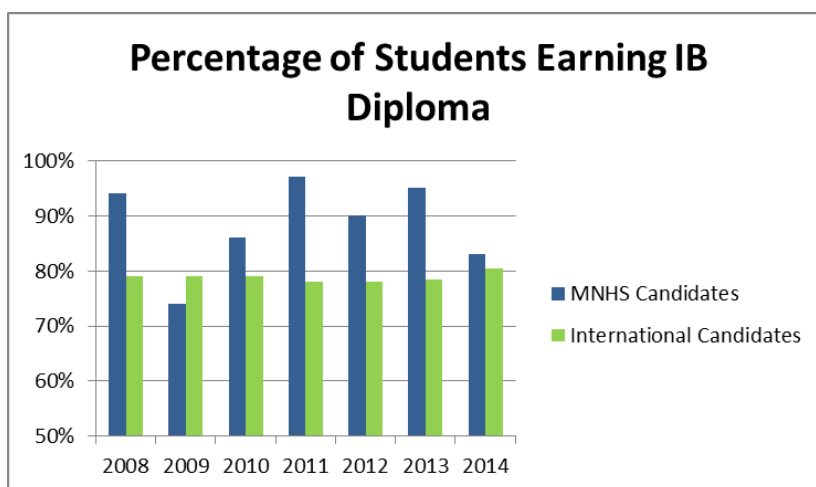
The number of ninth and tenth grade students intending to participate in the IB Diploma Program has fluctuated over the past few years. Although some attrition is normal and expected between the Middle Years Program and the Diploma Program, successful transition from the Middle Years Program to the Diploma Program continues to be a focus. The majority of students who originally plan to pursue the IB Diploma, but who later change plans do so after 9th or 10th grade before actually taking any IB Diploma classes.

IB Diploma Program Enrollment by School Year										
Year	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Grade	<i>Students Intending to Enroll in the Diploma Program</i>									
9	63	89	72	67	94	103	96	71	100	116
10	46	58	69	45	49	68	55	62	77	84
	<i>Students Officially Participating in the Diploma Program</i>									
11	25	30	41	54	36	41	58	47	60	53
12	21	19	23	33	53	36	37	50	40	48
Retention Rate 11 th to 12 th Grade		76%	77%	80%	98%	100%	90%	86%	85%	80%

Note: enrollment counts taken as of the third Monday in September. One student withdrew from the program in the fall of 2013, and another withdrew in January, after he or she had registered for exams. Final Diploma Candidate count was then 46.

IB Diploma Results

In 2013-2014, Millard North had 46 IB Diploma candidates. Thirty-eight students or 83% successfully earned or were “awarded” the IB Diploma.



Exams are scored from 7 (excellent) to 1 (very poor), with 4 being the minimum passing score. The “International Mean” is the mean of all IB Diploma students worldwide that tested in May, which is the IB testing month for students in the northern hemisphere.

In the May 2014 subject tests, Millard North IB Diploma students’ average scores were higher than the international averages in 15 of the 20, or 75%, of the subject areas examined. The distribution of the Millard North students’ IB Diploma subject exam scores is shown in the following table.

International Baccalaureate Subject Tests										
		May 2014 Results			May 2013 Results			May 2012 Results		
Subject	Level	Number of Students	MNHS Mean	Int'l Mean*	Number of Students	MNHS Mean	Int'l Mean*	Number of Students	MNHS Mean	Int'l Mean*
English										
English	HL	47	5.11	4.78	40	4.6	4.77	50	5.16	4.69
Foreign Language										
French B	SL	9	5.00	4.92	11	5.82	4.90	9	5.67	4.83
German B	SL	7	4.57	5.21	2	5.5	5.29	5	4.8	5.21
Latin	SL	8	4.75	4.64	6	5.17	4.61	7	5.29	4.58
Spanish B	SL	23	5.48	5.05	25	5.64	5.01	31	5.68	4.81
Individuals and Society										
History of the Americas	HL	24	4.48	4.10	17	5.29	4.11	26	4.50	4.10
History	SL	10	4.50	4.56	11	4.4	4.63	9	4.75	4.60
Psychology	SL	29	5.14	4.4	32	5.34	4.44	28	5.41	4.18
Experimental Sciences										
Biology	HL	31	4.93	4.31	26	5.23	4.34	36	4.91	4.39
Biology	SL	1	5.00	4.26	4	4.25	4.29	2	3.0	4.29
Chemistry	HL	16	4.44	4.52	21	4.33	4.55	24	4.21	4.58
Physics	SL	3	4.67	4.16	2	5.0	4.18	3	4.67	4.18
Physics	HL	11	4.45	4.64	10	5.6	4.67	8	5.75	4.66
Mathematics										
Mathematical Studies	SL	18	4.89	4.51	16	5.38	4.65	20	5.47	4.66
Mathematics	HL	11	4.91	4.41	14	4.93	4.41	14	4.64	4.39
Mathematics	SL	21	5.55	4.48	15	5.67	4.46	14	5.64	4.46
Fine Arts/Electives										
Film	SL	3	4.33	4.21	-	-	-	3	4.33	4.27
Film	HL	1	5.0	4.66	5	4.0	4.73	3	4.67	4.56
Music Group Performance	SL	18	5.18	4.26	26	4.58	4.26	17	4.75	4.29
Visual Arts	HL	5	4.60	4.87	1	5.00	4.84	3	5.0	4.8
Visual Arts	SL	-	-	-	-	-	-	1	5.0	4.36
Percentage above Int'l Mean			75%			74%			86%	

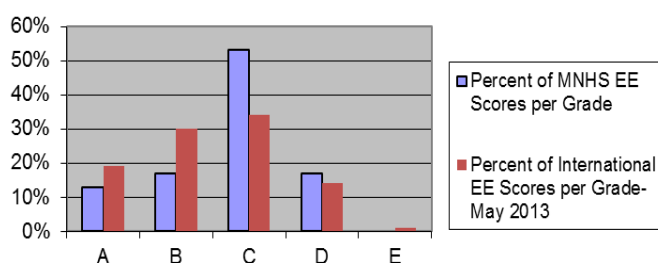
Extended Essay and Theory of Knowledge

Additional requirements for the IB diploma include completion of an original research project called the Extended Essay (EE) and a 2-year Theory of Knowledge (TOK) course, culminating in an Essay on a topic chosen from ten prescribed prompts. These are in addition to the subject tests, and are graded from A (excellent) to E (elementary). A grade of D or better must be obtained on both the Extended Essay and the Theory of Knowledge Essay for a student to be eligible to receive the IB Diploma. In other words, D is the minimum passing grade.

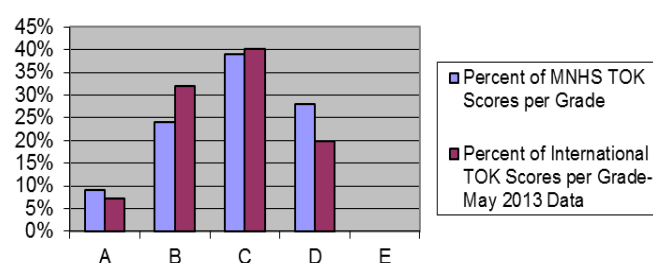
Grade distribution percentages are shown below for the 46 students that completed the IB Diploma Program in May 2014, with Millard North data from previous years included for comparison. In 2014, eighty-three percent of Millard North students earned a grade of a C or better on the Extended Essay (EE), as compared to nearly 90% in 2013. Seventy-two percent of Millard North Students taking the Theory of Knowledge Essay scored a C or better, compared to 92% in 2013. Passing scores of a D or better were received by 100% of Millard North Students on both essays in 2014.

Millard North IB May 2004 - 2013 EE and TOK Results					
	Student Score Distribution Percentages				
Extended Essay	A	B	C	D	E
May 2014	13%	17%	53%	17%	0.0%
May 2013	46.2%	10.3%	33.3%	10.3%	0.0%
May 2012	10%	34%	32%	22%	2%
May 2011	21%	30%	30%	19%	0%
May 2010	8%	31%	44%	14%	3%
May 2009	9.4%	20.8%	45.3%	22.6%	1.9%
May 2008	8.8%	8.8%	32.4%	47.1%	2.9%
Theory Of Knowledge	A	B	C	D	E
May 2014	9%	24%	39%	28%	0.0%
May 2013	10%	36%	46%	8%	0.0%
May 2012	10%	34%	42%	12%	2%
May 2011	13%	30%	49%	8%	0.0%
May 2010	14%	31%	24%	31%	0.0%
May 2009	5.7%	30.2%	54.7%	9.4%	0.0%
May 2008	5.9%	35.3%	52.9%	5.9%	0.0%

2014 Distribution of Extended Essay Scores per Letter Grade



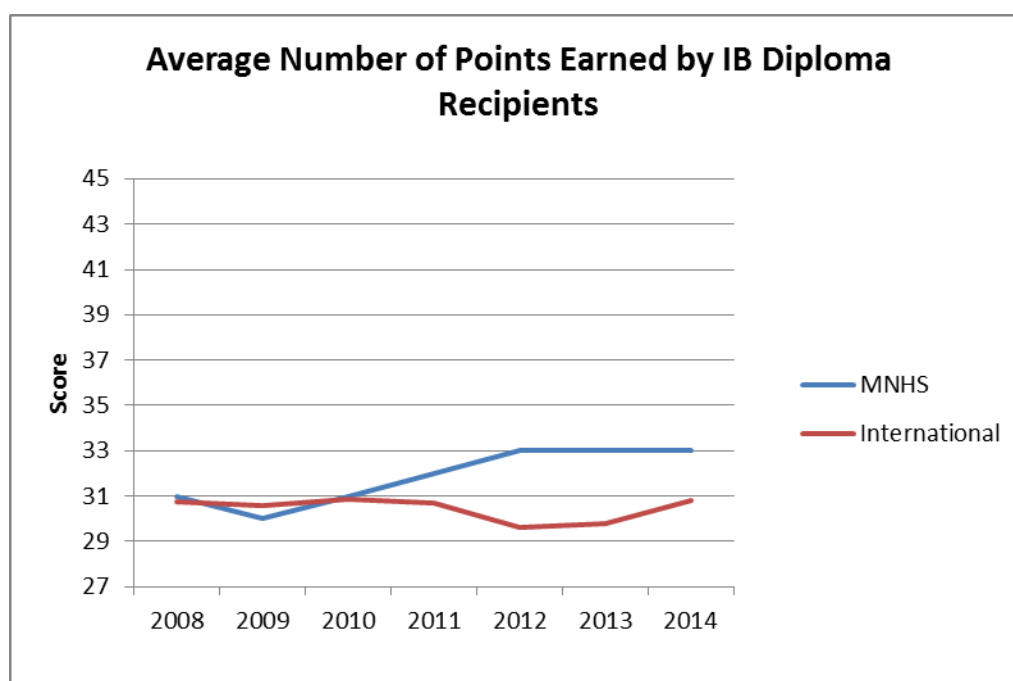
2014 Distribution of Theory of Knowledge Scores by Letter Grade



IB Diploma Points

IB Diploma candidates must earn at least 24 points to be awarded the IB Diploma. These points come primarily from the subject tests, with up to 3 possible extra points based on the student's grades on the Extended Essay and Theory of Knowledge Essay. The maximum possible point total is 45.

The average of IB Diploma points for all 38 students who received the IB Diploma during the 2013-2014 school year was 33 points. The international average in May 2013 was 30.8 points. The highest number of Diploma points earned by a Millard North Student in 2014 was 39.



AGENDA SUMMARY SHEET

AGENDA ITEM: AYP and NePAS Report

MEETING DATE: November 3, 2014

TITLE AND BRIEF DESCRIPTION: AYP Report

ACTION DESIRED: ___X___ Information

BACKGROUND: Adequate Yearly Progress (AYP) is calculated each year per district, per level in district (elementary, middle school, high school), and per building. This report contains district-level historical reference regarding AYP. Additionally Nebraska districts are ranked using the Nebraska Performance Accountability System (NePAS). District rankings are included as well as School NeSA Status, Growth, and Improvement statistics.

Of particular interest in this report are:

- A. District's Summary AYP Status, pg. 7 - 9
- B. NePAS District Comparative Data, pg. 26 - 29
- C. MPS Math Past, Present, and Future, pg. 30 - 34
- D. NePAS District & School Tables, pg. 37 - 143
- E. NePAS State Documentation (Explanation), pg. 144 - 149
- F. AQuESTT State Documentation (Explanation) pg. 150 - 152

RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Tami Williams, Jennifer Reid, Andy DeFreece, and Nancy Johnston

SUPERINTENDENT'S APPROVAL:



AYP Background

Signed into law the winter of 2002, Public Law 107-110, short title “No Child Left Behind Act of 2001,” defined in the accountability section “...not later than 12 years after the end of 2001-2002 school year, all students in each group described... will meet or exceed the State’s proficient level of academic achievement on the State’s assessments.” No later than 2005-06, it was required to measure achievement of students against the challenging State academic content and student academic achievement standards in math and reading. Science was to be required later.

Nebraska School-based, Teacher-led Assessment and Reporting System (STARS) integrated federal accountability requirements into the state accountability requirements. STARS required each public school district to adopt rigorous standards at or equal to state standards in reading, writing, math, science, social studies, and history. Beginning 2000-2001, districts assessed the content standards. Beginning 2005-2006, annual reporting of reading, math, and writing through STARS ensured compliance with NCLB. Local reading and math assessments continued to be used for STARS reporting through 2008-2009. Starting in 2009-2010, the state began phasing in NeSA tests, 09-10 NeSA-R and NeSA-AAR replaced local reading assessments, in 10-11 NeSA-M and NeSA-AAM replaced local math assessments, and in 11-12 NeSA-S and NeSA-AAS replaced local science assessments.

Historical Review of Required Percent of Students Scoring Proficient on State Standards

Reading Performance	Required Percent Scoring Proficient on State Reading Standards								
	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Elementary	72%	72%	81%	81%	56%	67%	78%	89%	100%
Middle School	71%	71%	81%	81%	60%	70%	80%	90%	100%
High School	75%	75%	83%	83%	57%	68%	79%	89%	100%

Math Performance	Required Percent Scoring Proficient on State Math Standards								
	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Elementary	74%	74%	83%	83%	83%	51%	67%	84%	100%
Middle School	69%	69%	79%	79%	79%	50%	67%	83%	100%
High School	72%	72%	81%	81%	81%	41%	61%	80%	100%

2013-2014 Nebraska Department of Education Frequently Asked Questions about AYP

Source:

http://www.education.ne.gov/federalprograms/Documents/ESEA%20NCLB%20Programs/AYP_Guidance_Diagrams_Instructions_2013-14_Revised%202014-16-11.pdf

What is Adequate Yearly Progress (AYP)?

As a condition of receiving federal funds under No Child Left Behind (NCLB), all states are required to define a process for identifying groups of students, schools, districts and the State as being in need of improvement. This requirement is called Adequate Yearly Progress or AYP. It is an annual status check of identified data elements to determine whether or not buildings and districts are meeting State AYP progress goals.

What will it mean if a school doesn't make AYP in No Child Left Behind?

AYP is but one indicator of a school or district's performance. It focuses solely on whether any group of students is meeting the expectations for growth. A school will be able to identify and address the instruction and services for that group of students not meeting the State goals for Adequate Yearly Progress. AYP does NOT mean a "failing school," but it does mean that schools must address the needs of the group of students or subject area that is not showing progress.

What happens to schools and districts that do not "make" AYP?

The NCLB consequences for not making AYP targets apply only to schools and districts that have a Title I program. The federal law prescribes graduated sanctions for Title I schools beginning with the second consecutive year of not making AYP. Title I schools must provide students with the option to transfer to another school in their district in the first year of "needs improvement." In the second year, supplemental educational services (SES or tutoring) must be provided in addition to the option to transfer. Additional sanctions apply the longer a Title I school does not make Adequate Yearly Progress.

Will the definition of AYP stay the same until 2013-14?

The definition should stay the same, unless the law changes, but the interpretation of guidance and the manner of collecting data may change.

How is Adequate Yearly Progress determined?

To determine if a group of students, a school, a district, or the State has made AYP under NCLB, the following is applied:

- a) The performance of all students and groups of students, who have been enrolled in a district for a full academic year, must equal or exceed the State goal in Reading and Math, and
- b) At least 95% of all students must participate in the assessments, and
- c) The school and district must meet or demonstrate progress toward meeting a State goal for one other indicator for elementary and middle schools (NeSA-Writing) and a State goal for a graduation rate at the high school.

Although AYP status is checked on an annual basis, a school must not meet the State goals for AYP in the same subject area and grade span for two consecutive years in order to be considered as being in need of improvement. A district must not meet the State goals for AYP in the same subject for two consecutive years in all grade levels present in the district to be considered as being in need of improvement. The subject area includes both the student performance and the participation rate.

How were the State Goals for AYP determined for student performance in Reading and Math?

NCLB specifies the method for establishing the starting points for the State goals for mastery level for each subject area and grade level. The starting point must be the higher of: a) the lowest performing subgroup in the State, or b) the percent of students at mastery level in the school that represents 20% of the enrollment when all the schools are ranked from highest to lowest in performance. (All schools are ranked by subject and grade level. Starting with the lowest performing school and moving up, enrollments were added together until 20 percent of the State's enrollment for that grade was captured.)

State AYP goals for Reading and Math for 2013-14 and beyond are listed below.

	Reading	Math
Elementary	100%	100%
Middle School	100%	100%
High School	100%	100%

How is the graduation cohort determined?

A student is assigned an Expected Graduation Year when s/he enters grade nine for the first time. The Graduation Cohort Year (Year X) is based on the Expected Graduation Year (Student Expected Graduation Year) from students identified in grade levels 9, 10, 11, or 12 in NSSRS. If a student enters ninth grade for the first time in the spring or summer of a school year, the district must calculate the Expected Graduation Year from the fall of the school year (Year X-4). For example, the Expected Graduation Year is 2013 for a student promoted to grade level nine in the spring of the 2008-09 school year [(Year X-4) or $2013 - 4 = 2009$]. In summary, the Graduation Cohort Year [(Year X) minus four equals the fall of the school year [(Year X-4)] when a student entered grade level nine for the first time.

In the Cohort Four-Year Graduation Rate the students in the Current Graduation Cohort receiving a regular high school are the only students in the numerator. The denominator consists of all students in the Current Graduation Cohort including students receiving a regular high school diploma, General Education Development (GED) diploma or credential, certificate of attendance, certificate of achievement, or an alternative award. Other students in the denominator include: dropouts; students who continue enrollment; or students who pass the age to which the district is required to provide a free, public education. Additional information is available in the NDE *Guidance for Graduation Cohort* document that can be found at http://www.education.ne.gov/nssrs/docs/Guidance_for_Graduation_Cohort_2_0_0.pdf

How is graduation rate calculated?

Nebraska began using the 5th year adjusted Cohort graduation rate for the 2011-12 school year. Since the 2012-13 school year, the 6th year adjusted Cohort graduation rate is also being used. A student is assigned an Expected Graduation Year when he or she enters grade nine for the first time. The Graduation Cohort Year (Year X) is based on the Expected Graduation Year. The students who receive a regular high school diploma are the only students in the numerator. The denominator consists of all students in the cohort including students receiving a regular high school diploma, General Education Development diploma or credential (GED), certificate of attendance, certificate of achievement, or an alternative award. Other students in the denominator include: dropouts; students who continue enrollment; or students who pass the age to which the district is required to provide a free, public education. The state's graduation goal is 90% and will be applied to every group and subgroup that has at least 30 students.

With the 4-year Cohort, if the 90% goal is not met, BUT the percentage of graduates increases by at least two percentage points from the previous 4-year Cohort, the goal for the Other Academic Indicator (OAI) will be met. For the 5-year Cohort, if the 90% goal is not met, BUT the

percentage of graduates compared to the previous 5-year Cohort increases by three percentage points, then the graduation goal is met. For the 6-year Cohort, the Graduation Cohort must increase by 4 percentage points to be considered as meeting the goal. The 5-year Cohort will only be used if the 4-year did not meet by comparison. The 6-year Cohort will only be used if the 4-year and 5-year Cohort did not meet by comparison.

How are special education students assessed?

There are three levels of assessment practices for students with disabilities. The first level includes students with mild disabilities who participate in the general curriculum and activities on a daily basis. These students take the state and district-wide assessments in the same manner as their non-disabled peers without accommodations.

A second level includes students who take the state and district-wide assessments, but participate using individually determined accommodations. The accommodations must be consistent with the accommodations determined by the IEP team. An accommodation is a change in materials or procedures that enables students to participate in the curriculum and assessment in a way that allows their abilities and knowledge to be expressed and assessed. Some examples would be the use of large print, Braille, or extended time on assignments or assessments. Accommodations do not change what information is learned or measured, but are tools that enable a student to more readily access curricular content and to more easily demonstrate understanding of that content.

Approved accommodations for NeSA are found in the “Nebraska State Accountability Approved Accommodations” document located at: <http://www.education.ne.gov/Assessment/>

The U. S. Department of Education has issued guidance regarding students with modified assessments and Adequate Yearly Progress (AYP). For reporting purposes for AYP, students who have taken modified assessments must be included in the count of students enrolled a full academic year if they have been. However, the results of modified assessments (including out-of-level tests) cannot be included in the count of proficient and the students cannot be considered to have participated in the assessments. The NSSRS collects information on whether modified or out-of-level assessments are used for Math. There are no modified assessments in NeSA. A third level of students with the most severe disabilities who participate in specialized functional curriculum and activities are assessed utilizing an alternate assessment, the NeSA-AAR and the NeSA-AAM.

What is the Safe Harbor provision of NCLB?

Any group that does not meet or exceed the State goal for student performance but has decreased the percentage of students performing below mastery, from the previous year, by at least 10% and meets the participation rate and the other academic indicator is considered to have made Adequate Yearly Progress. A 75% confidence interval will be used to ensure that the Safe Harbor decisions are made appropriately.

When a group has more than the minimum number (30) for Reading and Math results but has **less than 30 for the Statewide Writing assessment, the writing results of the current and the previous year will be averaged and the participant counts will be aggregated.**

The U. S. Department of Education has determined that each subgroup must be eligible for Safe Harbor. **Each subgroup must have met the participation rate and the performance for the other academic indicator as well as having decreased the percentage of students performing below mastery.**

For the 2013-14 AYP Calculations

- ☐ Due to technical issues during the administration of 2013-14 grade 8 NeSA Writing, results will **NOT** be used to calculate **Writing performance** so there will be no AYP

decision for this “Other Academic Indicator” in 2013-14. AYP decisions will be based on Reading and Math performance and participation.

- ☐ *This “Other Academic Indicator,” (8th grade Writing) is used to determine eligibility for the Safe Harbor provision. For 2013-14, if the number of participants in 8th grade Writing is ≥ 30 in any group/subgroup, then that group/subgroup will be considered eligible for Safe Harbor.*
- ☐ *Participants on the NeSA Writing from 2012-13 & 2013-14 may be added together to determine Safe Harbor eligibility if participants are not ≥ 30 in 2013-14 alone.*

For the 2013-14 AYP Calculations

- ☐ *Continuous progress for AYP decisions for Grade 8 Writing performance **starts over in 2013-14** for ALL groups/subgroups.*
- ☐ *For 2014-15, the process for determining eligibility for Safe Harbor will be the same as in 2013-14 since there will not be Writing results available for those schools that need two years of participants to reach at least 30.*

How is AYP determined at the school level?

To make AYP, the school must have met the State goals and participation rates for Reading and Mathematics in all groups with at least 30 students, and met the other academic indicator for the grade levels included in the school. The Federal AYP Accountability rating on the State of the Schools Report will be a “MET”.

A “NOT MET” in any of the above indicators earns a “NOT MET” for the school on the Federal Accountability on the State of the Schools Report. For any Reading or Math results that do not meet the State goal, the Safe Harbor provision (as described above in Question E-4) will be used. If the results of applying the Safe Harbor indicate sufficient progress was made and the participation rate goal was at least 95%, the group will earn a “MET.”

A school is identified as being in “NEEDS IMPROVEMENT” if it has a NOT MET, in any subgroup, in the same indicator, as defined in Question E-1 above, for two consecutive years. For Reading and Mathematics, the indicator includes both the student performance and the participation rate.

NOTE: It takes two consecutive years of MET in the subject area and grade span to be removed from NEEDS IMPROVEMENT status

How is AYP determined for Districts?

Data from every building are aggregated to the grade spans of the district (elementary, middle and high school) and the AYP determinations are made on this data in the same manner as is done at the school level.

A “NOT MET” in any of the indicators, as defined in Question E-1 above, earns a “NOT MET” for the Federal Accountability on the State of the Schools Report.

Two consecutive years of not making AYP in the same indicator (subject area) in all of the grade levels present in the district will cause the district to be identified as being in need of improvement. Safe Harbor, as described above, will be used with the aggregated district data in making the AYP determinations.

A district could have buildings that have met all the AYP determinations but when the data are aggregated (added up) across all buildings, the district may not have met AYP.

NOTE: It takes two consecutive years of **MET** in the subject area and grade span that caused the identification to be removed from **NEEDS IMPROVEMENT** status.

Are there Federal sanctions for Title I schools and districts that are identified as needing improvement?

Yes, *No Child Left Behind* has specific requirements for Title I schools and districts that have consecutive years of not making Adequate Yearly Progress and are identified as being in “Improvement” status. Information regarding the requirements is available on the Title IA School Improvement web page (http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG).

Millard AYP Performance

Reflective of 2013-2014 performance, 21 schools are listed as being in need of improvement: Black Elk, Bryan Elementary (Title I), Cather Elementary, Disney Elementary, Ezra Elementary, Holling Heights Elementary (Title I), Montclair Elementary, Neihardt Elementary, Norris Elementary (Title I), Reagan Elementary, Rockwell Elementary (Title I), Rohwer Elementary, Sandoz Elementary (Title I), Andersen Middle School, Beadle Middle School, Central Middle School, North Middle School, Russell Middle School, North High School, South High School, and West High School.

Historical Review of Millard Public Schools AYP

Year	All District	Elementary Level	Middle Level	High School Level
2005-2006	Not Met	Met	Not Met Reading: Special Education subgroup	Not Met Math: Special Education subgroup
2006-2007	Not Met	Met	Not Met Reading: Special Education subgroup Math: Special Education subgroup	Not Met Reading: Special Education subgroup Math: Special Education subgroup
2007-2008	Not Met	Met	Met	Not Met Reading: Special Education subgroup

Year	All District	Elementary Level	Middle Level	High School Level
2008-2009	Not Met, Improvement Shown	Met	Met	Met
2009-2010	Not Met	Met	Not Met Reading: Special Education subgroup	Not Met Reading: Special Education subgroup
2010-2011	Not Met	Met	Not Met Math: ELL subgroup	Needs Improvement Reading: Black, Not Hispanic & Special Education subgroups Math: Special Education subgroup
2011-2012	Not met	Not Met Reading: ELL subgroup	Needs Improvement Reading: ELL & Special Education subgroups Math: F/R & Special Education subgroups	Needs Improvement Reading: All, Hispanic, Black or African American, F/R, Special Education subgroups Math: Hispanic, Black or African American, F/R, Special Education subgroups
2012-2013	Needs Improvement	Needs Improvement Reading: Hispanic, F/R, Special Education subgroups Math: Hispanic, F/R, Special Education, and ELL subgroups	Needs Improvement Reading: Special Education Math: All, Black or African American, White, Two or More Races, F/R, Special Education, and ELL subgroups	Needs Improvement Reading: All, Hispanic, Black or African American, White, Two or More Races, F/R, and Special Education subgroups Math: Black or African American, F/R, and Special Education subgroups

Year	All District	Elementary Level	Middle Level	High School Level
2013-2014	Needs Improvement	Needs Improvement Reading: All, Asian, White, Two or More Races, F/R, and Special Education subgroups Math: All, Asian, White, Two or More Races, F/R, and Special Education subgroups	Needs Improvement Reading: All, White, F/R, and Special Education subgroups Math: All, Hispanic, White, F/R, and Special Education subgroups	Needs Improvement Math: Two or More Races and F/R subgroups

School-Level AYP Results: Elementary

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Abbott	Met	Met	Met	Met	Not Met Reading: All and White subgroups Math: All and White subgroups
Ackerman	Met	Met	Met	Met	Not Met Reading: All, White, and F/R subgroups Math: F/R subgroup
Aldrich	Met	Met	Met	Met	Not Met Reading: All and White subgroups Math: Asian subgroup
Black Elk	Met	Met	Met	Not Met Reading: Special Education subgroup Math: Special Education subgroup	Needs Improvement Reading: All and White subgroups

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Bryan*	Met	Met	Not Met Reading: F/R & Special Education subgroups Math: Special Education subgroups	Needs Improvement Reading: Special Education subgroup Math: Special Education subgroups	Needs Improvement Reading: Special Education subgroup Math: All, White, F/R, and Special Education subgroups
Cather	Met	Met	Met	Not Met Reading: F/R and Special Education subgroups Math: F/R and Special Education subgroups	Needs Improvement Reading: Asian, F/R, and Special Education subgroups Math: All, White, F/R, and Special Education subgroups
Cody*	Met	Met	Met	Not Met Reading: Special Education subgroup	Not Met Math: All and F/R subgroups
Cottonwood	Met	Met	Met	Met	Not Met Reading: F/R subgroup Math: F/R subgroup
Disney	Met	Met	Not Met Reading: Special Education subgroup Math: Special Education subgroup	Needs Improvement Reading: Special Education subgroup Math: Special Education subgroup	Needs Improvement Reading: All, White, and F/R subgroups Math: F/R subgroup
Ezra	Met	Met	Met	Not Met Reading: Special Education & F/R subgroups Math: Special Education & F/R subgroups	Needs Improvement Reading: Special Education subgroup Math: Special Education subgroup

* = Title I School

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Harvey Oaks	Met	Met	Met	Met	Not Met Reading: All & F/R subgroups Math: F/R subgroup
Hitchcock	Met	Met	Met	Met	Not Met Reading: White subgroup
Holling Heights*	Met	Met	Not Met Reading: Special Education subgroup	Needs Improvement Reading: Special Education subgroup Math: Special Education subgroup	Needs Improvement Reading: Hispanic, F/R, and Special Education subgroups Math: Hispanic and Special Education subgroups
Montclair	Met	Met	Not Met Reading: Special Education subgroup	Needs Improvement Reading: Special Education subgroup Math: F/R & Special Education subgroups	Needs Improvement Reading: Special Education subgroup Math: All, White, & Special Education subgroups
Morton	Met	Met	Met	Not Met Math: F/R subgroup	Not Met Reading: All and White subgroups
Neihardt	Met	Met	Met	Not Met Reading: All, White, F/R, & Special Education subgroups Math: Special Education subgroup	Needs Improvement Reading: Special Education subgroup Math: Special Education subgroup
Norris*	Met	Met	Met	Not Met Reading: All, White, F/R, & Special Education subgroups Math: All, White, F/R, & Special Education subgroups	Needs Improvement Math: F/R subgroup

* = Title I School

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reagan	Met	Met	Met	Not Met Reading: Special Education subgroup Math: Special Education subgroup	Needs Improvement Reading: All, White, F/R, and Special Education subgroups Math: F/R and Special Education subgroups
Reeder	Met	Met	Met	Not Met Reading: Special Education subgroup Math: Special Education subgroup	Not Met, Improvement Shown
Rockwell*	Met	Met	Met	Not Met Math: Special Education subgroup	Needs Improvement Reading: All, F/R, and Special Education subgroups Math: All, F/R, and Special Education subgroups
Rohwer	Met	Met	Met	Not Met Reading: Special Education subgroup Math: Special Education subgroup	Needs Improvement Reading: All and Special Education subgroups Math: All and Special Education subgroups
Sandoz*	Met	Met	Met	Not Met Reading: Hispanic, Special Education & ELL subgroups Math: All, Hispanic, F/R, Special Education, and ELL subgroups	Needs Improvement Reading: Hispanic, Special Education, and ELL subgroups Math: Hispanic, Special Education, and ELL subgroups

* = Title I School

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Upchurch	Met	Met	Met	Met	Not Met Reading: All, White, F/R, and Special Education subgroups Math: All, White, F/R, and Special Education subgroups
Wheeler	Met	Met	Met	Met	Not Met Reading: All, White, and Special Education subgroups Math: Special Education subgroup
Willowdale	Met	Met	Met	Met	Not Met Reading: All, White, F/R, and Special Education subgroups Math: All, White, F/R, and Special Education subgroups

School-Level AYP Results: Middle School

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Andersen MS	Not Met Reading: Special Education subgroup	Not Met Math: Special Education subgroup	Needs Improvement Reading: Special Education subgroup Math: Special Education subgroup	Needs Improvement Math: Special Education subgroup	Needs Improvement Reading: Two or More Races, F/R, and Special Education subgroups
Beadle MS	Met	Met	Met	Not Met Reading: Special Education subgroup Math: Hispanic & Special Education subgroup	Needs Improvement Reading: All, Hispanic, White, and Special Education Math: All, Hispanic, White, F/R, & Special Education subgroups

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Central MS	Met	Not Met Reading: ELL subgroup Math: ELL subgroup	Needs Improvement Reading: ELL subgroup Math: F/R subgroup	Needs Improvement Math: All, Black or African American, Two or More Races, & Special Education subgroups	Needs Improvement Reading: All, Hispanic, Black or African American, White, Two or More Races, F/R, Special Education, and ELL subgroups Math: All, Hispanic, Black or African American, White, Two or More Races, F/R, Special Education, and ELL subgroups
Kiewit MS	Met	Met	Not Met Reading: Special Education subgroup Math: Special Education subgroup	Not Met, Improvement Shown	Not Met Reading: Hispanic and F/R subgroups Math: Hispanic & Asian subgroups
North MS	Met	Met	Not Met Reading: Special Education subgroup Math: Special Education subgroup	Needs Improvement Reading: Hispanic subgroup Math: All, Black or African American, F/R, and Special Education subgroups	Needs Improvement Reading: All, Hispanic, Black or African American, White, and Special Education subgroups Math: All, Hispanic, Black or African American, White, and Special Education subgroups
Russell MS	Met	Met	Not Met Math: Special Education subgroup	Needs Improvement Reading: Special Education subgroup Math: F/R and Special Education subgroups	Needs Improvement

School-Level AYP Results: High School

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
North HS	Not Met Reading: Special Education subgroup	Not Met, Improvement Shown	Not Met Reading: F/R & Special Education subgroups Math: F/R & Special Education subgroup	Needs Improvement Reading: All, White, F/R, and Special Education subgroups Math: F/R and Special Education subgroups	Needs Improvement Math: All, White, F/R and Special Education subgroups
South HS	Not Met Reading: Special Education subgroup	Needs Improvement Reading: Special Education & FRPL subgroups Math: Special Education, F/R & Hispanic subgroups	Needs Improvement Reading: All, Hispanic, F/R, & Special Education subgroups Math: All, Hispanic, White, F/R, & Special Education subgroups	Needs Improvement Reading: F/R, and Special Education subgroups Math: F/R and Special Education subgroups	Needs Improvement Reading: Hispanic subgroup Math: All subgroup
West HS	Met	Met	Not Met Reading: F/R & Special Education subgroups Math: F/R & Special Education subgroup	Needs Improvement Reading: All, White, and Special Education subgroups Math: Special Education subgroup	Needs Improvement Reading: Special Education subgroup Math: Special Education subgroup

Reflective of 2013-2014 performance, 21 schools are listed as being in need of improvement: Black Elk, Bryan Elementary (Title I), Cather Elementary, Disney Elementary, Ezra Elementary, Holling Heights Elementary (Title I), Montclair Elementary, Neihardt Elementary, Norris Elementary (Title I), Reagan Elementary, Rockwell Elementary (Title I), Rohwer Elementary, Sandoz Elementary (Title I), Andersen Middle School, Beadle Middle School, Central Middle School, North Middle School, Russell Middle School, North High School, South High School, and West High School.

A Title I school in “Needs Improvement” is called being in “School Improvement.” This year, Bryan Elementary School and Holling Heights Elementary School will be in year two of “School Improvement.” Norris Elementary School, Rockwell Elementary School, and Sandoz Elementary School will be in year one of “School Improvement.”

School Improvement

Source: U.S. Department of Education (2006). LEA and School Improvement: Non-Regulatory Guidance. Retrieved from: <http://www.education.ne.gov/federalprograms/Documents/TitleI>

Every State accountability system articulates sanctions and rewards for schools that are tied to their performance relative to annual and long-term academic proficiency targets for all students. SEAs and LEAs are required to intervene in schools that persistently do not meet these targets. These progressively more comprehensive interventions are identified as “school improvement,” “corrective action,” and “restructuring.” Being identified as a school in need of any of these interventions allows the school to access assistance in identifying and addressing instructional issues that prevent students who attend that school from attaining proficiency in the core academic subjects of reading and mathematics. The school improvement process and timeline are designed to create a sense of urgency about reform and to focus identified schools on quickly and efficiently improving student outcomes.

School Improvement – Year One

What causes a school to enter school improvement status?

A school that does not make AYP for two consecutive years, as AYP is defined by the State’s accountability system, must be identified for school improvement.

What purpose is served by identifying a school for improvement?

Identifying a school for improvement serves as a formal acknowledgement that the school is not meeting the challenge of successfully teaching all of its students. The identification marks the beginning of the school improvement process, a set of structured interventions designed to help a school identify, analyze, and address issues that prevent student academic success. The SEA and LEA will provide a school that is identified for improvement with extensive support and technical assistance in designing and implementing a plan to improve student achievement.

May a school appeal the SEA’s determination that the school has not made AYP for two consecutive years?

Yes. If the SEA, after completing its review, determines that a school has not achieved AYP for two years in a row, it must provide the school with an opportunity to review the data, including academic assessment data, on which the proposed identification for school improvement is based. Each SEA’s annual determination of school progress is based on the application of formulas defined and approved in its accountability system. Therefore, with rare exceptions, only statistical errors in the underlying data would provide cause for a reconsideration of the school’s status. However, if the principal or a majority of the school’s parents believe that the identification was

made in error for statistical or other substantive reasons, the principal may provide supporting evidence to the LEA, and the LEA, in conjunction with the SEA, must consider it. The LEA and SEA must make a final determination regarding the identification of the school no later than 30 days after the school is notified of the pending action. §1116(b)(2); §200.31

Are schools that do not receive Title I, Part A funding subject to consequences if they do not meet AYP targets?

Yes. In its approved accountability system, each State has defined the sanctions and rewards that it will use to hold all LEAs and schools accountable for student achievement. Therefore, although the sanctions detailed in §1116 of the ESEA do not statutorily apply to schools that do not receive Title I, Part A funding, these schools are still subject to State-defined sanctions if they do not make AYP. §1111(b)(2)(A); §200.12

How does a school exit from school improvement status?

A school identified for improvement must make AYP as defined in its State's accountability system for two consecutive school years in order to exit school improvement status. That is, if a school does not make AYP for two consecutive years, and must undergo Year 1 of school improvement during the 2003-04 school year, then in order for the school to no longer be identified for school improvement, it must make AYP during that school year as well as during the 2004-05 school year. The table below illustrates this point.

School Year	School makes AYP (Y/N)
By end of 2001-02	N
By end of 2002-03	N
Beginning of 2003-04	Year 1, school improvement
By end of 2003-04	Y
By end of 2004-05	Y
Beginning of 2005-06	No longer identified for improvement

When the LEA identifies a school for improvement, what information must it provide to parents?

When one of its schools is identified for improvement, the LEA must promptly provide the following information to the parents of each child enrolled in the school:

- An explanation of what the identification means and how the school their child attends compares to other elementary and secondary schools served by the LEA and the SEA in terms of the academic achievement of its students;
- The reason(s) for the school being identified for improvement, such as insufficient participation in assessments or one or more subgroups not meeting academic proficiency targets;
- An explanation of how parents can become involved in addressing the academic issues that led to identification; and,
- An explanation of the parents' option to transfer their child to another school in the LEA that has not been identified for improvement. The notification must provide parents with enough relevant information to help them decide what school is best for their child and be made well before the beginning of the school year in which this option will be available, so that if parents choose to do so, they have sufficient time to exercise their choice option prior to the beginning of the school year.

At a minimum, the LEA must inform parents about the academic achievement level of students at the school or schools to which their child may transfer, but it may also choose to include other information, such as a description of special academic programs, facilities, before-or-after school

programs, the professional qualifications of teachers in the core academic subjects, or parent involvement opportunities. The LEA must also explain to parents that it will provide their child with transportation to the schools that the LEA identifies as options, subject to certain cost limitations. §200.37

Additional information on public school choice is available in the Department of Education's *Public School Choice Non-Regulatory Guidance* accessible online at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>.

What information must the LEA provide to both parents and the public regarding schools identified for improvement?

In addition to providing school improvement information to the parents of each student in the school, the LEA must publish and disseminate, to both parents and the public, information explaining –

- What the school is doing to address the problem of low achievement; and
- What the LEA or the SEA is doing to help the school address this problem. §1116(b)(6); §200.38

What guidelines should SEAs, LEAs, or schools follow when communicating with parents and the public during the school improvement process?

Meaningful parental involvement is one of the cornerstones of the reform initiatives contained in NCLB. Therefore, it is essential that SEAs, LEAs, or schools communicate with parents throughout the school improvement process and welcome them as key partners in addressing the academic issues that led to the school being identified for improvement. Clarity and timeliness of information are essential. The State, LEA, or school must ensure that required information is provided in an understandable and uniform format (including alternative formats upon request), regardless of the method or media used. To the extent practicable, written communication must be in a language parents can understand, with special attention given to parents of migratory and limited English proficient students. If that is not practicable, the information must be provided in oral translations for parents with limited English proficiency.

The SEA, LEA, or school must provide information to parents directly, through regular mail or by e-mail. However, if an SEA does not have access to individual student addresses, it may distribute information through the LEA or school. The same information must also be disseminated through broader means of communication, such as the Internet, the media, and through public agencies serving students and their families.

What are the responsibilities of the LEA after a school is identified for improvement?

When one of its schools is identified for its first year of school improvement, the LEA must:

- Ensure that public school choice is provided for children whose parents wish to transfer them from the school identified for improvement; and
- Ensure that the identified school receives technical assistance, both during the development or revision of its school improvement plan and throughout the plan's implementation. §200.39

School Improvement Plan

What must the school do when it is identified for improvement?

The process of school improvement begins with the school developing a required two-year plan that addresses the academic issues that caused it to be identified for school improvement. The school may develop a new plan or revise an existing one, but in either case it must be completed no later than three months after the school has been identified. §200.41

What is the purpose of the school improvement plan?

The purpose of the school improvement plan is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics. The school improvement plan provides a framework for analyzing problems, identifying underlying causes, and addressing instructional issues in a school that has not made sufficient progress in student achievement.

What topics must the plan address?

Together, the components of the school improvement plan should embody a design that is comprehensive, highly structured, specific, and focused primarily on the school's instructional program. Specifically, the plan must:

- Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement;
- Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students specified in section 1111(b)(2)(C)(v) and enrolled in the school will meet the State's proficiency level of achievement;
- Directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- Establish specific, annual, measurable objectives for continuous and substantial progress by each group of students specified in section 1111(b)(2)(C)(v) and enrolled in the school;
- Specify the implementation responsibilities of the school, the LEA, and the SEA serving the school under the plan;
- Include strategies to promote effective parental involvement in the school;
- Incorporate, as appropriate, activities before school, after school, during the summer, and during the extension of the school year;
- Incorporate strategies to promote high quality professional development; and,
- Incorporate a teacher mentoring program. §1116(b)(3)(A); §200.41

How must the plan address the school's core academic subjects and instructional strategies?

The school improvement plan must demonstrate that the school will implement policies and practices grounded in scientifically based research that are most likely to bring all groups of students to proficiency in reading and mathematics. Included among these strategies, as appropriate, would be additional learning activities for students that take place before school, after school, during the summer, and during any extension of the school year. For schools in need of improvement, scientifically based research provides a standard by which the principal and teachers can critically evaluate the many instructional strategies and programs that are available to them and choose those with the greatest likelihood of producing positive results.

§1116(b)(3)(A); §200.41

What are examples of instructional strategies grounded in scientifically based research?

Strategies grounded in scientifically based research are those that have demonstrated, over time and in varied settings, an effectiveness that is documented by high-quality educational research. High-quality scientifically based research employs an experimental or quasi-experimental design and produces replicable results, confirmed by peer review, that can be applied to the general population. For example, scientifically based research has shown that explicit instruction in (1) phonemic awareness, (2) phonics, (3) vocabulary development, (4) reading fluency, and (5) reading comprehension is effective in teaching reading to students in grades K-3. Strategies that apply this research in a classroom setting would be grounded in scientifically based research.

Scientifically based research uses rigorous and systematic procedures to obtain reliable and valid knowledge about “what works.” The application of systematic, empirical methods, rigorous data analyses, and an experimental design using randomized trials ensures a high degree of confidence in the results. A complete definition of scientifically based research can be found in section 9101(37) of the reauthorized ESEA.

What are examples of policies and practices with the greatest likelihood of ensuring that all student groups achieve proficiency?

Policies and practices with the greatest likelihood of ensuring that all students achieve proficiency are those that affect the school’s teaching and learning program, both directly and indirectly. Policies and practices that have an impact on classrooms include those that build school infrastructures, such as regular data analysis, the involvement of teachers and parents in decision-making, and the allocation of resources to support core goals. Other policies and practices that have a more direct effect on student achievement include the choice of instructional programs and materials, the use of instructional time, and improved use of assessment results. Decisions about the specific policies and practices to be implemented should be based on a thoughtful review and analysis of the individual school’s needs.

Can a school identified for improvement implement a comprehensive school reform model as a part of its school improvement plan?

In calling for the use of strategies grounded in scientifically based research, the ESEA specifically states that a school can implement a comprehensive school reform model as a part of its improvement plan. Adopting a comprehensive reform model can be an effective strategy, especially if the school in improvement is in search of an external structure and technical assistance that will help it identify and address organizational and instructional issues. However, a model alone cannot address all of the identified needs of a school and cannot substitute for a coherent plan for systemic change. The implementation of a comprehensive school reform model, or any other program, must be viewed as one strategy, albeit an important one, in a school’s comprehensive plan for improvement.

Why must the plan address professional development?

The academic success of students correlates highly with the qualifications and skills of their teachers. Although by the end of the 2005-06 school year all teachers must be highly qualified, ongoing professional development is crucial to ensure their continuous improvement in the instructional skills needed to help all students meet or exceed proficiency targets on State academic assessments.

What kinds of professional development should be provided?

The professional development component of the school improvement plan should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content

knowledge, the use of scientifically based instructional strategies, especially in core academic subjects, and the alignment of classroom activities with academic content standards and assessments. Another example of useful professional development would be training teachers to analyze classroom and school-level data and use it to inform their instruction. The professional development detailed in the school improvement plan must be provided in a manner that affords increased opportunity for teachers to participate, and must incorporate teacher mentoring activities or programs. §1116(b)(3)(A)(iii)(III) and (x); §200.41

Why must the school improvement plan contain provisions for teacher mentoring?

This requirement reflects statutory and regulatory support not only for recruiting and hiring highly qualified teachers, but also for strategies to retain them. Currently many teachers leave the profession within five years of beginning their teaching careers. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. High-quality, structured mentoring programs have a positive effect on the retention of qualified teachers.

What is the source of funding for the professional development detailed in the school improvement plan?

A school identified for improvement must spend not less than 10 percent of its allocation of Title I, Part A funds, for each fiscal year that the school is in improvement, for the purpose of providing high-quality professional development to the school's teachers, principal and, as appropriate, other instructional staff. The school improvement plan must provide an assurance that this expenditure will take place. §1116(b)(3)(iii)

What is "high-quality" professional development?

"High-quality" professional development is professional development as defined in section 9101(34) of the ESEA. In general, the definition recommends professional development that is sustained and classroom-focused. It must contribute to an increase both in teachers' knowledge of the academic subjects they teach and in their use of effective, scientifically based instructional strategies with a diverse range of students. It must be provided over time and not take the form of one-day or short-term workshops. High-quality professional development is an integral part of effective improvement plans, at both the school and LEA levels.

How must the school improvement plan address parental involvement?

The school improvement plan must address parental involvement in two ways. First, it must describe how the school will provide the parents of each student enrolled with written notice about the school's identification for improvement. Second, the plan must specify the strategies that will be used to promote parental involvement. Effective strategies will engage parents as partners with teachers in educating their children and will involve them in meaningful decision-making at the school. §1116(b)(3)(A)(vi) and (viii)

Why must a school improvement plan contain measurable goals?

By establishing measurable goals, a school in improvement clearly articulates the purposes and intended outcomes of its improvement plan. In addition, the goals provide a means of tracking the school's progress over the two years of the plan.

Since schools identified as in need of improvement already have a history of not meeting the academic needs of all of their students, it is especially important in this plan that their goals are clear and are tightly focused on the fundamental teaching and learning issues that have prevented the school from making adequate progress. The measurable goals must promote continuous and substantial progress to ensure that students in each subgroup enrolled in the school meet the State's annual measurable objectives. The ultimate purpose of setting and achieving measurable

goals for the school is to improve its ability to teach *all* children and achieve annual academic performance targets. By achieving this purpose, the school is also removed from improvement status. §200.41(c)(4)

If the school identified for improvement has an existing plan, must it create a new plan to meet the school improvement requirements?

No. A school with an existing plan may use the three months after it is identified to review and revise it to ensure that the plan incorporates the required statutory elements. However, for any plan to serve as a useful tool for improvement, it must address the specific needs of the school and its students, contain realistic goals and strategies, and reflect the commitment of staff, students, parents, and community to its implementation. If the existing plan has not served as a functional tool for improving student achievement, the school and its students might be better served by initiating a new planning process, assessing school and student needs, and creating a realistic plan that can and will be implemented and has a high likelihood of increasing student achievement.

Who must be involved in developing the school improvement plan?

In developing or revising its plan, the school must consult with parents, school staff, the LEA, and outside experts. Ideally these outside experts will serve as technical assistants and partners with the school throughout the plan's implementation. §200.41

What is the review process for the school improvement plan?

Peer reviewers must consider a proposed plan for school improvement within 45 days of its submission, through a process established by the LEA. The LEA should involve as peer reviewers teachers and administrators from schools or districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. Staff with demonstrated effectiveness and recognized expertise in school improvement will be able to evaluate the plan's quality and the likelihood of its successful implementation, and make suggestions for revisions. §1116(b)(3)(E)

Under what timeline must the LEA approve the school improvement plan?

Once the peer review of the proposed plan has been completed, the LEA must work with the school to make any necessary revisions and must approve the plan as soon as it satisfactorily meets the requirements detailed in the statute and regulations. It is essential that the school draft the plan, and the LEA review, suggest revisions if needed, and approve the plan, as expeditiously as possible since it provides the blueprint for changes designed to dramatically improve the academic achievement of all students.

May the LEA condition its approval of a school improvement plan?

Yes. Once the LEA has conducted a peer review of the proposed school improvement plan, it may approve the plan with conditions it deems necessary to ensure the plan's successful implementation. For instance, the LEA may condition its approval on feedback on the plan from parents and community leaders. The LEA may also choose to approve the plan on the condition that the school undergoes one or more corrective actions. These corrective actions can include implementing a new curriculum with appropriate professional development, significantly decreasing school-level management authority, or changing the internal organization of the school.

According to what timeline must the school improvement plan be implemented?

In order to realize improvement as quickly as possible, a school must implement its new or revised school improvement plan as soon as the LEA approves it, preferably during the school

year in which the identification was made and no later than the beginning of the school year following its identification for improvement.

Nebraska Department of Education Letter

The Nebraska Department of Education does not agree with the current federal policy. Please see the letter sent to Districts to share with our school and community stakeholders below:



Matthew L. Blomstedt, Ph.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

301 Centennial Mall South Tel: (402) 471-2295
 PO Box 94987 Fax: (402) 471-0117
 Lincoln, NE 68509-4987 Web: www.education.ne.gov

To: Parents and Caregivers
 From: Matthew Blomstedt, Commissioner of Education
 Subject: Nebraska's Commitment to Every Student, Every Day
 Date: September 30, 2014

The Elementary and Secondary Education Act (ESEA), was passed in 1965 during the Lyndon B. Johnson administration as part of the War on Poverty. The act emphasized equal access to education, established high standards and accountability, and authorized federally funded education programs administered by individual states. Congress amended ESEA in 2002 and reauthorized it as the No Child Left Behind (NCLB) Act. The law was scheduled to be reauthorized in 2007; to date Congress has not taken the necessary steps to update this law.

When states and districts agree to accept federal funds, there are strings attached. Attached to NCLB Title I funding is the stipulation to have statewide assessments and Adequate Yearly Progress (AYP) decisions for every public school in the state. Under NCLB, the proficiency goal for school year 2013-14 for Reading and Mathematics assessments was set at 100%. According to the NCLB rules, every student-- regardless of disabilities, English language proficiency, or other life-impacting circumstances--must be proficient in reading and math as measured by state assessments. Because of this unrealistic goal, a number of Nebraska schools will be mislabeled as *Not Met* or *In Need of Improvement*.

The Nebraska Department of Education does not agree with the current federal policy. I do not believe that all of our schools are low performing. In fact, the U.S. Department of Education has granted waivers from the unrealistic expectations of NCLB. Common sense tells us that one child in one grade in one subject area scoring just below a "proficiency cut score" should not brand an entire school community as failing. Yet that is exactly what has happened under NCLB. As a result of this faulty logic, some schools or districts in Nebraska have not met the NCLB requirement for the 2013-14 school year.

Nebraska educators are committed to each and every young person reaching his or her full potential and we are proud of the significant academic progress of our students. While not all students have reached proficiency, the use of targeted resources to assist struggling students and schools has had an impact which is seen in performance data not taken into account by NCLB. Our students, staff members, and schools are not failures. By many measures, they are demonstrating unprecedented levels of achievement. We continue to strive for improvement and excellence in our public schools.

To lead and support the preparation of all Nebraskans for learning, earning, and living.

Nebraska Department of Education Letter continued

We are committed to continuous improvement. Gains in student achievement are due to the collaborative efforts of teachers, staff, parents, and community members through high-quality instruction, effective leadership, and partnerships. We know that tests are an important part of teaching and learning, but we also understand that basing a student's achievement on a single assessment does not capture everything that is important for our children's learning journey.

As a state, our biggest challenge is finding better ways to engage and support the learning of every student, every day. Nebraska is developing a system for Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). The State Board of Education believes that Nebraska citizens—through the Constitution, the Nebraska Legislature, the State Board of Education, the Commissioner of Education, and other policy makers—are responsible for the total design of this education system. While acknowledging that this education system will be influenced by others, (federal government, other state leaders, and local policy makers) this system will be dependent on and driven by local boards of education, administrators, teachers, parents, communities, and students. This belief requires that we listen well, communicate better, and engage leaders and stakeholders across the state. The goal is to build a quality accountability system that is meaningful to Nebraska.

As a parent or caregiver, we encourage you to look at your own child's individual growth and learning, along with evidence your school provides related to your child's progress instead of an outdated mislabeling requirement imposed by the federal government. We also encourage you to work with your local educators to ensure that every child is challenged and supported, learning, and thriving. Schools prosper when parents and caregivers are involved as the first teachers of their children.

NePAS Background

The Nebraska Performance Accountability System (NePAS) was adopted in August 2012 by the State Board of Education pursuant to state law 79-760.06. NePAS is based on student scale scores within grades, buildings and districts. As stated on the Nebraska Department of Education website, “The system is intended to inform educators, parents, school board members, community members and policymakers about the learning progress of Nebraska schools and school districts.”

There will be future changes to the Nebraska accountability model. Effective April 10, 2014, LB #438, Statute 79-760 outlines additional accountability details such as the definition of priority school. In the 2013-2014 school year, Nebraska Department of Education established an Accountability Task Force consisting of 50 school, ESU, and policy partner representatives. The Task Force recommended an accountability model that includes four performance levels which is fair and sensitive to change, with multiple indicators, and is transparent. This proposed model is titled A QuESTT NePAS (Nebraska Performance Accountability System) 1.1 and is currently being vetted with stakeholders through community meetings and the Accountability Policy Input survey Form #08-066.

NePAS Summary of Millard Public Schools and area districts

Nebraska Performance Accountability System (NePAS) gives rankings for each subject in

- **status** (comparison of scale score performance),
- **improvement** (measure of test scores of the same grade from one year to the next),
- **growth** (cohort measure of performance, note that a score of zero represents one year of growth), and
- **graduation rate** (based on students who graduate in four years).
-

State Writing Performance Levels

	Grade 4	Grade 8	Grade 11
Exceeds the Standards	57-70	55-70	53-70
Meets the Standards	40-56	40-54	40-52
Below the Standards	0-39	0-39	0-39

**State Reading, Math, Science
Performance Levels**

Exceeds the Standards	135-200
Meets the Standards	85-134
Below the Standards	0-84

The following pages list the grades 3 - 12 Status, Growth, and Improvement NePAS rankings for all Learning Community districts and districts with Class A high schools. Below is a chart providing district context of size and key demographic notes.

Source: 2013-2014 State of the School Report

	K-12 Enrollment	Special Education Population	ELL Population	Free & Reduced Priced Meals Population	High Ability Learner Population
Bellevue	9695	18%	2%	37%	12%
Bennington	1742	10%	*	10%	18%
Columbus	3607	18%	12%	51%	12%
DC West	721	16%	*	36%	28%
Elkhorn	6798	9%	1%	7%	14%
Fremont	4439	20%	8%	57%	17%
Grand Island	8868	14%	15%	69%	10%
Gretna	3558	12%	*	10%	12%
Hastings	3481	25%	8%	59%	9%
Kearney	5185	14%	3%	40%	12%
Lincoln	36411	15%	7%	44%	15%
Millard	22853	14%	2%	19%	34%
Norfolk	4025	17%	5%	49%	11%
North Platte	4032	17%	1%	43%	8%
Omaha	48525	18%	15%	73%	18%
Pap-LV	10753	12%	1%	22%	12%
Ralston	2945	17%	6%	54%	14%
So Sioux	3698	14%	14%	67%	5%
Spr-Platte	1017	15%	*	21%	18%
Westside	6094	16%	2%	31%	10%

* small population, not able to disclose

Reading
2013-2014 NePAS District grades 3-12 Rankings
Class A Districts and Learning Community Districts

Reading Status			Reading Improvement (different kids)			Reading Growth (same kids)		
	Reading Scale Score	Reading Status Rank		Reading Improv. Amt.	Reading Improv. Rank		Reading Growth Amt.	Reading Growth Rank
Elkhorn	143.8	1	Norfolk	7.8	37	So Sioux	7.3	46
Bennington	136.2	6	DC West	6.6	48	Kearney	7.2	48
Millard	132.8	11	Elkhorn	4.6	76	Hastings	7.2	49
Spr-Platte	131.1	20	Hastings	4.6	77	Norfolk	6.9	53
Pap-LV	129.5	24	Millard	4.2	81	Elkhorn	6.6	57
DC West	128.5	30	Pap-LV	3.5	98	Pap-LV	5.8	75
Westside	128.1	31	So Sioux	3.4	100	Grand Island	5.3	80
Gretna	128.0	32	Grand Island	3.4	102	Bennington	5.1	91
Lincoln	124.4	63	North Platte	3.3	104	Bellevue	5.1	94
Kearney	119.0	110	Ralston	3.1	108	Millard	4.9	99
Bellevue	116.9	127	Omaha	3.0	111	Fremont	4.2	116
Norfolk	116.5	132	Lincoln	3.0	113	Gretna	3.5	136
Ralston	116.1	137	Kearney	2.9	119	Lincoln	3.5	140
Columbus	116.0	140	Bennington	2.7	125	Omaha	3.1	145
Hastings	115.8	147	Gretna	2.7	127	North Platte	2.9	147
North Platte	111.0	193	Columbus	2.2	144	Ralston	2.9	149
Grand Island	109.9	202	Fremont	1.3	159	DC West	2.0	166
Fremont	108.5	211	Bellevue	0.4	183	Westside	1.9	168
So Sioux	103.9	234	Westside	0.2	185	Columbus	1.5	180
Omaha	101.4	239	Spr-Platte	-1.5	206	Spr-Platte	0.8	187

Math

2013-2014 NePAS District grades 3-12 Rankings

Class A Districts and Learning Community Districts

Math Status

	Math Scale Score	Math Status Rank
Elkhorn	132	3
DC West	125	11
Bennington	124.2	14
Pap-LV	120.3	37
Spr-Platte	119.8	48
Westside	119	53
Millard	118.6	56
Lincoln	115.2	83
Gretna	113.4	93
Columbus	111.1	123
Norfolk	109.4	144
Kearney	109.1	150
Hastings	108.4	157
Grand Island	106.4	164
Bellevue	106	168
North Platte	103.7	185
Ralston	102.9	193
Fremont	102.1	201
So Sioux	95.9	228
Omaha	89.9	241

**Math Improvement
(different kids)**

	Math Improv. Amt.	Math Improv. Rank
DC West	11.4	9
Elkhorn	4.8	61
Norfolk	4.6	63
So Sioux	4.5	67
Pap-LV	4.4	72
Bennington	3.8	82
Columbus	3.7	84
Omaha	3.4	90
Bellevue	3.1	93
Ralston	2.6	101
Lincoln	2.3	109
Fremont	1.9	115
Grand Island	1.9	119
Kearney	1.5	128
North Platte	1.5	130
Hastings	1.0	142
Spr-Platte	1.0	143
Millard	0.5	152
Gretna	-0.3	169
Westside	-1.8	200

**Math Growth
(same kids)**

	Math Growth Amt.	Math Growth Rank
DC West	7.9	31
So Sioux	7.5	35
Elkhorn	6.1	47
Bellevue	4.7	58
Fremont	4.1	73
Pap-LV	3.9	77
Norfolk	3.7	81
Hastings	3.6	84
Columbus	3.6	85
Spr-Platte	3.5	89
Bennington	2.1	115
Ralston	1.5	121
Grand Island	1.3	126
Omaha	0.9	135
Lincoln	0.5	145
Kearney	0.3	150
Westside	-0.9	173
Millard	-1.8	190
North Platte	-1.9	193
Gretna	-2.1	195

Science
 2012-2013 NePAS District grades 3-12 Rankings
 Class A Districts and Learning Community Districts

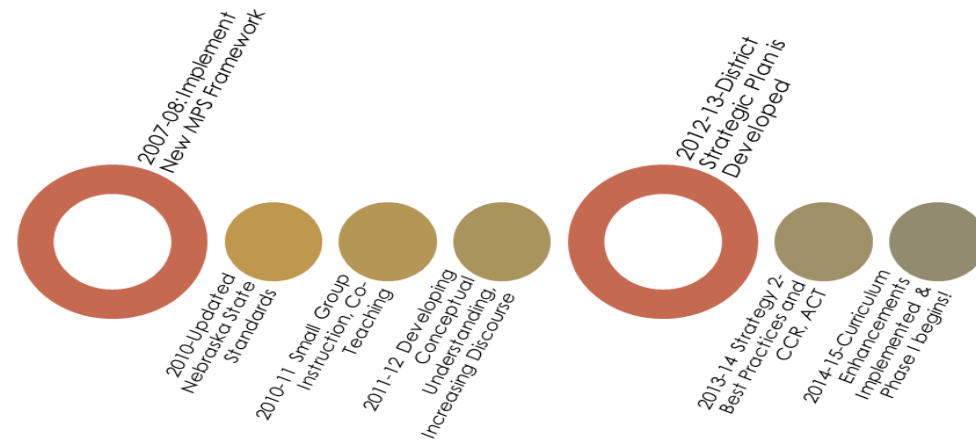
Science Status

	Science Scale Score	Science Status Rank
Elkhorn	127.1	7
DC West	125.9	9
Bennington	123.4	17
Millard	119.5	24
Westside	115.7	50
Spr-Platte	115.3	53
Pap-LV	114.6	56
Gretna	111.2	89
Norfolk	109.5	111
Columbus	108.1	124
Fremont	108.0	125
Kearney	107.6	131
Lincoln	104.9	165
Bellevue	103.9	174
Hastings	103.3	179
North Platte	101.4	197
Ralston	100.2	205
Grand Island	92.5	236
So Sioux	89.5	240
Omaha	86.6	241

Science Improvement (different kids)

	Science Improv. Amt.	Science Improv. Rank
DC West	19.7	4
Columbus	8.2	29
Norfolk	4.1	71
Grand Island	3.6	79
Kearney	3.4	82
Pap-LV	3.2	83
Fremont	3.1	84
Ralston	3.1	85
Lincoln	3.0	86
Hastings	2.1	102
Elkhorn	2.0	103
Millard	2.0	104
North Platte	2.0	104
Omaha	1.5	110
Bennington	1.2	115
Spr-Platte	0.8	118
Bellevue	0.5	123
Gretna	0.4	125
So Sioux	0.1	129
Westside	-1.4	152

The Past: What Led Us Here?



Highlights

When?	What Happened?	Who was involved?	For What Purpose?	To what end?
2007-2008	Board-approved Standards and Indicators Matrix, Course Offerings established	K-12 Math Core Committee	Establish written curriculum for all MPS K-12 math classes (through Algebra II-Honors)	<i>Millard Public Schools</i> PK-12 Mathematics Framework
2010	Revised K-12 MPS Math Framework; modifications to course guides and assessments to align with Nebraska State Standards	K-12 Math Representative Groups	Alignment; increased rigor	Increased rigor in courses and Algebra II is reflected in 12 th grade state standards.

When?	What Happened?	Who was involved?	For What Purpose?	To what end?
2010-11	First year of NeSA-M testing	3rd-8th Grade; 11th Grade Students	Collect baseline data of student performance	Provided insight into current reality to inform intervention program identification and curriculum and instruction needs (e.g. materials to teach Data, Statistics, and Probability concepts in Algebra I).
2011-12 2012-13 2013-14	NeSA-M Testing	3rd-8th Grade; 11th Grade Students	Collect data over time; C&I MEP analyzes trends in district-wide data; meets with Dept. Heads and administrators to examine trends and establish professional development opportunities including: increasing mathematical discourse through talk moves/number talks; small-group instruction; co-teaching in secondary mathematics; transforming tasks (higher-level with integrated problem-solving); literacy integration	<p>NeSA-M Data utilized placement of students in Math 6, Challenge Math 6, PreAlgebra 6; increasing number of students who qualify for Challenge Math 6 and PreAlgebra over the past three years.</p> <p>Over 50% of incoming sixth graders are placed into and successful in advanced courses. 2012: 52% 2013: 55% 2014: 53%</p> <p>Instructional and PLC Coaching by Curriculum and Instruction MEP Facilitators at all sites; targeted professional development with grade-level math courses.</p> <p>Building Site Plans surround increased math achievement through differentiated Tier I instruction, web-based programs, intervention, and building-specific methodologies.</p>

When?	What Happened?	Who was involved?	For What Purpose?	To what end?
2012-13 2013-14	Implementation of district-approved interventions (e.g. STAMS, Do the Math, Do the Math, Now!); Foundations Pathway for High School; Co-teaching in Secondary Math Professional Development	Math Teachers Special Education Teachers	Collaboration, analysis of student data, modifications over time to RtI+I Processes and procedures for K-12 Mathematics intervention.	Improved sub-group NeSA-M scores (Special Education); identified additional support needed at specific buildings.
2012-13 2013-14 2014-15	-Peer observations (2 per teacher per building in 2013-14)	Secondary Math Gradual Release of Responsibility Team (2 representatives per secondary building; 1 HHS teacher)	Professional Development in Gradual Release of Responsibility framework, pedagogical approaches to increase problem-solving perseverance, collaborative learning with productive struggle, and effective focus lessons with explicit direct instruction. Build capacity in 6-12 Math Department to increase instructional leadership.	-Increased small-group, differentiated instruction -Less time spent on correcting homework in class -Increased opportunities for problem-solving in collaborative groups *Anecdotal notes collected through building visits and observations; coded for the above themes

When?	What Happened?	Who was involved?	For What Purpose?	To what end?
2012-13 2013-14 2014-15	<p>-Aligned curriculum vertically through systematic analysis of academic vocabulary, assessments and associated data, and instructional materials</p> <p>-Updates to Grades 2-Algebra II course guides implemented in Fall 2014).</p>	K-12 Math Topics Vertical Team	<p>Clarify curricular expectations and streamline courses to go deeper with mathematical concepts instead of wide (greater curricular coherence).</p> <p>Build capacity in PK-12 Math Dept. to increase instructional leadership in preparation for instructional shifts and increased rigor in academic measures (e.g. ACT).</p>	<p>More instructional time to teach for conceptual understanding. Depth in curriculum versus width, allowing students and teachers to better master grade-level skills and concepts.</p> <p>Greater consistency with assessments resulted in stronger PLCs and increased student achievement on classroom-based measures.</p> <p>Integrated distributed practice over time in lieu of single assessments and math “units.” This should increase student achievement of skills that were typically introduced at the beginning of the year.</p>
2013-14	Analysis of EXPLORE 8, EXPLORE 9, and PLAN 10 Assessment results with (a) High School Math Representatives; (b) Middle School Math Representatives; and (c) Specialists	ACT Curriculum & Instructional Support Team	<p>-Determine curricular alignment and any necessary modifications relative to assessments and student data.</p> <p>-Identify instructional materials alignment and support development of additional resources for grades 6-12 (e.g. Choose 2 Remember: Integrated Learning Tasks; Transforming Tasks</p>	<p>Instruction and assessment better reflects college and career readiness standards and the rigor associated with next generation assessment items.</p> <p>Teachers are collaborating through the use and analysis of Choose 2 Remember tasks to inform instruction during the 2014-15 school year.</p>

When?	What Happened?	Who was involved?	For What Purpose?	To what end?
2013-14 2014-15	-Develop assessment item bank aligned with MPS PK-12 Framework (2010) to reflect best practices in quality assessment development, delivery, and analysis. -Use of Lightning Grader as a repository for items and assessment administration and analysis tool.	Grades 3, 6, 7 Grades 4, 5, 8	District Strategic Plan- Action Plan 2.3	District-wide sharing of common assessments to shape future curriculum during Phases I and II. Use of common data sources for placement into and out of math interventions.
2013-14 2014-15	Summer Training (K-5) Summer Institute (PK-2: Number Sense; 3-8: Algebraic Thinking) Mathematics Coaching Observations (6 days during the school year)- Modeled Lessons, Unpacking Standards, Reflective PLC discussions	Math Factors (cohort assembled in 2011) Math Factors Squared (cohort assembled in Spring 2014)	PD to examine Transforming Tasks-differentiating and increasing rigor during math tasks/instruction Explicit, systematic PD to improve teachers' pedagogical content knowledge of Number Sense and Algebraic Thinking	Improved instruction: <ul style="list-style-type: none"> “Math talks and the Math Factors groups have changed my instruction...guided math looks different now than three years ago.” ~Fourth Grade Teacher sharing how professional development has improved student learning. “Why can’t we take out content that doesn’t align vertically? (e.g. rationalizing fractions) ...so what do we teach them? It has to be application.” ~High School Teacher reflecting on how course guides and instruction are more focused going in to the 2014-15 school year.

The Present: What's Happening Now?

Curriculum, Instruction, and Assessment Teams

- PK-12 Math Topics Vertical Team: Data Analysis and monitoring curricular changes implemented this school year relative to the NeSA-M Table of Specifications
- Math Factors
- Math Factors Squared
- K-1 Step Ahead: developing K-1 Diagnostic Interview
- All K-1 teachers participated in workshop focusing on Number Sense (October 2014)
- Secondary Gradual Release of Responsibility Team: Choose 2 Remember: Integrated Learning Tasks for Math 6-Honors Algebra II.
- Secondary Math Department Heads: Ongoing, job-embedded Professional Development and instructional leadership based on building-specific goals (e.g. differentiation, questioning, implementing talk moves).

Professional Development

- Areas of Focus
MPS buildings can request just-in-time professional development support in the following areas:
 - Making Sense of the NeSA-M Table of Specifications
 - Five Practices for Promoting Productive Mathematics Lessons
 - Effective Teaching and Learning of Mathematics: What Can I Focus On?
 - Mathematical Discourse: Using Math Talks and Talk Moves to Increase Student Learning
 - Unpacking Standards: What Do They Mean? How do I Teach them for Mastery?
- Chat, Consider, and Collaborate: *Principles to Actions: Ensuring Mathematical Success for All* Book Study
 - Evening book study with PK-12 teachers and administrators led by Curriculum & Instruction MEP Facilitator
- Phase I: Research and Alignment
- Primarily Math program: UNL Graduate Program
 - Three MPS teachers have completed the program
 - Seven MPS teachers are currently participating

The Future: What Will Happen? (2015 and Beyond)

- MPS Math Summer Institute (June 2015)
 - Digital Learning, Making Mathematics Accessible to All Students, Rigor and Relevance
 - University Panel: Pedagogical Content Knowledge, Algebraic Thinking
 - Jim Lewis
 - Elliot Ostler
 - Neal Grandgenett
 - Balance between course-or-grade-level specific and integrated vertical groups
 - Understanding relationships between standards and developing mathematical thinking over time.
 - Collaboration with Consortium Schools
 - Matt Larson, Lincoln Public Schools

- Phase II: Curriculum Development (June 2015-May 2016)
 - Focus on curricular coherence and instructional shifts
 - Marriage between Tier I curricular resources and Tier II/III intervention tools

- Investigate:
 - Math Instructional Coaches
 - Implementation of K-1 diagnostic screener for early identification and intervention

MILLARD PUBLIC SCHOOLS

28-0017-000

Nebraska Performance Accountability (NePAS)

Elementary Grade-Level Configuration (Grades 3-5)

Indicator Type	Indicator	District Results	State Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	132.14	117.77	24	248
	Average NeSA Math	123.53	111.95	41	248
	Average NeSA Science	120.93	106.49	59	225
	Average NeSA Writing	46.10	43.13	56	223
Improvement from 2013 (Different Students)	Average NeSA Reading	3.75	3.17	112	248
	Average NeSA Math	0.16	2.73	157	248
	Average NeSA Science	-1.17	2.20	121	216
	Average NeSA Writing	0.23	-0.46	90	212
Growth since 2013 (Same Students)	NeSA Reading	10.71	7.54	72	245
	NeSA Math	1.08	2.98	167	245
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

Middle Grade-Level Configuration (Grades 6-8)

Indicator Type	Indicator	District Results	State Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	134.95	119.75	12	249
	Average NeSA Math	114.36	106.89	77	249
	Average NeSA Science	123.57	105.18	21	224
	Writing Status Not Displayed^^				
Improvement from 2013 (Different Students)	Average NeSA Reading	0.54	2.41	149	249
	Average NeSA Math	-0.52	2.15	155	249
	Average NeSA Science	2.63	2.64	95	217
	Writing Improvement Not Displayed^^				
Growth since 2013 (Same Students)	NeSA Reading	1.11	1.83	145	249
	NeSA Math	-3.69	0.33	176	249
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

Secondary Grade-Level Configuration (Grades 9-12)
Grades 9-12 Membership: 7063

Indicator Type	Indicator	District Results	State Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	127.99	110.19	36	230
	Average NeSA Math	116.75	102.09	74	230
	Average NeSA Science	113.89	103.13	61	230
	Writing Status Not Displayed^^				
Improvement from 2013 (Different Students)	Average NeSA Reading	16.77	4.48	32	217
	Average NeSA Math	4.93	1.85	75	217
	Average NeSA Science	4.46	0.25	64	217
	Writing Improvement Not Displayed^^				
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

School District (Grades 3-12)

Indicator Type	Indicator	District Results	State Results	Rank	# of Ranked Districts
Status	Average NeSA Reading	132.78	117.58	11	249
	Average NeSA Math	118.60	108.45	56	249
	Average NeSA Science	119.49	104.97	24	249
	Writing Status Not Displayed^^				
Improvement from 2013 (Different Students)	Average NeSA Reading	4.21	3.04	81	249
	Average NeSA Math	0.48	2.36	152	249
	Average NeSA Science	1.95	1.72	104	249
	Writing Improvement Not Displayed^^				
Growth since 2013 (Same Students)	NeSA Reading	4.91	4.15	99	249
	NeSA Math	-1.80	1.41	190	249
Participation	NeSA Reading	MET			
	NeSA Math	MET			
	NeSA Science	MET			
	NeSA Writing	MET			

District By Grade

Grade 03

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	125.35	113.67
	Average NeSA Math	122.67	111.81
	Science not assessed		
	Writing not assessed		
Improvement from 2013 (Different Students)	Average NeSA Reading	4.80	2.63
	Average NeSA Math	-0.02	1.75
	Science not assessed		
	Writing not assessed		
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03		
	Math growth not measured in Grade 03		
Participation	NeSA Reading	100.00 %	99.96 %
	NeSA Math	100.00 %	99.97 %
	Science not assessed		
	Writing not assessed		

Grade 04

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	132.27	118.88
	Average NeSA Math	124.64	112.49
	Science not assessed		
Improvement from 2013 (Different Students)	Average NeSA Writing	46.10	43.13
	Average NeSA Reading	2.83	4.18
	Average NeSA Math	1.42	3.86
	Science not assessed		
	Average NeSA Writing	0.23	-0.46
Growth since 2013 (Same Students)	NeSA Reading	11.74	8.46
	NeSA Math	1.97	2.77
Participation	NeSA Reading	99.95 %	99.96 %
	NeSA Math	99.95 %	99.95 %
	Science not assessed		
	NeSA Writing	99.78 %	99.91 %

Grade 05

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	138.69	120.77
	Average NeSA Math	123.20	111.52
	Average NeSA Science	120.93	106.49
	Writing not assessed		
Improvement from 2013 (Different Students)	Average NeSA Reading	3.28	2.59
	Average NeSA Math	-0.99	2.59
	Average NeSA Science	-1.17	2.20
	Writing not assessed		
Growth since 2013 (Same Students)	NeSA Reading	9.64	6.61
	NeSA Math	0.15	3.20
Participation	NeSA Reading	99.94 %	99.97 %
	NeSA Math	99.94 %	99.97 %
	NeSA Science	99.94 %	99.97 %
	Writing not assessed		

Grade 06

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	131.12	118.80
	Average NeSA Math	112.53	108.50
	Science not assessed		
	Writing not assessed		
Improvement from 2013 (Different Students)	Average NeSA Reading	3.69	3.74
	Average NeSA Math	-0.80	2.15
	Science not assessed		
	Writing not assessed		
Growth since 2013 (Same Students)	NeSA Reading	-3.03	1.18
	NeSA Math	-11.01	0.13
Participation	NeSA Reading	100.00 %	99.96 %
	NeSA Math	100.00 %	99.97 %
	Science not assessed		
	Writing not assessed		

Grade 07

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	143.82	126.06
	Average NeSA Math	118.23	108.57
	Science not assessed		
	Writing not assessed		
Improvement from 2013 (Different Students)	Average NeSA Reading	2.38	4.33
	Average NeSA Math	-0.29	2.93
	Science not assessed		
	Writing not assessed		
Growth since 2013 (Same Students)	NeSA Reading	16.89	11.38
	NeSA Math	5.09	2.61
Participation	NeSA Reading	99.89 %	99.93 %
	NeSA Math	99.95 %	99.93 %
	Science not assessed		
	Writing not assessed		

Grade 08

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	129.43	114.37
	Average NeSA Math	112.12	103.58
	Average NeSA Science	123.57	105.18
	Writing Status Not Displayed^^		
Improvement from 2013 (Different Students)	Average NeSA Reading	-5.31	-0.83
	Average NeSA Math	-0.72	1.43
	Average NeSA Science	2.63	2.64
	Writing Improvement Not Displayed^^		
Growth since 2013 (Same Students)	NeSA Reading	-11.46	-7.06
	NeSA Math	-5.69	-1.73
Participation	NeSA Reading	99.94 %	99.88 %
	NeSA Math	99.94 %	99.88 %
	NeSA Science	99.94 %	99.86 %
	NeSA Writing	99.83 %	99.80 %

Grade 11

Indicator Type	Indicator	District Results	State Results
Status	Average NeSA Reading	127.99	110.19
	Average NeSA Math	116.75	102.09
	Average NeSA Science	113.89	103.13
	Writing Status Not Displayed^^		
Improvement from 2013 (Different Students)	Average NeSA Reading	16.77	4.48
	Average NeSA Math	4.93	1.85
	Average NeSA Science	4.45	0.25
	Writing Improvement Not Displayed^^		
Growth since 2013 (Same Students)	Reading growth not measured in Grade 11		
	Math growth not measured in Grade 11		
Participation	NeSA Reading	99.77 %	99.50 %
	NeSA Math	99.71 %	99.45 %
	NeSA Science	99.83 %	99.38 %
	NeSA Writing	99.65 %	99.33 %

GRACE ABBOTT ELEM SCHOOL
28-0017-007

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	130.38	125.35	113.67
	Average NeSA Math	124.12	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	9.25	4.80	2.63
	Average NeSA Math	0.38	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

GRACE ABBOTT ELEM SCHOOL

28-0017-007

Nebraska Performance Accountability (NePAS) Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	132.00	132.27	118.88
	Average NeSA Math	129.04	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	47.07	46.10	43.13
	Average NeSA Reading	0.56	2.83	4.18
	Average NeSA Math	2.39	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	4.55	0.23	-0.46
	NeSA Reading	9.83	11.74	8.46
	NeSA Math	5.20	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

GRACE ABBOTT ELEM SCHOOL

28-0017-007

Nebraska Performance Accountability (NePAS) Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	141.95	138.69	120.77
	Average NeSA Math	126.96	123.20	111.52
	Average NeSA Science	133.98	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-1.30	3.28	2.59
	Average NeSA Math	-2.19	-0.99	2.59
	Average NeSA Science	-2.44	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	11.43	9.64	6.61
	NeSA Math	1.06	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

ACKERMAN ELEMENTARY SCHOOL

28-0017-024

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	117.13	125.35	113.67
	Average NeSA Math	123.19	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	9.91	4.80	2.63
	Average NeSA Math	12.24	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

ACKERMAN ELEMENTARY SCHOOL

28-0017-024

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	118.15	132.27	118.88
	Average NeSA Math	111.78	124.64	112.49
	Science not assessed			
	Average NeSA Writing	46.92	46.10	43.13
Improvement from 2013 (Different Students)	Average NeSA Reading	-13.12	2.83	4.18
	Average NeSA Math	-8.78	1.42	3.86
	Science not assessed			
	Average NeSA Writing	0.50	0.23	-0.46
Growth since 2013 (Same Students)	NeSA Reading	9.48	11.74	8.46
	NeSA Math	-0.31	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

ACKERMAN ELEMENTARY SCHOOL

28-0017-024

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	142.19	138.69	120.77
	Average NeSA Math	124.58	123.20	111.52
	Average NeSA Science	124.62	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	4.20	3.28	2.59
	Average NeSA Math	-5.43	-0.99	2.59
	Average NeSA Science	0.42	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	14.34	9.64	6.61
	NeSA Math	4.97	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

ALDRICH ELEMENTARY

28-0017-031

Nebraska Performance Accountability (NePAS)**Grade 03**

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	146.30	125.35	113.67
	Average NeSA Math	139.53	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	0.57	4.80	2.63
	Average NeSA Math	-0.93	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

ALDRICH ELEMENTARY
28-0017-031

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	156.27	132.27	118.88
	Average NeSA Math	141.35	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	55.38	46.10	43.13
	Average NeSA Reading	2.41	2.83	4.18
	Average NeSA Math	-7.20	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-0.82	0.23	-0.46
	NeSA Reading	14.26	11.74	8.46
	NeSA Math	2.34	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

ALDRICH ELEMENTARY
28-0017-031

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	166.35	138.69	120.77
	Average NeSA Math	155.20	123.20	111.52
	Average NeSA Science	140.13	120.93	106.49
Improvement from 2013 (Different Students)	Writing not assessed			
	Average NeSA Reading	7.71	3.28	2.59
	Average NeSA Math	7.14	-0.99	2.59
	Average NeSA Science	-0.05	-1.17	2.20
Growth since 2013 (Same Students)	Writing not assessed			
	NeSA Reading	10.84	9.64	6.61
	NeSA Math	4.72	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

BLACK ELK ELEMENTARY SCHOOL
28-0017-032

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	129.77	125.35	113.67
	Average NeSA Math	124.74	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	3.11	4.80	2.63
	Average NeSA Math	-9.34	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

BLACK ELK ELEMENTARY SCHOOL
28-0017-032

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	141.08	132.27	118.88
	Average NeSA Math	129.80	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	49.04	46.10	43.13
	Average NeSA Reading	8.81	2.83	4.18
	Average NeSA Math	10.31	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-1.35	0.23	-0.46
	NeSA Reading	15.77	11.74	8.46
	NeSA Math	-3.27	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

BLACK ELK ELEMENTARY SCHOOL

28-0017-032

Nebraska Performance Accountability (NePAS)**Grade 05**

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	143.63	138.69	120.77
	Average NeSA Math	118.46	123.20	111.52
	Average NeSA Science	124.82	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	12.43	3.28	2.59
	Average NeSA Math	-4.14	-0.99	2.59
	Average NeSA Science	5.64	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	11.84	9.64	6.61
	NeSA Math	-0.24	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

BRYAN ELEMENTARY SCHOOL

28-0017-003

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	110.31	125.35	113.67
	Average NeSA Math	109.10	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	1.75	4.80	2.63
	Average NeSA Math	1.62	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

BRYAN ELEMENTARY SCHOOL

28-0017-003

Nebraska Performance Accountability (NePAS) Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	125.17	132.27	118.88
	Average NeSA Math	111.20	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	47.40	46.10	43.13
	Average NeSA Reading	18.14	2.83	4.18
	Average NeSA Math	3.68	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	11.11	0.23	-0.46
	NeSA Reading	17.33	11.74	8.46
	NeSA Math	1.09	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

BRYAN ELEMENTARY SCHOOL

28-0017-003

Nebraska Performance Accountability (NePAS) Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	118.35	138.69	120.77
	Average NeSA Math	103.61	123.20	111.52
	Average NeSA Science	106.95	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-7.11	3.28	2.59
	Average NeSA Math	-14.52	-0.99	2.59
	Average NeSA Science	-15.61	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	12.32	9.64	6.61
	NeSA Math	-4.65	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

CODY ELEMENTARY SCHOOL

28-0017-008

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	122.88	125.35	113.67
	Average NeSA Math	118.25	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	2.12	4.80	2.63
	Average NeSA Math	-2.81	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

CODY ELEMENTARY SCHOOL

28-0017-008

Nebraska Performance Accountability (NePAS) Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	120.40	132.27	118.88
	Average NeSA Math	120.69	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	46.17	46.10	43.13
	Average NeSA Reading	-10.79	2.83	4.18
	Average NeSA Math	-7.22	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	1.78	0.23	-0.46
	NeSA Reading	2.79	11.74	8.46
	NeSA Math	3.90	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

CODY ELEMENTARY SCHOOL

28-0017-008

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	126.46	138.69	120.77
	Average NeSA Math	113.49	123.20	111.52
	Average NeSA Science	102.70	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-1.15	3.28	2.59
	Average NeSA Math	-5.51	-0.99	2.59
	Average NeSA Science	-11.00	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	0.17	9.64	6.61
	NeSA Math	-9.07	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

COTTONWOOD ELEMENTARY SCHOOL
28-0017-018

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	122.92	125.35	113.67
	Average NeSA Math	120.24	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-0.78	4.80	2.63
	Average NeSA Math	-11.23	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

COTTONWOOD ELEMENTARY SCHOOL

28-0017-018

Nebraska Performance Accountability (NePAS) Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	138.75	132.27	118.88
	Average NeSA Math	135.75	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	47.24	46.10	43.13
	Average NeSA Reading	14.55	2.83	4.18
	Average NeSA Math	6.70	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	4.38	0.23	-0.46
	NeSA Reading	11.44	11.74	8.46
	NeSA Math	2.59	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

COTTONWOOD ELEMENTARY SCHOOL

28-0017-018

Nebraska Performance Accountability (NePAS) Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	135.64	138.69	120.77
	Average NeSA Math	128.18	123.20	111.52
	Average NeSA Science	128.34	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	10.80	3.28	2.59
	Average NeSA Math	11.39	-0.99	2.59
	Average NeSA Science	13.78	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	11.35	9.64	6.61
	NeSA Math	-0.17	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

EZRA MILLARD ELEMENTARY SCH

28-0017-027

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	130.43	125.35	113.67
	Average NeSA Math	126.15	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	10.82	4.80	2.63
	Average NeSA Math	10.07	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

EZRA MILLARD ELEMENTARY SCH
28-0017-027

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	127.18	132.27	118.88
	Average NeSA Math	123.98	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	40.43	46.10	43.13
	Average NeSA Reading	4.11	2.83	4.18
	Average NeSA Math	11.34	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-5.76	0.23	-0.46
	NeSA Reading	2.00	11.74	8.46
	NeSA Math	1.42	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

EZRA MILLARD ELEMENTARY SCH
28-0017-027

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	120.30	138.69	120.77
	Average NeSA Math	111.33	123.20	111.52
	Average NeSA Science	104.35	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-15.45	3.28	2.59
	Average NeSA Math	-3.09	-0.99	2.59
	Average NeSA Science	-9.99	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	-4.40	9.64	6.61
	NeSA Math	-1.69	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

HARVEY OAKS ELEMENTARY SCHOOL

28-0017-019

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	126.57	125.35	113.67
	Average NeSA Math	120.89	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	2.28	4.80	2.63
	Average NeSA Math	3.54	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

HARVEY OAKS ELEMENTARY SCHOOL
28-0017-019

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	136.19	132.27	118.88
	Average NeSA Math	115.00	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	50.98	46.10	43.13
	Average NeSA Reading	14.57	2.83	4.18
	Average NeSA Math	11.16	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	4.49	0.23	-0.46
	NeSA Reading	16.00	11.74	8.46
	NeSA Math	3.85	1.97	2.77
Participation	NeSA Reading	98.08 %	99.95 %	99.96 %
	NeSA Math	98.08 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

HARVEY OAKS ELEMENTARY SCHOOL
28-0017-019

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	134.82	138.69	120.77
	Average NeSA Math	123.39	123.20	111.52
	Average NeSA Science	127.41	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-8.30	3.28	2.59
	Average NeSA Math	-7.98	-0.99	2.59
	Average NeSA Science	-0.63	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	10.98	9.64	6.61
	NeSA Math	18.48	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	98.04 %	99.94 %	99.97 %
	NeSA Math	98.04 %	99.94 %	99.97 %
	NeSA Science	98.04 %	99.94 %	99.97 %
	Writing not assessed			

HITCHCOCK ELEMENTARY SCHOOL
28-0017-012

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	146.90	125.35	113.67
	Average NeSA Math	156.21	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	4.16	4.80	2.63
	Average NeSA Math	12.00	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

HITCHCOCK ELEMENTARY SCHOOL
28-0017-012

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	160.46	132.27	118.88
	Average NeSA Math	157.77	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	54.14	46.10	43.13
	Average NeSA Reading	17.70	2.83	4.18
	Average NeSA Math	17.10	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	1.70	0.23	-0.46
	NeSA Reading	19.03	11.74	8.46
	NeSA Math	14.09	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

HITCHCOCK ELEMENTARY SCHOOL
28-0017-012

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	152.91	138.69	120.77
	Average NeSA Math	143.52	123.20	111.52
	Average NeSA Science	148.52	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	5.82	3.28	2.59
	Average NeSA Math	-1.60	-0.99	2.59
	Average NeSA Science	5.97	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	12.73	9.64	6.61
	NeSA Math	5.70	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

HOLLING HEIGHTS ELEM SCHOOL

28-0017-014

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	123.35	125.35	113.67
	Average NeSA Math	107.95	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	13.84	4.80	2.63
	Average NeSA Math	2.13	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

HOLLING HEIGHTS ELEM SCHOOL

28-0017-014

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	134.99	132.27	118.88
	Average NeSA Math	132.24	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	44.12	46.10	43.13
	Average NeSA Reading	5.58	2.83	4.18
	Average NeSA Math	12.94	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-3.30	0.23	-0.46
	NeSA Reading	25.95	11.74	8.46
	NeSA Math	27.73	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	95.52 %	99.78 %	99.91 %

HOLLING HEIGHTS ELEM SCHOOL

28-0017-014

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	137.08	138.69	120.77
	Average NeSA Math	115.68	123.20	111.52
	Average NeSA Science	109.17	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	7.47	3.28	2.59
	Average NeSA Math	-2.97	-0.99	2.59
	Average NeSA Science	4.69	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	10.99	9.64	6.61
	NeSA Math	-1.67	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

J STERLING MORTON ELEM SCHOOL

28-0017-015

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	124.37	125.35	113.67
	Average NeSA Math	126.30	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	2.94	4.80	2.63
	Average NeSA Math	1.62	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

J STERLING MORTON ELEM SCHOOL

28-0017-015

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	125.07	132.27	118.88
	Average NeSA Math	120.22	124.64	112.49
	Science not assessed			
	Average NeSA Writing	43.37	46.10	43.13
Improvement from 2013 (Different Students)	Average NeSA Reading	1.14	2.83	4.18
	Average NeSA Math	1.89	1.42	3.86
	Science not assessed			
	Average NeSA Writing	0.29	0.23	-0.46
Growth since 2013 (Same Students)	NeSA Reading	2.09	11.74	8.46
	NeSA Math	-3.69	1.97	2.77
	Science not assessed			
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

J STERLING MORTON ELEM SCHOOL

28-0017-015

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	124.76	138.69	120.77
	Average NeSA Math	111.37	123.20	111.52
	Average NeSA Science	107.28	120.93	106.49
Improvement from 2013 (Different Students)	Writing not assessed			
	Average NeSA Reading	-7.03	3.28	2.59
	Average NeSA Math	-6.00	-0.99	2.59
	Average NeSA Science	-14.86	-1.17	2.20
Growth since 2013 (Same Students)	Writing not assessed			
	NeSA Reading	1.22	9.64	6.61
	NeSA Math	-6.08	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

MONTCLAIR ELEMENTARY SCHOOL

28-0017-013

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	113.72	125.35	113.67
	Average NeSA Math	104.71	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	0.46	4.80	2.63
	Average NeSA Math	-6.34	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

MONTCLAIR ELEMENTARY SCHOOL

28-0017-013

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	123.43	132.27	118.88
	Average NeSA Math	116.69	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	39.71	46.10	43.13
	Average NeSA Reading	0.12	2.83	4.18
	Average NeSA Math	0.01	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-5.82	0.23	-0.46
	NeSA Reading	9.38	11.74	8.46
	NeSA Math	5.43	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

MONTCLAIR ELEMENTARY SCHOOL

28-0017-013

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	140.84	138.69	120.77
	Average NeSA Math	125.08	123.20	111.52
	Average NeSA Science	120.82	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	20.58	3.28	2.59
	Average NeSA Math	12.77	-0.99	2.59
	Average NeSA Science	12.55	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	15.26	9.64	6.61
	NeSA Math	6.42	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

NEIHARDT ELEMENTARY SCHOOL

28-0017-017

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	118.28	125.35	113.67
	Average NeSA Math	111.67	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	11.42	4.80	2.63
	Average NeSA Math	3.46	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

NEIHARDT ELEMENTARY SCHOOL

28-0017-017

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	119.67	132.27	118.88
	Average NeSA Math	110.10	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	41.57	46.10	43.13
	Average NeSA Reading	5.80	2.83	4.18
	Average NeSA Math	6.37	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	4.42	0.23	-0.46
	NeSA Reading	14.31	11.74	8.46
	NeSA Math	2.73	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

NEIHARDT ELEMENTARY SCHOOL

28-0017-017

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	127.79	138.69	120.77
	Average NeSA Math	112.01	123.20	111.52
	Average NeSA Science	113.67	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-1.09	3.28	2.59
	Average NeSA Math	-9.44	-0.99	2.59
	Average NeSA Science	-5.69	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	18.17	9.64	6.61
	NeSA Math	9.92	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

NORMAN ROCKWELL ELEM SCHOOL

28-0017-020

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	102.04	125.35	113.67
	Average NeSA Math	101.79	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-5.90	4.80	2.63
	Average NeSA Math	-5.78	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

NORMAN ROCKWELL ELEM SCHOOL

28-0017-020

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	131.92	132.27	118.88
	Average NeSA Math	114.54	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	42.10	46.10	43.13
	Average NeSA Reading	10.56	2.83	4.18
	Average NeSA Math	-6.73	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	0.37	0.23	-0.46
	NeSA Reading	23.93	11.74	8.46
	NeSA Math	6.09	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

NORMAN ROCKWELL ELEM SCHOOL

28-0017-020

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	132.83	138.69	120.77
	Average NeSA Math	115.44	123.20	111.52
	Average NeSA Science	120.13	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	3.70	3.28	2.59
	Average NeSA Math	-4.54	-0.99	2.59
	Average NeSA Science	5.42	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	9.63	9.64	6.61
	NeSA Math	-4.35	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

NORRIS ELEMENTARY SCHOOL

28-0017-009

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	119.71	125.35	113.67
	Average NeSA Math	120.35	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	2.55	4.80	2.63
	Average NeSA Math	2.04	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

NORRIS ELEMENTARY SCHOOL

28-0017-009

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	133.84	132.27	118.88
	Average NeSA Math	113.35	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	46.85	46.10	43.13
	Average NeSA Reading	19.35	2.83	4.18
	Average NeSA Math	1.47	1.42	3.86
	Science not assessed			
	Average NeSA Writing	6.92	0.23	-0.46
Growth since 2013 (Same Students)	NeSA Reading	16.92	11.74	8.46
	NeSA Math	-5.35	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

NORRIS ELEMENTARY SCHOOL

28-0017-009

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	120.38	138.69	120.77
	Average NeSA Math	100.89	123.20	111.52
	Average NeSA Science	107.70	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	7.49	3.28	2.59
	Average NeSA Math	4.16	-0.99	2.59
	Average NeSA Science	7.23	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	7.02	9.64	6.61
	NeSA Math	-11.14	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

REAGAN ELEMENTARY

28-0017-039

Nebraska Performance Accountability (NePAS)**Grade 03**

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	123.96	125.35	113.67
	Average NeSA Math	128.18	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	1.51	4.80	2.63
	Average NeSA Math	-3.96	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

REAGAN ELEMENTARY

28-0017-039

**Nebraska Performance Accountability (NePAS)
Grade 04**

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	125.55	132.27	118.88
	Average NeSA Math	116.62	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	47.39	46.10	43.13
	Average NeSA Reading	-4.60	2.83	4.18
	Average NeSA Math	-7.61	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	0.76	0.23	-0.46
	NeSA Reading	2.56	11.74	8.46
	NeSA Math	-14.30	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

REAGAN ELEMENTARY

28-0017-039

Nebraska Performance Accountability (NePAS)**Grade 05**

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	137.06	138.69	120.77
	Average NeSA Math	124.83	123.20	111.52
	Average NeSA Science	123.39	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	0.80	3.28	2.59
	Average NeSA Math	0.32	-0.99	2.59
	Average NeSA Science	-2.46	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	9.39	9.64	6.61
	NeSA Math	0.91	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

REEDER ELEMENTARY SCHOOL

28-0017-038

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	134.61	125.35	113.67
	Average NeSA Math	131.67	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	20.13	4.80	2.63
	Average NeSA Math	11.96	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

REEDER ELEMENTARY SCHOOL

28-0017-038

Nebraska Performance Accountability (NePAS) Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	128.23	132.27	118.88
	Average NeSA Math	122.74	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	42.96	46.10	43.13
	Average NeSA Reading	0.87	2.83	4.18
	Average NeSA Math	-6.92	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-2.00	0.23	-0.46
	NeSA Reading	12.15	11.74	8.46
	NeSA Math	1.21	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

REEDER ELEMENTARY SCHOOL

28-0017-038

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	137.64	138.69	120.77
	Average NeSA Math	129.84	123.20	111.52
	Average NeSA Science	127.03	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	5.16	3.28	2.59
	Average NeSA Math	6.76	-0.99	2.59
	Average NeSA Science	-0.43	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	9.33	9.64	6.61
	NeSA Math	-2.32	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

ROHWER ELEMENTARY SCHOOL

28-0017-033

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	122.85	125.35	113.67
	Average NeSA Math	116.91	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	2.13	4.80	2.63
	Average NeSA Math	-13.42	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

ROHWER ELEMENTARY SCHOOL

28-0017-033

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	129.56	132.27	118.88
	Average NeSA Math	130.74	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	50.48	46.10	43.13
	Average NeSA Reading	-0.57	2.83	4.18
	Average NeSA Math	-2.00	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-2.10	0.23	-0.46
	NeSA Reading	10.51	11.74	8.46
	NeSA Math	3.14	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

ROHWER ELEMENTARY SCHOOL

28-0017-033

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	154.08	138.69	120.77
	Average NeSA Math	126.92	123.20	111.52
	Average NeSA Science	116.32	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	2.81	3.28	2.59
	Average NeSA Math	-10.27	-0.99	2.59
	Average NeSA Science	-20.82	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	21.53	9.64	6.61
	NeSA Math	-4.65	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

SANDOZ ELEMENTARY SCHOOL

28-0017-010

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	110.00	125.35	113.67
	Average NeSA Math	102.39	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-2.04	4.80	2.63
	Average NeSA Math	3.30	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

SANDOZ ELEMENTARY SCHOOL

28-0017-010

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	121.67	132.27	118.88
	Average NeSA Math	118.45	124.64	112.49
	Science not assessed			
	Average NeSA Writing	41.37	46.10	43.13
Improvement from 2013 (Different Students)	Average NeSA Reading	-8.01	2.83	4.18
	Average NeSA Math	7.05	1.42	3.86
	Science not assessed			
	Average NeSA Writing	-1.29	0.23	-0.46
Growth since 2013 (Same Students)	NeSA Reading	10.59	11.74	8.46
	NeSA Math	20.16	1.97	2.77
	Science not assessed			
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	97.96 %	99.78 %	99.91 %

SANDOZ ELEMENTARY SCHOOL

28-0017-010

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	138.29	138.69	120.77
	Average NeSA Math	121.66	123.20	111.52
	Average NeSA Science	114.45	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	13.66	3.28	2.59
	Average NeSA Math	13.95	-0.99	2.59
	Average NeSA Science	8.39	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	7.43	9.64	6.61
	NeSA Math	8.45	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

UPCHURCH ELEMENTARY

28-0017-040

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	136.79	125.35	113.67
	Average NeSA Math	138.95	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	5.81	4.80	2.63
	Average NeSA Math	0.53	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

UPCHURCH ELEMENTARY

28-0017-040

Nebraska Performance Accountability (NePAS)**Grade 04**

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	139.66	132.27	118.88
	Average NeSA Math	140.90	124.64	112.49
	Science not assessed			
	Average NeSA Writing	43.14	46.10	43.13
Improvement from 2013 (Different Students)	Average NeSA Reading	-5.22	2.83	4.18
	Average NeSA Math	5.24	1.42	3.86
	Science not assessed			
	Average NeSA Writing	-5.91	0.23	-0.46
Growth since 2013 (Same Students)	NeSA Reading	10.38	11.74	8.46
	NeSA Math	1.99	1.97	2.77
	Science not assessed			
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

UPCHURCH ELEMENTARY

28-0017-040

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	149.48	138.69	120.77
	Average NeSA Math	123.59	123.20	111.52
	Average NeSA Science	132.07	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-2.19	3.28	2.59
	Average NeSA Math	-5.62	-0.99	2.59
	Average NeSA Science	-7.00	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	5.00	9.64	6.61
	NeSA Math	-14.45	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

WALT DISNEY ELEMENTARY SCHOOL

28-0017-016

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	111.05	125.35	113.67
	Average NeSA Math	109.49	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	4.95	4.80	2.63
	Average NeSA Math	8.62	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

WALT DISNEY ELEMENTARY SCHOOL
28-0017-016

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	114.46	132.27	118.88
	Average NeSA Math	109.27	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	41.91	46.10	43.13
	Average NeSA Reading	3.77	2.83	4.18
	Average NeSA Math	-2.91	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-1.25	0.23	-0.46
	NeSA Reading	7.05	11.74	8.46
	NeSA Math	7.84	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

WALT DISNEY ELEMENTARY SCHOOL

28-0017-016

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	134.10	138.69	120.77
	Average NeSA Math	119.68	123.20	111.52
	Average NeSA Science	107.08	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	1.54	3.28	2.59
	Average NeSA Math	-1.75	-0.99	2.59
	Average NeSA Science	-12.96	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	23.53	9.64	6.61
	NeSA Math	8.38	0.15	3.20
	NeSA Science			
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

WHEELER ELEMENTARY SCHOOL

28-0017-034

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	134.36	125.35	113.67
	Average NeSA Math	132.66	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	4.87	4.80	2.63
	Average NeSA Math	-4.47	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

WHEELER ELEMENTARY SCHOOL

28-0017-034

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	141.19	132.27	118.88
	Average NeSA Math	139.19	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	51.21	46.10	43.13
	Average NeSA Reading	-8.77	2.83	4.18
	Average NeSA Math	-3.37	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-0.16	0.23	-0.46
	NeSA Reading	12.98	11.74	8.46
	NeSA Math	4.49	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

WHEELER ELEMENTARY SCHOOL

28-0017-034

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	149.06	138.69	120.77
	Average NeSA Math	130.74	123.20	111.52
	Average NeSA Science	124.56	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	13.25	3.28	2.59
	Average NeSA Math	5.87	-0.99	2.59
	Average NeSA Science	4.93	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	-0.64	9.64	6.61
	NeSA Math	-10.99	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

WILLA CATHER ELEMENTARY SCHOOL

28-0017-011

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	132.19	125.35	113.67
	Average NeSA Math	131.16	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	6.89	4.80	2.63
	Average NeSA Math	8.24	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

WILLA CATHER ELEMENTARY SCHOOL

28-0017-011

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	130.82	132.27	118.88
	Average NeSA Math	114.10	124.64	112.49
	Science not assessed			
	Average NeSA Writing	44.47	46.10	43.13
Improvement from 2013 (Different Students)	Average NeSA Reading	0.89	2.83	4.18
	Average NeSA Math	-11.07	1.42	3.86
	Science not assessed			
	Average NeSA Writing	-2.80	0.23	-0.46
Growth since 2013 (Same Students)	NeSA Reading	3.23	11.74	8.46
	NeSA Math	-8.23	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

WILLA CATHER ELEMENTARY SCHOOL

28-0017-011

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	134.20	138.69	120.77
	Average NeSA Math	118.21	123.20	111.52
	Average NeSA Science	108.56	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-3.10	3.28	2.59
	Average NeSA Math	-2.99	-0.99	2.59
	Average NeSA Science	0.52	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	3.32	9.64	6.61
	NeSA Math	-6.43	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

WILLOWDALE ELEMENTARY SCHOOL
28-0017-028

Nebraska Performance Accountability (NePAS)

Grade 03

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	125.37	125.35	113.67
	Average NeSA Math	122.37	122.67	111.81
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-1.66	4.80	2.63
	Average NeSA Math	-12.34	-0.02	1.75
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 03			
	Math growth not measured in Grade 03			
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

WILLOWDALE ELEMENTARY SCHOOL
28-0017-028

Nebraska Performance Accountability (NePAS)

Grade 04

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	143.41	132.27	118.88
	Average NeSA Math	129.07	124.64	112.49
	Science not assessed			
Improvement from 2013 (Different Students)	Average NeSA Writing	44.97	46.10	43.13
	Average NeSA Reading	5.03	2.83	4.18
	Average NeSA Math	1.63	1.42	3.86
	Science not assessed			
Growth since 2013 (Same Students)	Average NeSA Writing	-0.32	0.23	-0.46
	NeSA Reading	17.75	11.74	8.46
	NeSA Math	-4.66	1.97	2.77
Participation	NeSA Reading	100.00 %	99.95 %	99.96 %
	NeSA Math	100.00 %	99.95 %	99.95 %
	Science not assessed			
	NeSA Writing	100.00 %	99.78 %	99.91 %

WILLOWDALE ELEMENTARY SCHOOL
28-0017-028

Nebraska Performance Accountability (NePAS)

Grade 05

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	147.99	138.69	120.77
	Average NeSA Math	147.07	123.20	111.52
	Average NeSA Science	132.86	120.93	106.49
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-1.48	3.28	2.59
	Average NeSA Math	-3.50	-0.99	2.59
	Average NeSA Science	-6.65	-1.17	2.20
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	9.22	9.64	6.61
	NeSA Math	22.11	0.15	3.20
Participation	NeSA Reading	100.00 %	99.94 %	99.97 %
	NeSA Math	100.00 %	99.94 %	99.97 %
	NeSA Science	100.00 %	99.94 %	99.97 %
	Writing not assessed			

BEADLE MIDDLE SCHOOL

28-0017-035

Nebraska Performance Accountability (NePAS)**Grade 06**

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	125.63	131.12	118.80
	Average NeSA Math	101.01	112.53	108.50
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	0.19	3.69	3.74
	Average NeSA Math	-6.22	-0.80	2.15
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	-5.53	-3.03	1.18
	NeSA Math	-19.99	-11.01	0.13
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

BEADLE MIDDLE SCHOOL

28-0017-035

Nebraska Performance Accountability (NePAS)

Grade 07

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	145.54	143.82	126.06
	Average NeSA Math	122.55	118.23	108.57
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-0.80	2.38	4.33
	Average NeSA Math	-1.64	-0.29	2.93
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	20.17	16.89	11.38
	NeSA Math	15.03	5.09	2.61
Participation	NeSA Reading	100.00 %	99.89 %	99.93 %
	NeSA Math	100.00 %	99.95 %	99.93 %
	Science not assessed			
	Writing not assessed			

BEADLE MIDDLE SCHOOL

28-0017-035

Nebraska Performance Accountability (NePAS)**Grade 08**

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	130.16	129.43	114.37
	Average NeSA Math	117.49	112.12	103.58
	Average NeSA Science	131.46	123.57	105.18
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	-6.62	-5.31	-0.83
	Average NeSA Math	1.84	-0.72	1.43
	Average NeSA Science	8.72	2.63	2.64
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	NeSA Reading	-15.29	-11.46	-7.06
	NeSA Math	-5.85	-5.69	-1.73
Participation	NeSA Reading	100.00 %	99.94 %	99.88 %
	NeSA Math	100.00 %	99.94 %	99.88 %
	NeSA Science	100.00 %	99.94 %	99.86 %
	NeSA Writing	100.00 %	99.83 %	99.80 %

HARRY ANDERSEN MIDDLE SCHOOL

28-0017-025

Nebraska Performance Accountability (NePAS)

Grade 06

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	125.50	131.12	118.80
	Average NeSA Math	105.76	112.53	108.50
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	6.00	3.69	3.74
	Average NeSA Math	4.66	-0.80	2.15
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	-5.42	-3.03	1.18
	NeSA Math	-15.59	-11.01	0.13
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

HARRY ANDERSEN MIDDLE SCHOOL

28-0017-025

Nebraska Performance Accountability (NePAS)

Grade 07

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	139.36	143.82	126.06
	Average NeSA Math	109.19	118.23	108.57
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	8.78	2.38	4.33
	Average NeSA Math	3.78	-0.29	2.93
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	20.81	16.89	11.38
	NeSA Math	8.75	5.09	2.61
Participation	NeSA Reading	100.00 %	99.89 %	99.93 %
	NeSA Math	100.00 %	99.95 %	99.93 %
	Science not assessed			
	Writing not assessed			

HARRY ANDERSEN MIDDLE SCHOOL

28-0017-025

Nebraska Performance Accountability (NePAS)

Grade 08

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	124.70	129.43	114.37
	Average NeSA Math	109.63	112.12	103.58
	Average NeSA Science	117.92	123.57	105.18
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	-1.07	-5.31	-0.83
	Average NeSA Math	2.13	-0.72	1.43
	Average NeSA Science	2.07	2.63	2.64
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	NeSA Reading	-5.79	-11.46	-7.06
	NeSA Math	4.39	-5.69	-1.73
Participation	NeSA Reading	99.63 %	99.94 %	99.88 %
	NeSA Math	99.63 %	99.94 %	99.88 %
	NeSA Science	99.63 %	99.94 %	99.86 %
	NeSA Writing	99.25 %	99.83 %	99.80 %

KIEWIT MIDDLE SCHOOL
28-0017-026

Nebraska Performance Accountability (NePAS)

Grade 06

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	134.08	131.12	118.80
	Average NeSA Math	122.97	112.53	108.50
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	3.11	3.69	3.74
	Average NeSA Math	-1.10	-0.80	2.15
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	-3.19	-3.03	1.18
	NeSA Math	-0.79	-11.01	0.13
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

KIEWIT MIDDLE SCHOOL
28-0017-026

Nebraska Performance Accountability (NePAS)

Grade 07

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	144.63	143.82	126.06
	Average NeSA Math	121.41	118.23	108.57
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	4.80	2.38	4.33
	Average NeSA Math	2.53	-0.29	2.93
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	14.72	16.89	11.38
	NeSA Math	-2.05	5.09	2.61
Participation	NeSA Reading	100.00 %	99.89 %	99.93 %
	NeSA Math	100.00 %	99.95 %	99.93 %
	Science not assessed			
	Writing not assessed			

KIEWIT MIDDLE SCHOOL
28-0017-026

Nebraska Performance Accountability (NePAS)

Grade 08

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	128.93	129.43	114.37
	Average NeSA Math	113.80	112.12	103.58
	Average NeSA Science	120.83	123.57	105.18
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	-7.53	-5.31	-0.83
	Average NeSA Math	-2.53	-0.72	1.43
	Average NeSA Science	-1.03	2.63	2.64
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	NeSA Reading	-10.54	-11.46	-7.06
	NeSA Math	-4.88	-5.69	-1.73
Participation	NeSA Reading	100.00 %	99.94 %	99.88 %
	NeSA Math	100.00 %	99.94 %	99.88 %
	NeSA Science	100.00 %	99.94 %	99.86 %
	NeSA Writing	100.00 %	99.83 %	99.80 %

MILLARD CENTRAL MIDDLE SCHOOL

28-0017-002

Nebraska Performance Accountability (NePAS)

Grade 06

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	117.23	131.12	118.80
	Average NeSA Math	100.21	112.53	108.50
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-4.07	3.69	3.74
	Average NeSA Math	-9.71	-0.80	2.15
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	-3.86	-3.03	1.18
	NeSA Math	-10.82	-11.01	0.13
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

MILLARD CENTRAL MIDDLE SCHOOL

28-0017-002

Nebraska Performance Accountability (NePAS)

Grade 07

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	136.58	143.82	126.06
	Average NeSA Math	113.91	118.23	108.57
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	2.41	2.38	4.33
	Average NeSA Math	8.02	-0.29	2.93
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	17.31	16.89	11.38
	NeSA Math	5.56	5.09	2.61
Participation	NeSA Reading	99.61 %	99.89 %	99.93 %
	NeSA Math	100.00 %	99.95 %	99.93 %
	Science not assessed			
	Writing not assessed			

MILLARD CENTRAL MIDDLE SCHOOL

28-0017-002

Nebraska Performance Accountability (NePAS)

Grade 08

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	119.78	129.43	114.37
	Average NeSA Math	100.59	112.12	103.58
	Average NeSA Science	112.04	123.57	105.18
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	-7.42	-5.31	-0.83
	Average NeSA Math	-3.89	-0.72	1.43
	Average NeSA Science	-1.58	2.63	2.64
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	NeSA Reading	-12.37	-11.46	-7.06
	NeSA Math	-1.85	-5.69	-1.73
Participation	NeSA Reading	100.00 %	99.94 %	99.88 %
	NeSA Math	100.00 %	99.94 %	99.88 %
	NeSA Science	100.00 %	99.94 %	99.86 %
	NeSA Writing	100.00 %	99.83 %	99.80 %

MILLARD NORTH MIDDLE SCHOOL

28-0017-006

Nebraska Performance Accountability (NePAS)

Grade 06

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	139.08	131.12	118.80
	Average NeSA Math	122.36	112.53	108.50
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	4.19	3.69	3.74
	Average NeSA Math	0.52	-0.80	2.15
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	0.45	-3.03	1.18
	NeSA Math	-3.53	-11.01	0.13
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

MILLARD NORTH MIDDLE SCHOOL
28-0017-006

Nebraska Performance Accountability (NePAS)

Grade 07

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	144.69	143.82	126.06
	Average NeSA Math	119.04	118.23	108.57
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	1.64	2.38	4.33
	Average NeSA Math	-3.76	-0.29	2.93
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	9.83	16.89	11.38
	NeSA Math	-3.00	5.09	2.61
Participation	NeSA Reading	99.61 %	99.89 %	99.93 %
	NeSA Math	99.61 %	99.95 %	99.93 %
	Science not assessed			
	Writing not assessed			

MILLARD NORTH MIDDLE SCHOOL

28-0017-006

Nebraska Performance Accountability (NePAS)

Grade 08

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	130.34	129.43	114.37
	Average NeSA Math	106.91	112.12	103.58
	Average NeSA Science	120.95	123.57	105.18
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	-9.30	-5.31	-0.83
	Average NeSA Math	-2.77	-0.72	1.43
	Average NeSA Science	0.91	2.63	2.64
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	NeSA Reading	-13.29	-11.46	-7.06
	NeSA Math	-16.32	-5.69	-1.73
Participation	NeSA Reading	100.00 %	99.94 %	99.88 %
	NeSA Math	100.00 %	99.94 %	99.88 %
	NeSA Science	100.00 %	99.94 %	99.86 %
	NeSA Writing	99.61 %	99.83 %	99.80 %

RUSSELL MIDDLE SCHOOL

28-0017-029

Nebraska Performance Accountability (NePAS)

Grade 06

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	144.85	131.12	118.80
	Average NeSA Math	124.86	112.53	108.50
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	10.98	3.69	3.74
	Average NeSA Math	5.78	-0.80	2.15
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	0.02	-3.03	1.18
	NeSA Math	-11.61	-11.01	0.13
Participation	NeSA Reading	100.00 %	100.00 %	99.96 %
	NeSA Math	100.00 %	100.00 %	99.97 %
	Science not assessed			
	Writing not assessed			

RUSSELL MIDDLE SCHOOL

28-0017-029

Nebraska Performance Accountability (NePAS)

Grade 07

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	151.31	143.82	126.06
	Average NeSA Math	122.15	118.23	108.57
	Science not assessed			
	Writing not assessed			
Improvement from 2013 (Different Students)	Average NeSA Reading	-1.07	2.38	4.33
	Average NeSA Math	-8.80	-0.29	2.93
	Science not assessed			
	Writing not assessed			
Growth since 2013 (Same Students)	NeSA Reading	16.31	16.89	11.38
	NeSA Math	2.02	5.09	2.61
Participation	NeSA Reading	100.00 %	99.89 %	99.93 %
	NeSA Math	100.00 %	99.95 %	99.93 %
	Science not assessed			
	Writing not assessed			

RUSSELL MIDDLE SCHOOL

28-0017-029

Nebraska Performance Accountability (NePAS)

Grade 08

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	140.97	129.43	114.37
	Average NeSA Math	120.89	112.12	103.58
	Average NeSA Science	134.67	123.57	105.18
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	-0.76	-5.31	-0.83
	Average NeSA Math	-0.32	-0.72	1.43
	Average NeSA Science	4.49	2.63	2.64
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	NeSA Reading	-10.39	-11.46	-7.06
	NeSA Math	-8.99	-5.69	-1.73
Participation	NeSA Reading	100.00 %	99.94 %	99.88 %
	NeSA Math	100.00 %	99.94 %	99.88 %
	NeSA Science	100.00 %	99.94 %	99.86 %
	NeSA Writing	100.00 %	99.83 %	99.80 %

MILLARD NORTH HIGH SCHOOL
28-0017-004

Nebraska Performance Accountability (NePAS)

Grade 11

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	132.94	127.99	110.19
	Average NeSA Math	123.60	116.75	102.09
	Average NeSA Science	116.78	113.89	103.13
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	11.78	16.77	4.48
	Average NeSA Math	-1.62	4.93	1.85
	Average NeSA Science	2.33	4.45	0.25
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 11			
	Math growth not measured in Grade 11			
Participation	NeSA Reading	99.53 %	99.77 %	99.50 %
	NeSA Math	99.53 %	99.71 %	99.45 %
	NeSA Science	99.68 %	99.83 %	99.38 %
	NeSA Writing	99.52 %	99.65 %	99.33 %

MILLARD SOUTH HIGH SCHOOL
28-0017-001

Nebraska Performance Accountability (NePAS)

Grade 11

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	114.36	127.99	110.19
	Average NeSA Math	100.34	116.75	102.09
	Average NeSA Science	107.01	113.89	103.13
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	7.24	16.77	4.48
	Average NeSA Math	1.79	4.93	1.85
	Average NeSA Science	3.57	4.45	0.25
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 11			
	Math growth not measured in Grade 11			
Participation	NeSA Reading	100.00 %	99.77 %	99.50 %
	NeSA Math	100.00 %	99.71 %	99.45 %
	NeSA Science	100.00 %	99.83 %	99.38 %
	NeSA Writing	99.80 %	99.65 %	99.33 %

MILLARD WEST HIGH SCHOOL

28-0017-030

Nebraska Performance Accountability (NePAS)

NePAS
Definition



Grade 11

Indicator Type	Indicator	Building Results	District Results	State Results
Status	Average NeSA Reading	134.38	127.99	110.19
	Average NeSA Math	123.51	116.75	102.09
	Average NeSA Science	116.71	113.89	103.13
	Writing Status Not Displayed^^			
Improvement from 2013 (Different Students)	Average NeSA Reading	29.53	16.77	4.48
	Average NeSA Math	13.72	4.93	1.85
	Average NeSA Science	7.15	4.45	0.25
	Writing Improvement Not Displayed^^			
Growth since 2013 (Same Students)	Reading growth not measured in Grade 11			
	Math growth not measured in Grade 11			
Participation	NeSA Reading	99.83 %	99.77 %	99.50 %
	NeSA Math	99.66 %	99.71 %	99.45 %
	NeSA Science	99.83 %	99.83 %	99.38 %
	NeSA Writing	99.66 %	99.65 %	99.33 %

Current NePAS information

(Retrieved from http://www.education.ne.gov/Assessment/pdfs/Nebraska_Performance_Accountability_System_Aug_2012.pdf on 10/22/14).

Nebraska Performance Accountability System [NePAS] August 9, 2012

The following narrative provides extended explanation for the Nebraska Performance Accountability System (NePAS) as of August 2012. Two sections of NePAS reporting will be included:

Section I: Performance by each indicator for NePAS grade-level configurations and NePAS school district
Section II: Performance for each indicator by grade within each building and district

Section I

Nebraska Performance Accountability System [NePAS] by NePAS Grade-Level Configurations and School District

For each school district and NePAS **“grade-level configuration”** (as defined below) within a district, the State of the Schools Report [SOSR] will display the calculations of scale scores for all NeSA performance indicators to include status, growth, and improvement. Grades 3 and 11 will not include growth. Graduation rate will be calculated as a percentage and will include a display of school district enrollment for grades 9-12. Participation will be indicated as Met or Not Met. Except for participation, each indicator for the district and each NePAS **grade-level configuration** within the district will receive a state ranking.

“NePAS Grade-Level Configuration” will be defined as:

NePAS Elementary Grade-Level Configuration	Grades 3-5
NePAS Middle Grade-Level Configuration	Grades 6-8
NePAS Secondary Grade-Level Configuration	Grades 9-12

NePAS by **NePAS** Grade-Level Configuration will include the following NeSA Performance Indicators:

NePAS Elementary Grade-Level Configuration (Grades 3-5) NePAS Middle Grade-Level Configuration (Grades 6-8)		Reporting Measures	Ranked
Status	NeSA Reading	Average Scale Score	Yes
	NeSA Math	Average Scale Score	Yes
	NeSA Science	Average Scale Score	Yes
	NeSA Writing	Average Scale Score	Yes
Improvement	NeSA Reading	Difference of Average Scale Score	Yes
	NeSA Math	Difference of Average Scale Score	Yes
	NeSA Science	Difference of Average Scale Score	Yes
	NeSA Writing	Difference of Average Scale Score	Yes
Growth	NeSA Reading	Average of Differences in Scale Scores	Yes
	NeSA Math	Average of Differences in Scale Scores	Yes
Participation	NeSA Reading	Met/Not Met	No
	NeSA Math	Met/Not Met	No
	NeSA Science	Met/Not Met	No
	NeSA Writing	Met/Not Met	No

NePAS Secondary Grade-Level Configuration (Grades 9-12)		Reporting Measures	Ranked	Enrollment
Status	Average NeSA Reading	Average Scale Score	Yes	
	Average NeSA Math	Average Scale Score	Yes	
	Average NeSA Science	Average Scale Score	Yes	
	Average NeSA Writing	Average Scale Score	Yes	
Improvement	Average NeSA Reading	Difference of Average Scale Score	Yes	
	Average NeSA Math	Difference of Average Scale Score	Yes	
	Average NeSA Science	Difference of Average Scale Score	Yes	
	Average NeSA Writing	Difference of Average Scale Score	Yes	
Graduation Rate	4-Year	Percent	Yes	Grades 9-12
	6-Year (Available 2013)	Percent	Yes	
Participation	NeSA Reading	Met/Not Met	No	
	NeSA Math	Met/Not Met	No	
	NeSA Science	Met/Not Met	No	
	NeSA Writing	Met/Not Met	No	

NePAS School District		Reporting Measures	Ranked	Enrollment
Status	Average NeSA Reading	Average Scale Score	Yes	
	Average NeSA Math	Average Scale Score	Yes	
	Average NeSA Science	Average Scale Score	Yes	
	Average NeSA Writing	Average Scale Score	Yes	
Improvement	Average NeSA Reading	Difference of Average Scale Score	Yes	
	Average NeSA Math	Difference of Average Scale Score	Yes	
	Average NeSA Science	Difference of Average Scale Score	Yes	
	Average NeSA Writing	Difference of Average Scale Score	Yes	
Growth	NeSA Reading	Average of Differences in Scale Scores	Yes	
	NeSA Math	Average of Differences in Scale Scores	Yes	
Graduation Rate	4-Year	Percent	Yes	Grades 9-12
	6-Year (Available 2013)	Percent	Yes	
Participation	NeSA Reading	Met/Not Met	No	
	NeSA Math	Met/Not Met	No	
	NeSA Science	Met/Not Met	No	
	NeSA Writing	Met/Not Met	No	

Section II

Nebraska Performance Accountability System [NePAS] by Grade within each Building and District

For each **building** (see definition below) in a district, the State of the Schools Report [SOSR] will display the calculations of scale scores for all NeSA performance indicators for each applicable grade within the building, to include status, growth, and improvement. Participation and graduation rate will be calculated as percentage. No rankings will be assigned at the building level.

“Building” will be defined as the physical configuration for each schoolhouse within each school district. Currently, Nebraska has thirteen different building configurations across the state, of which the following is an **example**:

Elementary Building-Grades K-6
Middle School Building-Grades 7-8
Secondary Building-Grades 9-12

NePAS by **building** will include the following NeSA Performance Indicators:

	Elementary Grades by Building Middle Grades by Building	Reporting Measures by Grade	State
Status	NeSA Reading	Average Scale Score	Yes
	NeSA Math	Average Scale Score	Yes
	NeSA Science	Average Scale Score	Yes
	NeSA Writing	Average Scale Score	Yes
Improvement	NeSA Reading	Difference of Average Scale Score	Yes
	NeSA Math	Difference of Average Scale Score	Yes
	NeSA Science	Difference of Average Scale Score	Yes
	NeSA Writing	Difference of Average Scale Score	Yes
Growth	NeSA Reading	Average of Differences in Scale Scores	Yes
	NeSA Math	Average of Differences in Scale Scores	Yes
Participation	NeSA Reading	Percent	Yes
	NeSA Math	Percent	Yes
	NeSA Science	Percent	Yes
	NeSA Writing	Percent	Yes

	Secondary Grades by Building	Reporting Measures	State	Enrollment
Status	Average NeSA Reading	Average Scale Score	Yes	
	Average NeSA Math	Average Scale Score	Yes	
	Average NeSA Science	Average Scale Score	Yes	
	Average NeSA Writing	Average Scale Score	Yes	
Improvement	Average NeSA Reading	Difference of Average Scale Score	Yes	
	Average NeSA Math	Difference of Average Scale Score	Yes	
	Average NeSA Science	Difference of Average Scale Score	Yes	
	Average NeSA Writing	Difference of Average Scale Score	Yes	
Graduation Rate	4-Year	Percent	Yes	Grades 9-12
	6-Year	Percent (Available 2013)	Yes	
Participation	NeSA Reading	Percent	Yes	
	NeSA Math	Percent	Yes	
	NeSA Science	Percent	Yes	
	NeSA Writing	Percent	Yes	

	District by Grade	Reporting Measures by Grade	State
Status	NeSA Reading	Average Scale Score	Yes
	NeSA Math	Average Scale Score	Yes
	NeSA Science	Average Scale Score	Yes
	NeSA Writing	Average Scale Score	Yes
Improvement	NeSA Reading	Difference of Average Scale Score	Yes
	NeSA Math	Difference of Average Scale Score	Yes
	NeSA Science	Difference of Average Scale Score	Yes
	NeSA Writing	Difference of Average Scale Score	Yes
Growth	NeSA Reading	Average of Differences in Scale Scores	Yes
	NeSA Math	Average of Differences in Scale Scores	Yes
Participation	NeSA Reading	Percent	Yes
	NeSA Math	Percent	Yes
	NeSA Science	Percent	Yes
	NeSA Writing	Percent	Yes

Definitions of Calculations

Ranking will be calculated such that the highest achieving school district receives the rank of 1. A separate rank will be calculated for each indicator with no overall rank calculated for a school district.

Additionally, tied scores within each indicator will be displayed with the same rank.

Example: If fifty school districts have a 99% graduation rate, each of the school districts will receive a rank of #1 and the district with the next lower percent will be ranked as #51.

Status is the average of the scale scores in each of four separate content areas: reading, mathematics, writing and science. Scores for all students tested in the grade range for the current year are included. Status can be thought of as a "snapshot" of the current achievement by grade, building, district and state.

Improvement (Cross-Sectional) will be calculated based on the difference between the average NeSA scale score for the current year and average scale score for the previous year in a grade. These are averages of different students each year. The average scale score is calculated as the mean of all scores from students tested in that year. Improvement is based on the performance of all students in the grades that are tested each year. The two groups of students being compared will be different because of the normal progression of students through the grades. For example, this year's fifth graders will be compared to last year's fifth graders and those fifth graders from last year will not be included in the current year's average because they have moved to the sixth grade.

Growth (Cohort) will be calculated in reading and mathematics by subtracting each student's scale score for the previous year from the current year scale score. The growth measure will be the average of these differences. Growth is based on tracking the scores of the same students from one year to the next. Only students who were tested in both years in the same school district will be included in the calculation, so if students move from one school district to another, they are not included in the calculations. For example, this year's fifth graders will be compared with last year's fourth graders. Note that the same scale score range is used at each grade level. Therefore a student who earns the same scale score two years in a row can be said to have achieved one year's growth. In other words, a student with a difference in scale score of zero has achieved the growth expected for a single year. Growth scores are not applicable to third grade or high school.

Participation will be calculated as percentage of enrolled students who take the NeSA assessment in grades tested. The target rate has been set at 95%.

Graduation Rate is calculated by following the students enrolled in grade 9 and calculating the percentage who have graduated after four and six years. The method to be used is the cohort four-year graduation rate defined by the US Department of Education. As data become available in 2013, the 6-year rate will be calculated as a two-year extension using the same method.

Business Rules that define the details of calculating all indicators will be taken from existing reports, e.g. State of the Schools or AYP, as appropriate, and include masking of groups with fewer than 10 to prevent issuance of personally identifiable information.

D R A F T



Accountability for a Quality Education System, Today and Tomorrow

- Since 1953, the State Board of Education has been the policy-making, planning, and evaluative body for Nebraska public schools.
- The State Board of Education believes that the opportunity to integrate the vision of the Legislature's Education Committee and components of accountability, assessment, accreditation, career education, and data into a system of school improvement and support is imperative for the good of Nebraska students and critical for Nebraska to build a vibrant and economically successful future.
- Nebraska State Board Policy G19, Standards, Assessment, and Accountability (SAA) Belief Statements and LB 438, The Quality Education and Accountability Act, lay the foundation for the *Accountability for a Quality Education System, Today and Tomorrow: A QuESTT for Nebraska!*
- A *QuESTT* aligns some regulatory requirements under the umbrella of quality, accountability, and school improvement.
- A *QuESTT* is the framework used to annually classify schools into one of four performance areas: Excellent, Great, Good, Needs Improvement/Priority.
- The three schools most in need of assistance to improve will be designated Priority Schools and subsequently work with a Nebraska Department of Education team to create an intervention plan submitted and approved by the State Board of Education.
- Best practices in schools of excellence will be highlighted and shared among schools, as will effective intervention strategies and plans.
- The A *QuESTT* framework is designed around six tenets: College and Career Ready, Assessment, Positive Partnerships, Relationships & Student Success, Educator Effectiveness, Transitions, and Educational Opportunities & Access.



The framework is designed around the following six tenets:



Each tenet is further defined by areas of focus. For each area of focus, specific indicators, measures (data points) and timelines will be developed. The Nebraska Department of Education is currently working on the indicators, measures and timelines. Linkages of the indicators to other state or federal requirement will also be incorporated into the framework.

Policy Forums will be held across the state in September and October to further define and refine A QuESTT. The dates are: September 25, North Platte; October 20, Scottsbluff; October 21, Kearney; October 23, Norfolk; October 27, Omaha; and October 29, Lincoln.

The following are two examples of the Tenets, Areas of Focus, Indicators, Measures and Timelines tentatively drafted.

Tenet #1: College & Career Ready

Area of Focus: Rigorous College and Career Ready Standards for All Content Areas



Indicator	Measure (Data)	Timeline
College & Career Ready Standards are developed with input statewide, reviewed by business & industry, validated by postsecondary education partners, adopted by the State Board of Education and implemented by school districts.	<p>Evidence all standards are addressed in the curriculum and course development processes at the school level.</p> <p>Evidence that all teachers have received professional development relative to the content standards in the area in which they teach.</p>	<p>English Language Arts:</p> <p>Adopted in September, 2014</p> <p>Implemented in August, 2015</p>

Tenet #4: Educator Effectiveness

Area of Focus: Nebraska Teacher and Principal Performance Framework



Indicator	Measure (Data)	Timeline
<p>Every district has an evaluation system in place for classroom teachers and other certificated staff that is aligned to the NE teacher/principal framework. The framework includes:</p> <ul style="list-style-type: none"> instructional framework multiple measures of student achievement including student learning objectives a professional development plan for all staff that supports developmentally appropriate continuing education for teachers, instructors, and professors designed to enhance student learning 	<p>Evidence of an evaluation model in place</p> <p>Evidence of administrators trained in the model</p> <p>Evidence student achievement including student learning objectives and student performance measures were incorporated into the evaluation process</p> <p>Evidence of individual/needs based professional development plans</p> <p>Documentation of evaluation process incorporated into the re-certification process at NDE.</p>	<p>Initial state-wide implementation 2015/2016</p>

AGENDA SUMMARY SHEET

Agenda Item: Personnel Report 2014-2015

Meeting Date: November 3, 2014

Department: Human Resources

Title and Brief

Description: Human Resource Personnel Report 2014-2015

Action Desired: Report Only

Background: The annual Personnel Report contains information regarding the District's staffing levels, classroom enrollment averages, health/benefits reports, teacher preparation, experience and student teacher internships. Report highlights include:

- 68% of our certificated staff hold an advanced degree.
- Certificated staff members have worked for Millard for an average of 11.3 years and an average of 14.6 total years in education.
- After accounting for all revenues and expenses, the District's health insurance plan gained \$738,311 during the 2013-14 school year, ending with a health fund reserve balance of \$4.77 million.
- A historical look at personnel distribution and ratios between staff positions is provided along with graphs to illustrate trends since 1980.
- Information regarding retention percentages of teachers hired over the last five years is included. Our first year staff member retention rate for the 2013-14 school year was 96% (New to profession teachers was 96%)
- Across all job classes, we show an increase of 12.80 FTE's from the previous school year. Since 2011, we show a reduction of 1.85 FTE's for certificated teachers and 3.76 FTE's for all staff. Over this same time period student enrollment has increased by approximately 650 students.
- Information regarding our health insurance fund is included which shows an average enrollment of 2,505 employees taking insurance.
- The information provided is a "snapshot" of information that can change from day-today and year-to-year. As a result, staff changes reflect the difference in the "snapshot" from September 2013 to September 2014.

Recommendations: Report Only

Responsible Persons: Mr. Mitch Mollring, Mr. Kevin Chick, Mr. Chad Meisgeier, Ms. Jeanine Beaudin

Superintendent's Signature: _____





Personnel Report

2014-2015

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Recruiting Report



Millard Public Schools Recruiting Report

2013-14

Our Human Resources staff attended numerous recruiting events throughout the year. Many of our teaching positions were filled by candidates we met at these events.

August 2013	UNO Student Teacher Symposium
October 2013	Millard Public Schools Student Teacher Interview Day
October 2013	UNL Fall Interview Day for Educators
December 2013	Wayne State College Education Interview Day
January 2014	UNO Student Teacher Symposium
February 2014	Millard Public Schools Student Teacher Interview Day
February 2014	Doane College Interview Day
February 2014	Iowa State University
February 2014	Creighton Interview Day
March 2014	Wayne State College Education Interview Day
March 2014	UNO Education Fair
March 2014	Nebraska Wesleyan Education Interview Day
March 2014	UNK Educator's Fair
March 2014	UNL Interview Day for Educators

Student Teacher Placements 2013-14

Total Student Teacher Applications	97
Total Student Teachers Placed	60

MIDDLE SCHOOL

<u>Teaching Area</u>	<u>AMS</u>	<u>CMS</u>	<u>KMS</u>	<u>NMS</u>	<u>RMS</u>	<u>BMS</u>	<u>TOTAL</u>
Grade 6	1						1
Art							0
Business							0
Counseling							0
Language Arts	1			2			3
World Language							0
Health							0
Family Con Science						1	1
Industrial Arts							0
Math	1					1	2
Media							0
Music			1		1		2
Nurse							0
Physical Education				1			1
Science	1				1	1	3
Social Studies							0
SPED							0
TOTAL	4	0	1	3	2	3	13

HIGH SCHOOL

<u>Teaching Area</u>	<u>SOUTH</u>	<u>NORTH</u>	<u>WEST</u>	<u>HORIZON</u>	<u>TOTAL</u>
Art					0
Business					0
Counseling					0
Language Arts		2	1	1	4
ESL					0
World Language			1		1
Health			1		1
Family Con Science	1				1
Industrial Tech					0
Math			1		1
Media					0
Music			1		1
Nurse					0
Physical Education			2		2
Science	1				1
Social Studies			2		2
SPED		1	1		2
TOTAL	2	3	10	1	16

Student Teacher Placements 2013-14 (continued)

<u>ELEMENTARY</u>	<u>Pre-K</u>	<u>K</u>	<u>1-3</u>	<u>4,5</u>	<u>Spec.</u>	<u>Total</u>
Abbott		1		2		3
Aldrich			3			3
Ackerman						0
Black Elk			3	1	1	5
Bryan			2			2
Cather						0
Cody						0
Cottonwood						0
Disney						0
Harvey Oaks			1	1		2
Hitchcock			1	1	1	3
Holling Heights					1	1
Ezra Millard		1	1	1	1	4
Montclair			1	1		2
Morton						0
Neihardt			1		2	3
Norris		1	1		1	3
Reagan	1		2		1	4
Reeder						0
Rockwell	1			1		2
Rohwer			3		1	4
Sandoz					1	1
Upchurch			1			1
Wheeler		1			1	2
Willowdale			1			1
TOTAL	2	4	21	8	11	46

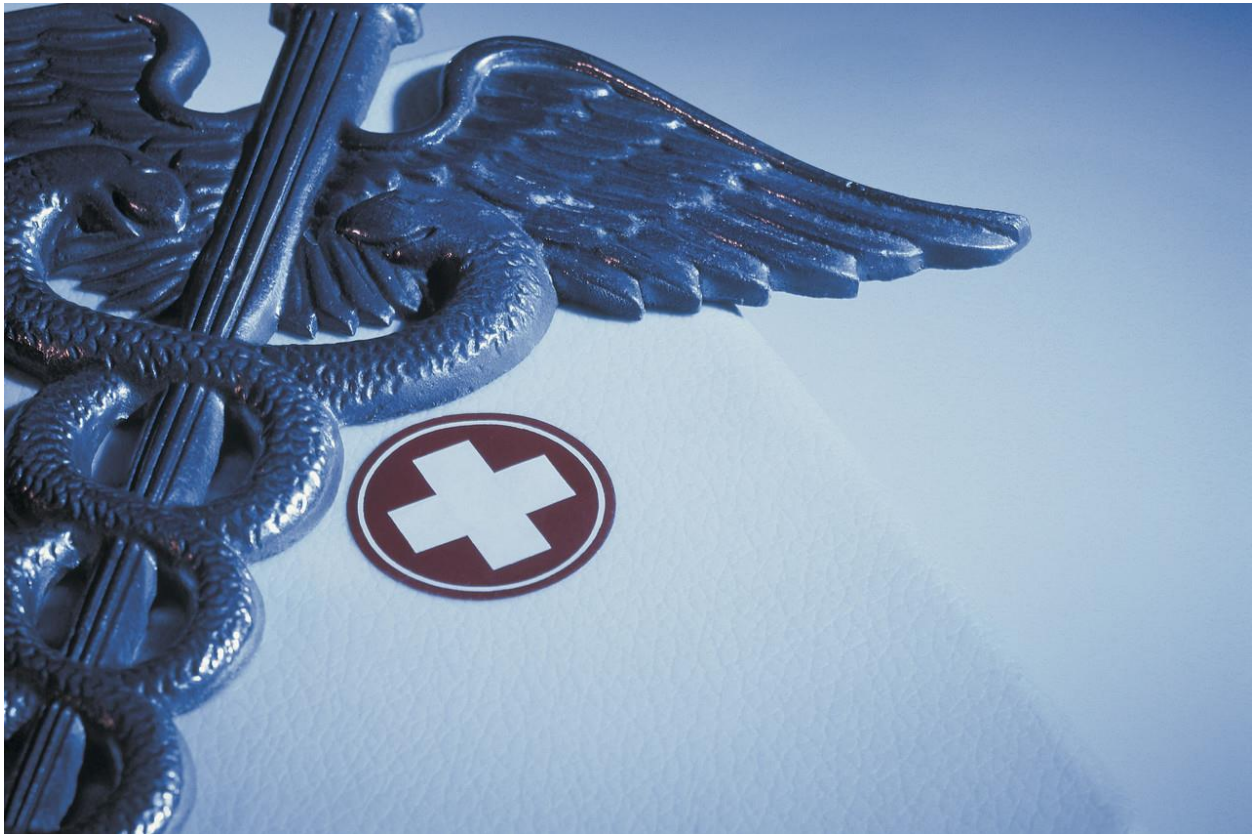
<u>TEACHING AREA</u>	<u>UNO</u>	<u>UNL</u>	<u>UNK</u>	<u>WAYNE</u>	<u>OTHER</u>	<u>TOTAL</u>
Elementary	14	8	0	0	7	29
Secondary	8	3	0	1	3	15
SPED	1	2	2	0	2	7
Specialist	6	0	0	1	2	9
TOTAL	29	13	2	2	14	60

Applications by Job Category

Administrative	286
Building Facilitator	0
District Level Leader	106
Elementary K-5 Teaching Positions	3067
Middle Level Teacher	851
High School Teacher	958
SPED Teacher	543
Resource Teacher	0
Specialists	73
Counselor	45
Speech Pathologist	43
School Psychologist	21
ELL Teacher	39
Substitute Teacher	95
Social Worker	0
Summer School	589
Classified Job	771
Food Service	1320
Custodial	1384
Professional Technical	1062
Maintenance	126
Coaching	191
Grounds	174
School Nurse	2
Summer Temp Jobs	149
Transportation	46
Totals:	11941

Actual Number of Applicants: 3,848

Health/Benefits Report



Health Insurance Rates – Traditional Plan

Benefit	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Millard Deductibles	\$250/\$500	\$300/\$600	\$350/\$700	\$350/\$700	\$500/\$1,000	\$600/\$1,200	\$600/\$1,200	\$750/\$1,500
EHA - Closest Equivalent EHA Plan Deductibles	\$300/\$600	\$300/\$600	\$350/\$700	\$350/\$700	\$600/\$1,200	\$600/\$1,200	\$750/\$1,500	\$750/\$1,500
Millard - Single Premium	\$325.28	\$325.28	\$349.68	\$379.40	\$394.58	\$405.00	\$445.00	\$499.34
EHA - Single Premium	\$390.13	\$448.22	\$479.57	\$496.16	\$431.25	\$484.52	\$514.80	\$500.31
Millard - Employee + Children Premium	\$890.78	\$890.78	\$957.60	\$1,039.00	\$1,080.56	\$1,110.00	\$1,220.00	\$923.87
EHA - Employee + Children Premium	\$1,099.97	\$829.21	\$887.22	\$917.92	\$797.83	\$896.38	\$952.40	\$925.59
Millard Employee + Spouse Premium	\$890.78	\$890.78	\$957.60	\$1,039.00	\$1,080.56	\$1,110.00	\$1,220.00	\$1,048.15
EHA Employee + Spouse Premium	\$1,099.97	\$941.26	\$1,007.11	\$1,041.96	\$905.63	\$1,017.50	\$1,081.09	\$1,050.66
Millard Family Premium	\$890.78	\$890.78	\$957.60	\$1,039.00	\$1,080.56	\$1,110.00	\$1,220.00	\$1,408.15
EHA Family Premium	\$1,099.97	\$1,208.63	\$1,323.63	\$1,399.08	\$1,216.03	\$1,366.24	\$1,451.63	\$1,410.77
Millard Family Premium *	\$890.78	\$890.78	\$957.60	\$1,039.00	\$1,080.56	\$1,110.00	\$1,220.00	n/a
EHA Equivalent Family Premium *	\$1,099.97	\$1,124.77	\$1,224.77	\$1,288.32	\$1,119.76	\$1,258.08	\$1,336.70	n/a
Estimated Percentage Savings	19%	22%	23%	20%	4%	13%	10%	0%
Estimated \$ Savings	\$4.1 Mil.	\$5.3 Mil.	\$6.3 Mil.	\$6.1 Mil.	\$1.1 Mil.	\$3.7 Mil.	\$3.0 Mil.	\$0.0 Mil.

(a) - Until January 1, 2015, Millard allowed only a family premium option while, since 2008-09, the EHA permits a three tier option beyond single coverage (Employee + Spouse, Employee + Children, and Family). The “Equivalent Family Premium” is a blend of these rates to better compare like situations. To arrive at this, we assumed that 22% would be employee + spouse, 7% employee + children, and 71% family.

(b) - EHA has had several different tiers of deductibles that can be elected for family coverage. For purposes of comparison, deductibles have not always lined up perfectly, so we have matched the closest EHA plan for purposes of comparing rates.

(c) - Plan terms such as deductibles are generally changed on January 1 of each year while rates are generally changed on September 1 of each year.

(d) - EHA historical rates are posted on the EHA website. See <http://www.ehaplan.org/content/coverage-rates>. In December of 2011, EHA offered a one month premium holiday on the condition that the local teachers' bargaining unit agreed to the distribution of the savings between the employee and the employer. While it is our understanding that most districts did not receive 100% of this premium holiday, we have nonetheless reduced the EHA premiums by one-twelfth in 2011-12 for purposes of this chart.

(e) - Millard 2014-15 rates are reflective of January 1, 2015 adoption of a four tier rate structure.

(f) - Effective January 1, 2015, Millard is adopting a High Deductible Plan option. We anticipate more information after open enrollment, but preliminary estimates are below. For savings estimates, we are assuming a 2/3 participation in the traditional plan and a 1/3 participation on the HDHP.

Health Insurance Rates – High Deductible Health Plan

Benefit	2014-15
Millard Deductibles	\$3,100/\$6,200
EHA - Closest Equivalent EHA Plan Deductibles	\$3,100/\$6,200
Millard - Single Premium	\$374.54
EHA - Single Premium	\$422.12
Millard - Employee + Children Premium	\$692.90
EHA - Employee + Children Premium	\$780.95
Millard Employee + Spouse Premium	\$786.53
EHA Employee + Spouse Premium	\$886.47
Millard Family Premium	\$1,056.11
EHA Family Premium	\$1,190.29
Estimated Percentage Savings	11%
Estimated \$ Savings	\$1.0 Mil.

Income vs. Expense Report
Millard Public Schools



Premium EE Only \$445.00
 Family \$1,220.00

Month	EE Only	Family	Total Enrollment	Monthly Income	YTD Income	Monthly Administration	Monthly Reinsurance	Total Monthly Net Claims	Total Expenses
Sep-13	865	1,645	2,510	\$ 2,391,825	\$ 2,391,825	\$ 68,247	\$ 75,711	\$ 2,095,114	\$ 2,239,072
Oct-13	858	1,653	2,511	\$ 2,398,470	\$ 4,790,295	\$ 68,274	\$ 75,892	\$ 2,334,140	\$ 2,478,307
Nov-13	859	1,658	2,517	\$ 2,405,015	\$ 7,195,310	\$ 68,437	\$ 76,095	\$ 1,965,389	\$ 2,109,921
Dec-13	857	1,661	2,518	\$ 2,407,785	\$ 9,603,095	\$ 68,464	\$ 76,174	\$ 1,993,356	\$ 2,137,994
Jan-14	852	1,672	2,524	\$ 2,418,980	\$ 12,022,075	\$ 68,628	\$ 76,501	\$ 2,970,996	\$ 3,116,124
Feb-14	852	1,668	2,520	\$ 2,414,100	\$ 14,436,175	\$ 68,519	\$ 76,352	\$ 1,611,529	\$ 1,756,399
Mar-14	844	1,663	2,507	\$ 2,404,440	\$ 16,840,615	\$ 68,165	\$ 76,032	\$ 1,699,083	\$ 1,843,281
Apr-14	836	1,666	2,502	\$ 2,404,540	\$ 19,245,155	\$ 68,029	\$ 76,011	\$ 1,776,636	\$ 1,920,676
May-14	831	1,664	2,495	\$ 2,399,875	\$ 21,645,030	\$ 67,839	\$ 75,853	\$ 2,222,106	\$ 2,365,799
Jun-14	830	1,660	2,490	\$ 2,394,550	\$ 24,039,580	\$ 67,703	\$ 75,688	\$ 1,905,332	\$ 2,048,723
Jul-14	815	1,668	2,483	\$ 2,397,635	\$ 26,437,215	\$ 67,513	\$ 75,736	\$ 2,142,599	\$ 2,285,848
Aug-14	815	1,664	2,479	\$ 2,392,755	\$ 28,829,970	\$ 67,404	\$ 75,587	\$ 3,123,878	\$ 3,266,870
Totals	843	1,662	2,505	\$ 28,829,970	\$ 28,829,970	\$ 817,223	\$ 911,634	\$ 25,840,158	\$ 27,569,014

Total Income: \$ 28,829,970

Minus Net Medical Claims: \$ 25,840,158

Minus Fixed Cost: \$ 1,728,856

Adjustment for Claims applying to Aggregating Specific: \$ 350,000

Surplus \$ 910,956

APPENDIX B:
Millard Public Schools Self-Funded Summary

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Section 1: Claims Review

Contract Year	Total Average Enrollment	Medical Claims Paid	Rx Claims Paid	Gross Medical/Rx Claims	Reinsurance Reimbursement After Deductibles	Net Paid Medical/Rx Claims
2005-06	1,978	\$8,915,744	\$2,808,235	\$11,723,979	(\$128,952)	\$11,595,027
2006-07	2,040	\$11,074,333	\$3,497,158	\$14,571,491	(\$630,973)	\$13,940,518
2007-08	2,178	\$12,940,507	\$3,649,886	\$16,590,393	(\$236,293)	\$16,354,100
2008-09	2,279	\$16,357,773	\$3,500,826	\$19,858,599	(\$754,855)	\$19,103,744
2009-10	2,374	\$16,389,942	\$3,995,880	\$20,385,822	(\$744,039)	\$19,641,783
2010-11	2,462	\$19,905,919	\$4,507,756	\$24,413,675	(\$1,121,951)	\$23,291,724
2011-12	2,448	\$21,645,590	\$4,849,169	\$26,494,759	(\$197,990)	\$26,296,769
2012-13	2,469	\$20,941,879	\$4,619,095	\$25,560,974	\$0	\$25,560,974
2013-14	2,505	\$21,575,942	\$4,983,171	\$26,559,113	(\$368,955)	\$26,190,158

Contract Year	Average Number of Employees with Single Coverage	Single Monthly Premium	Average Number of Employees with Family Coverage	Family Monthly Premium	Percentage Increase in Premiums	Plan Income (Annual Enrollment x Premium)
2005-06	734	\$325.28	1,244	\$890.78	Not Applicable	\$16,168,710
2006-07	717	\$325.28	1,323	\$890.78	0.0%	\$16,946,425
2007-08	768	\$325.28	1,410	\$890.78	0.0%	\$18,064,999
2008-09	787	\$325.28	1,492	\$890.78	0.0%	\$19,020,710
2009-10	804	\$349.68	1,570	\$957.60	7.5%	\$21,410,109
2010-11	820	\$379.40	1,642	\$1,039.00	8.5%	\$24,204,334
2011-12	802	\$394.58	1,646	\$1,080.56	4.0%	\$25,139,372
2012-13	827	\$405.00	1,642	\$1,110.00	2.6%	\$25,893,585
2013-14	843	\$445.00	1,662	\$1,220.00	9.9%	\$28,829,970

Section 3: Income Versus Expenses

Contract Year	Total Annual Income	Annual Administrative Cost	Annual Reinsurance Cost	Net Paid Medical/Rx Claims	Total Annual Expenses	Other Adjustments (e.g. ERPP, flu shots, and wellness)	Deficit or Surplus	Ending Employee Benefits Fund
2005-06	\$16,168,710	\$1,098,253	\$1,232,655	\$11,595,027	\$13,925,935	(\$26,075)	\$2,216,700	\$8,561,274
2006-07	\$16,946,425	\$688,631	\$567,655	\$13,940,518	\$15,196,804	(\$35,675)	\$1,713,946	\$10,275,220
2007-08	\$18,064,999	\$786,252	\$561,020	\$16,354,100	\$17,701,372	(\$36,810)	\$326,817	\$10,602,037
2008-09	\$19,020,710	\$774,741	\$606,985	\$19,103,744	\$20,485,470	(\$44,975)	(\$1,509,735)	\$9,092,302
2009-10	\$21,410,109	\$839,109	\$780,921	\$19,641,783	\$21,261,813	\$15,232	\$163,528	\$9,255,830
2010-11	\$24,204,334	\$860,854	\$956,951	\$23,291,724	\$25,109,529	\$43,448	(\$861,747)	\$8,394,083
2011-12	\$25,139,372	\$854,990	\$708,385	\$26,296,769	\$27,860,144	(\$173,522)	(\$2,894,294)	\$5,499,789
2012-13	\$25,893,585	\$782,232	\$844,055	\$25,560,974	\$27,187,261	(\$172,533)	(\$1,466,209)	\$4,033,580
2013-14	\$28,829,970	\$817,223	\$911,634	\$26,190,158	\$27,919,015	(\$172,634)	\$738,321	\$4,771,901

Section 4: Large Claims Summary

YEAR	Number of Individual Claims Above \$75,000	Total Paid for Individuals over \$75,000	Number of Individual Claims Above \$150,000	Total Paid for Individuals over \$150,000	Number of Individual Claims Above \$500,000	Total Paid for Individuals over \$500,000
2005-06	11	\$1,249,125	2	\$373,660	0	\$0
2006-07	6	\$1,380,972	3	\$984,753	0	\$0
2007-08	17	\$2,076,826	2	\$536,295	0	\$0
2008-09	32	\$4,781,183	12	\$2,654,855	1	\$663,028
2009-10	25	\$3,829,297	8	\$2,044,039	0	\$0
2011-12	23	\$4,101,687	11	\$2,623,934	0	\$0
2012-13	24	\$3,669,347	13	\$2,385,028	0	\$0
2013-14	23	\$4,027,254	9	\$2,379,392	1	\$905,404

Section 5: Health Insurance Administrator / Reinsurance Terms

Contract Year	Provider	Reinsurance Specific Deductible	Reinsurance Aggregating Specific Deductible
2005-06	UnitedHealthcare	\$125,000	Not Applicable
2006-07	Mutual Of Omaha	\$125,000	Not Applicable
2007-08	Coventry Healthcare	\$150,000	Not Applicable
2008-09	Coventry Healthcare	\$150,000	\$100,000
2009-10	Coventry Healthcare	\$150,000	\$100,000
2010-11	Coventry Healthcare	\$150,000	\$100,000
2011-12	Coventry Healthcare	\$200,000	\$350,000
2012-13	Coventry Healthcare	\$200,000	\$350,000
2013-14	Coventry Healthcare	\$200,000	\$350,000

Footnote:

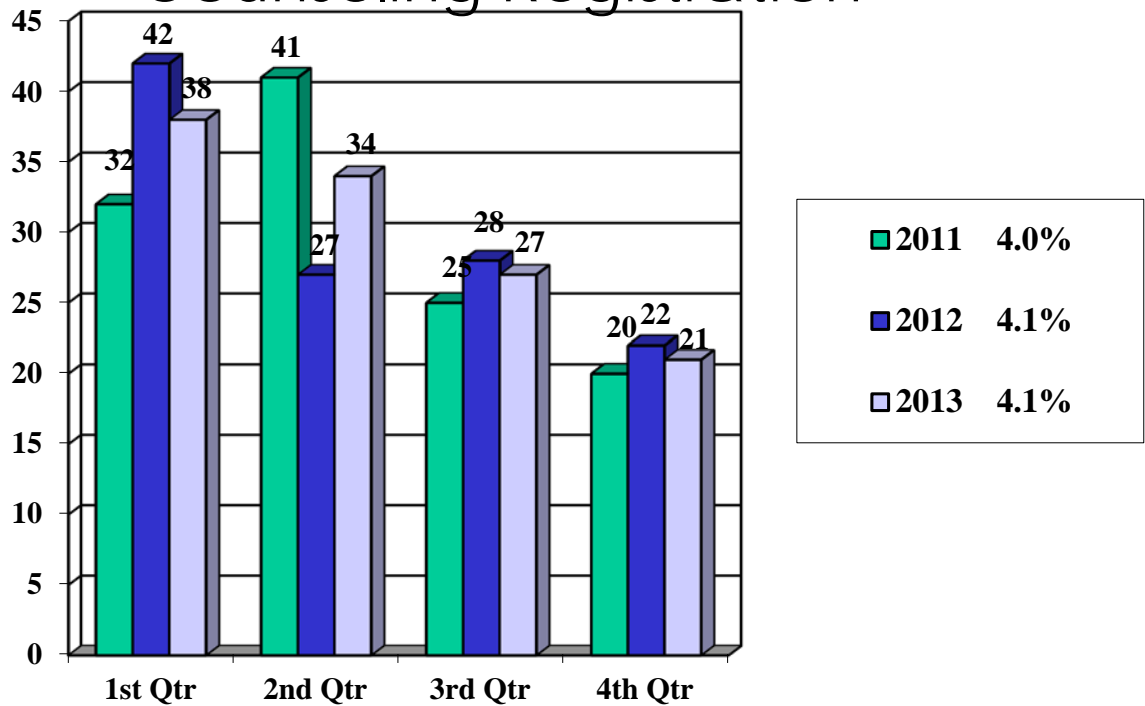
The Employee Benefits Fund balance will vary from the business office numbers based primarily of timing and accounting of plan expenses / income. These variances have been reviewed by Silverstone, Human Resources, and the Business Office and variances are within normal parameters. Unlike the Business Office numbers, the numbers above do not include the \$1.5 million originally loaned to the health fund from the general fund and paid back to the general fund in 2008-09. At the conclusion of the 2013-14 year, the business office showed a health fund balance of \$4,755,052 million (a difference of \$16,849 from Silverstone's accounting).

EAP Best Care

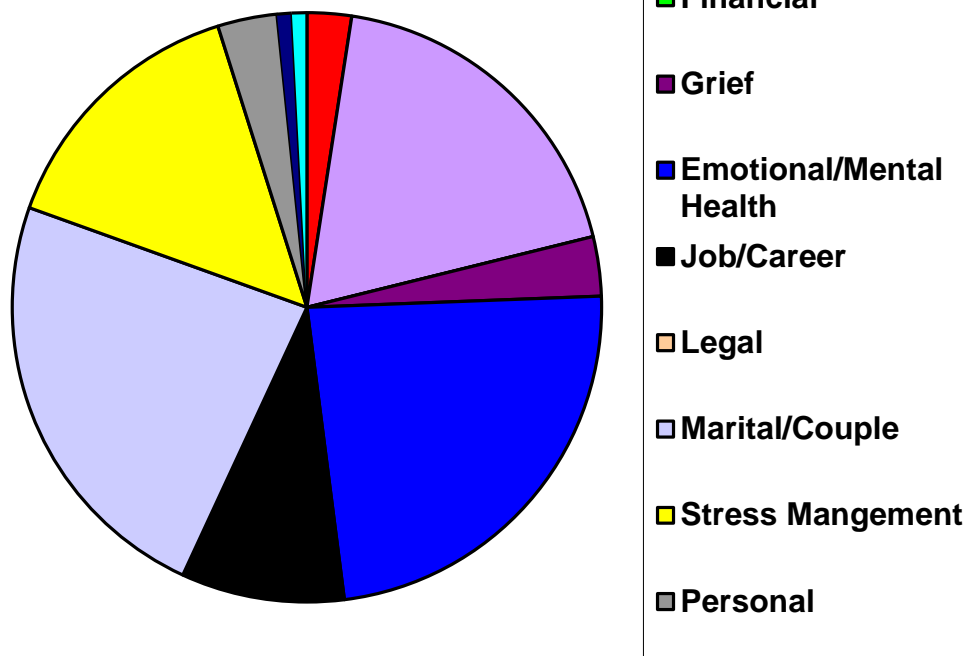
August 1, 2013 – July 31, 2014

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Counseling Registration



Problem Types



Days Absent by Reason by Employee Group 2013-2014

Reason	Admin	Teachers	Nurses	ProfTechS	ProfTechH	EdPara	CustMaint	Food Serv
Personal Illness	120.0	5,522.3	25.5	183.5	695.2	1,368.1	1,358.9	556.2
Family Illness	116.5	3,605.8	23.0	110.0	223.6	556.6	253.0	183.1
Business/Emergency	36.5	1,326.5	11.5	34.5	182.9	327.0	206.5	173.4
Personal	-	629.6	3.0	4.5	-	-	-	-
Bereavement	25.5	459.1	6.5	14.0	80.1	82.1	77.0	45.1
Family Medical Lv	11.0	4,097.6	32.5	45.0	76.7	129.8	230.6	75.0
<i>Total Days</i>	<i>310</i>	<i>15,641</i>	<i>102</i>	<i>392</i>	<i>1,259</i>	<i>2,464</i>	<i>2,126</i>	<i>1,033</i>
<i>Mean Avg Days/Employee</i>	<i>3.60</i>	<i>9.12</i>	<i>6.80</i>	<i>7.07</i>	<i>7.49</i>	<i>7.93</i>	<i>11.33</i>	<i>7.40</i>
% of Scheduled Work	1.6%	4.7%	3.5%	3.2%	3.4%	4.3%	5.0%	4.0%
2012-13	2.5%	4.7%	3.9%	4.9%	3.7%	4.2%	5.3%	4.8%
2011-12	2.3%	4.6%	3.4%	4.2%	3.2%	3.9%	4.8%	4.6%
2010-11	2.3%	4.7%	2.1%	3.7%	3.6%	3.8%	4.1%	4.0%
2009-10	2.3%	4.4%	4.0%	3.2%	3.4%	4.2%	4.3%	3.9%
2008-09	1.9%	4.2%	3.5%	4.3%	3.3%	3.6%	3.5%	4.3%
2007-08	1.7%	4.2%	3.0%	3.6%	3.4%	3.7%	3.8%	4.4%
2006-07	1.3%	4.2%	3.0%	4.7%	3.7%	3.9%	3.7%	3.6%
2005-06	1.9%	4.0%	2.1%	3.8%	3.1%	3.7%	3.7%	3.6%
2004-05	2.0%	4.3%	3.4%	4.6%	3.4%	4.5%	4.0%	4.4%
2003-04	1.8%	4.3%	2.7%	3.7%	3.5%	3.8%	3.9%	4.0%
Scheduled Absences								
Vacation	715.0	-	-	314.0	941.6	-	2,237.7	10.0
Military	-	-	-	-	-	-	-	-
Union	-	29.5	-	-	-	-	-	-
Jury/Election	2.0	56.0	-	1.0	8.7	15.1	3.0	0.5
Professional	228.0	6,813.5	17.0	32.5	-	3.2	-	-
Retirement Seminar	1.0	32.5	-	-	4.0	1.8	4.0	2.0
Misc/Administrative	-	337.0	10.5	11.0	-	-	-	-
<i>Total Scheduled Days</i>	<i>946.0</i>	<i>7,268.5</i>	<i>27.5</i>	<i>358.5</i>	<i>954.3</i>	<i>20.1</i>	<i>2,244.7</i>	<i>12.5</i>

Teacher Professional Leave Days	Avg
2013-14	6,814
2012-13	6,283
2011-12	6,188
2010-11	6,165
2009-10	6,681
2008-09	5,967
2007-08	6,009
2006-07	5,701
2005-06	5,034

Current Staffing Levels



Personnel Distribution

Full-time Equivalency

Employee Class	F.T.E. Change 13-14 to				
	14-15	Staff F.T.E. 14-15	Staff F.T.E. 13-14	Staff F.T.E. 12-13	Staff F.T.E. 11-12
Administrators	1.00	88.00	87.00	86.00	87.00
Teachers	7.84	1714.30	1706.46	1697.87	1712.45
School Nurses	-1.00	14.00	15.00	15.00	15.00
Professional Technical Salaried	0.90	58.95	58.05	55.35	55.85
Professional Technical Hourly	1.98	171.26	169.28	168.08	172.33
Educational Paraprofessionals	-2.76	310.39	313.15	310.77	312.11
Custodial/Maintenance	2.00	192.69	190.69	187.63	197.19
Food Service	2.84	142.23	139.39	139.51	143.65
Totals	12.80	2691.82	2679.02	2660.21	2695.58

Employee Count

Employee Class	Count Change 13-14 to				
	14-15	Staff Count 14-15	Staff Count 13-14	Staff Count 12-13	Staff Count 11-12
Administrators	1.00	88.00	87	86	87
Teachers	5.00	1746.00	1741	1733	1745
School Nurses	-1.00	14.00	15	15	15
Professional Technical Salaried	0.00	61.00	61	59	59
Professional Technical Hourly	3.00	184.00	181	181	187
Educational Paraprofessionals	0.00	420.00	420	425	422
Custodial/Maintenance	1.00	195.00	194	189	202
Food Service	3.00	176.00	173	172	177
Totals	12.00	2884.00	2872	2860	2894

Staffing Admin Positions

Class	Current Job Class Title	FTE
A010	SUPERINTENDENT	1.00
A020	ASSOC SUPT GENERAL ADMIN	1.00
A030	ASSOC SUPT EDUC SERV	1.00
A120	EXEC DIR TECHNOLOGY	1.00
A130	EXEC DIR HUMAN RESOURCES	1.00
A140	EXEC DIR LDRSHP STRATPLAN	1.00
A200	DIR EMPLOYEE RELATIONS	1.00
A205	DIR ASSMENT,RESEARCH,EVAL	1.00
A210	DIR PERSONNEL	1.00
A230	DIR COMMUNICATIONS	1.00
A240	DIR STUDENT SERVICES	1.00
A250	DIR STAFF DEVELOPMENT	1.00
A260	DIR ELEM & EARLY CHILD ED	1.00
A270	DIR SECONDARY ED	1.00
A280	DIR SPED	1.00
A300	DIRECTOR OF ACTIVITIES	1.00
A305	DIR OF DIGITAL LEARNING	1.00
A310	COORD OF CAREER & TECH ED	1.00
A330	COORD SPECIAL PROJECTS	1.00
A340	COORD K-5 SPED PROG	1.00
A350	COORD 6-12 SPED PROG	1.00
A354	COORD SPED RELSRV&YNGADLT	1.00
A360	COORD PRE-SCHOOL SPED	1.00
A365	COOR ELL-POV-FED/STATE PR	1.00
A401	ELEM PRINCIPAL	25.00
A402	MDL SCH PRINCIPAL	6.00
A403	HS PRINCIPAL	3.00
A421	ELEM ASST PRINCIPAL	1.00
A422	MDL SCH ASST PRINCIPAL	12.00
A423	HS ASST PRINCIPAL	12.00
A443	HS ACTIVITY DIRECTOR	3.00
A463	HORIZON HS PRINCIPAL	1.00
A473	HORIZON ASST PRINCIPAL	1.00
Overall - Total		88.00

Staffing Teacher Positions

Class	Current Job Class Title	FTE
C001	NSI ADMINISTRATOR INTERN	1.00
C011	MONTESSORI PRESCHOOL TCHR	3.00
C081	MONTESSORI PRE/KDG TCHR	3.00
C091	KINDERGARTEN TEACHER	77.00
C101	MONTESSORI 1-3 TEACHER	9.00
C111	GRADE 1 TEACHER	75.00
C121	GRADE 2 TEACHER	73.00
C131	GRADE 3 TEACHER	72.00
C141	GRADE 4 TEACHER	74.00
C151	GRADE 5 TEACHER	77.00
C162	GRADE 6 TEACHER	73.50
C223	CERTIFIED NURSING ASST	0.50
C301	CORE TEACHER	14.00
C311	MONTESSORI 4/5 TEACHER	6.00
C312	MONTESSORI TEACHER	3.00
C321	ART TEACHER	1.50
C322	ART TEACHER	9.00
C323	ART TEACHER	13.50
C333	BUSINESS TEACHER	23.66
C352	LANGUAGE ARTS TEACHER	33.60
C353	LANGUAGE ARTS TEACHER	71.00
C362	READING TEACHER	12.00
C363	READING TEACHER	2.00
C381	WORLD LANGUAGE TEACHER	1.00
C382	WORLD LANGUAGE TEACHER	28.25
C383	WORLD LANGUAGE TEACHER	38.90
C412	FAMILY CONSUMER SCI TCHR	10.00
C413	FAMILY CONSUMER SCI TCHR	17.50
C432	INDUSTRIAL TECH TEACHER	7.00
C433	INDUSTRIAL TECH TEACHER	17.00
C452	COMPUTER TEACHER	7.00
C461	MATH INTERVENTIONIST	2.00
C462	MATH TEACHER	32.90
C463	MATH TEACHER	59.50
C472	SCIENCE TEACHER	31.90
C473	SCIENCE TEACHER	55.00
C492	SOCIAL STUDIES TEACHER	28.10
C493	SOCIAL STUDIES TEACHER	55.48
C503	ACADEMY LEAD TEACHER	1.00
C531	VOCAL MUSIC TEACHER	25.50
C532	VOCAL MUSIC TEACHER	8.60
C533	VOCAL MUSIC TEACHER	4.00
C54I	INSTR MUSIC TEACHER	14.75
C55I	ORCHESTRA TEACHER	11.75
C572	HEALTH TEACHER	5.00
C591	PHYSICAL ED TEACHER	26.80
C592	PHYSICAL ED TEACHER	13.50
C593	PHYSICAL ED TEACHER	21.13
C611	ELEM COUNSELOR	13.20

C612	MDL SCH COUNSELOR	17.00
C613	HIGH SCH COUNSELOR	21.00
C620	MEDIA SPECIALIST	1.00
C621	MEDIA SPECIALIST	24.60
C622	MEDIA SPECIALIST	6.00
C623	MEDIA SPECIALIST	4.00
C631	READ TEACHER	28.90
C641	EARLY LIT INT (ELI) TCHR	3.50
C652	LEARNING CTR TEACHER	4.00
C66I	ELL TEACHER	14.00
C670	TITLE 1 PRESCHOOL TCHR	10.00
C671	TITLE 1 TEACHER	7.00
C682	HIGH ABILITY LRNER TCH	3.50
C710	MEP TECH FACILITATOR	4.00
C711	TECHNOLOGY LEADER	0.50
C721	INSTR FACILITATOR	7.05
C733	INSTRUCTIONAL DEPT HEAD	1.00
C741	MEP FACILITATOR	4.00
C743	MEP FACILITATOR	9.00
C751	CADRE ASSOCIATE	4.00
C770	MEA PRESIDENT	1.00
C771	ADMINISTRATIVE INTERN	11.50
C79I	INTERVENTIONIST	3.00
C811	SPED PROGRAM FACILITATOR	5.00
C823	SPED ADAPTIVE PE TEACHER	1.00
C831	SPED RESOURCE TEACHER	43.50
C832	SPED RESOURCE TEACHER	32.00
C833	SPED RESOURCE TEACHER	32.00
C851	SPED MH TEACHER	14.00
C852	SPED MH TEACHER	7.00
C853	SPED MH TEACHER	13.00
C861	SPED BD TEACHER	4.00
C862	SPED BD TEACHER	3.00
C873	SPED VOC SPEC NEEDS TCHR	2.00
C883	SPED MLC TEACHER	2.00
C891	AUDIOLOGIST	1.00
C90I	SPEECH PATHOLOGIST	59.80
C913	SPED VISION IMPAIRED TCHR	3.00
C922	SPED BEHAVIOR SPECIALIST	1.00
C931	SPED INFANT TEACHER	3.00
C941	SPED PRESCHOOL TEACHER	13.50
C952	SPED HOMEBOUND TCHR MS	1.00
C961	EARLY CHLDHD LITERACY TCH	2.00
C97I	SCHOOL PSYCHOLOGIST	17.94
Overall - Total		1714.30

Staffing Nurse Positions

Class	Current Job Class Title	FTE
E100	NURSE DEPT. HEAD	0.40
E20I	SCHOOL NURSE	13.60
Overall - Total		14.00

Staffing Professional Technical Salary Positions

Class	Current Job Class Title	FTE
G110	HUMAN RESOURCE RECRUITER	1.00
G210	RESEARCH ASSOCIATE	3.00
G310	GRANT/VOLUNTEER COORD	1.00
G315	TEAMMATES COORDINATOR	1.00
G333	COMMUNITY COUNSELOR	6.55
G341	SCHOOL SOCIAL WORKER	2.00
G342	SCHOOL SOCIAL WORKER	3.00
G343	SCHOOL SOCIAL WORKER	1.00
G351	OCCUPATIONAL THERAPIST	7.00
G361	PHYSICAL THERAPIST	3.40
G401	SYSTEMS ANALYST	1.00
G421	NETWORK SUPPORT SPEC	4.00
G431	TECHNOLOGY FACILITATOR 1A	8.00
G441	TECHNOLOGY FACILITATOR 2A	2.00
G450	TELECOMMUNICATIONS SPEC	1.00
G460	CADD/GIS ANALYST	1.00
G473	TECHNOLOGY SPECIALIST	3.00
G500	ACCOUNTING MANAGER	1.00
G520	DISTRICT ACCOUNTANT	2.00
G550	DATABASE WAREHOUSE SPEC	1.00
G600	GENERAL MANAGER SSC	1.00
G610	WAREHOUSE MANAGER	1.00
G620	PURCHASING AGENT	1.00
G630	TRANSPORTATION MANAGER	1.00
G640	PROJECT MANAGER	1.00
G810	FOOD SERVICE SUPERVISOR	1.00
Overall - Total		58.95

Staffing Professional Technical Hourly Positions

Class	Current Job Class Title	FTE
J010	EX SEC TO SUPERINTENDENT	1.00
J020	ADMIN AFFAIRS SECRETARY	0.50
J030	COMMUNICATIONS SPECIALIST	1.00
J040	ACTIVITIES/AD-HR SECRETRY	1.00
J110	HR SPECIALIST CERT STAFF	1.00
J120	HR SPEC CLASSIFIED STAFF	2.00
J130	EMPLOYEE RELATIONS SPEC	1.00
J140	HR RECORDS SPECIALIST	1.00
J150	RECEPTIONIST	1.06
J160	HR SPEC SUB TEACHERS	1.00
J180	ASSESS/RESEARCH/EVAL SEC	1.00
J240	SECRETARY DIR PUPIL SERV	1.00
J250	SCHOOL PSYC SECRETARY	1.00
J260	PUPIL SERVICES SECRETARY	3.00
J270	STAFF DEV PROG SECRETARY	0.50
J300	EXEC SEC ASSOC SUPT EDSRV	1.00
J310	SECRETARY TO DIR STAFFDEV	1.00
J320	SECRETARY TO DIR ELED	1.00
J330	TITLE I/ECE SECRETARY	1.00
J340	ED SERV SECONDARY EDU SEC	1.00
J34B	BILINGUAL FAM-SCH LIAISON	2.00
J350	SECRETARY TO DIR SECED	1.00
J360	SECRETARY TO DIR SPED	1.00
J370	SPED SECRETARY I	1.50
J380	SPED PRE-SCH SECRETARY I	1.00
J400	SCTRY-ASST SUPT TECHNOLOGY	1.00
J410	TECH HELP DESK SPECIALIST	1.00
J500	EXEC SEC ASSOC SUPT GENAD	1.00
J510	ACCOUNTING SPECIALIST	1.00
J520	PAYROLL SPECIALIST	2.00
J540	ACCTS PAYABLE ASSISTANT	1.00
J560	DUPLICATION CLERK	0.50
J600	SUPPORT SERV SECRETARY II	1.00
J601	CNA/CMA	2.00
J610	MAINTENANCE SECRETARY	3.50
J620	WAREHOUSE/MEDIA SECRETARY	3.00
J630	CATALOGER 12MO	1.00
J713	HS SECURITY GUARD	12.13
J723	HS OUTSIDE SECURITY GUARD	2.75
J800	FOOD SERV BOOKKEEPER/SEC	2.00
J830	SPED VAN DRIVER	6.19
J840	SPED PRESCHOOL VAN DRIVER	15.44
J850	TRANSPORTATION SECRETARY	1.00
J860	SPED VAN DRIVER/JOB COACH	4.00
J902	SECRETARY 12MO MDL SCH	6.00
J903	SECRETARY 12 MO HIGH SCH	7.00
J913	HS ACCOUNTING CLERK	3.50
J921	ELEM SECRETARY 10 MO	25.00
J922	MDL SCH SECRETARY 10 MO	13.00
J923	HS SECRETARY 10 MO	23.00

J933	HS SWIM SUPERVISOR	0.14
J943	HS ACCOMPANIST	2.06
J982	TAP INTERN	1.50
Overall - Total		171.26

Staffing Para Ed

Class	Current Job Class Title	FTE
K111	PRESCH MONTESSORI ED PARA	7.90
K201	INSTRUCTIONAL PARA	21.80
K202	INSTRUCTIONAL PARA	6.68
K203	INSTRUCTIONAL PARA	3.03
K211	ELI ED PARA	3.50
K221	MONTESSORI ED PARA	0.50
K241	RETEACHING PARA	7.11
K242	RETEACHING PARA	1.00
K243	RETEACHING PARA HS	0.75
K261	MEDIA PARA	18.99
K262	MEDIA PARA	5.34
K263	MEDIA PARA	4.00
K301	PRESCHOOL SPED PARA	18.85
K311	RESOURCE SPED PARA-E	29.55
K312	RESOURCE SPED PARA-M	25.25
K313	RESOURCE SPED PARA-H	12.99
K31S	RESOURCE WITH STIPEND	0.80
K341	BD SPED PARA	6.73
K342	BD SPED PARA	6.12
K343	BD SPED PARA	1.63
K351	ACP SPED ELEM PARA	21.98
K352	ACP SPED MS PARA	11.12
K353	ACP SPED HS PARA	14.87
K361	VI SPED ED PARA	1.16
K373	YOUNG ADULT PARA	7.30
K400	TITLE 1 PRESCHOOL PARA	14.06
K411	ELL PARA	0.76
K601	HEALTH ROOM PARA	18.00
K602	HEALTH ROOM PARA	3.23
K603	HEALTH ROOM PARA	1.81
K621	OFFICE PARA	1.16
K622	OFFICE PARA	3.78
K623	OFFICE PARA	2.29
K641	WORKROOM PARA	11.01
K642	WORKROOM PARA	3.12
K643	WORKROOM PARA	0.41
K661	FOOD SERVICE PARA	11.81
Overall - Total		310.39

Staffing Custodial / Maintenance Positions

Class	Current Job Class Title	FTE
M010	CUSTODIAN SPEC PROJECTS	1.00
M023	CUSTODIAN I DEPT HEAD HS	2.00
M031	DAY CUSTODIAN II	28.00
M040	CUSTODIAN I	1.00
M042	DAY CUSTODIAN I MS	7.00
M043	DAY CUSTODIAN I HS	7.00
M050	NIGHT CUSTODIAN I	2.00
M051	NIGHT CUSTODIAN I ELEM	33.00
M052	NIGHT CUSTODIAN I MS	20.00
M053	NIGHT CUSTODIAN I HS	32.00
M071	CUSTODIAN 10-MONTH ELEM	1.06
M073	CUSTODIAN 10-MONTH HS	0.50
M080	PT CUSTODIAN 12-MO	0.50
M090	PT DELIVERY DRIVER	0.63
M110	DELIVERY DRIVER	3.00
M120	WAREHOUSE ASSISTANT	1.00
M130	GENERAL LABORER	4.00
M310	DISTRICT GROUNDS LEADER	7.00
M320	DIST GROUNDS ASSISTANT	9.00
M420	SMALL ENGINE REPAIR TECH	1.00
M520	MECHANICAL TECHNICIAN	4.00
M530	ELECTRICIAN	1.00
M543	SR HI DAY ENGINEER	3.00
M553	SR HI NIGHT ENGINEER	4.00
M560	PREV MAINTENANCE ENGINEER	3.00
M570	PM TECH 1	1.00
M572	MS DAY ENGINEER/CUST III	5.00
M582	CMS DAY ENGINEER/CUST IV	1.00
M592	CUSTODIAN ENGINEER	1.00
M600	CARPENTER	7.00
M700	PAINTER 1	1.00
M701	PAINTER 2	1.00
Overall - Total		192.69

Staffing Food Service Positions

Class	Current Job Class Title	FTE
P090	FS FOUNDATION LEAD	1.00
P101	FS ELM PRODUCTION MANAGER	25.94
P102	FS MS PRODUCTION MANAGER	6.00
P103	FS HS PRODUCTION MANAGER	4.00
P201	FS ELM HELPER	28.63
P202	FS MS HELPER	30.25
P203	FS HS HELPER	35.76
P302	FS MS PRODUCTION LEAD	5.28
P303	FS HS PRODUCTION LEAD	2.38
P313	FS C-STORE MANAGER	3.00
Overall - Total		142.23

Staffing Substitute Dept

Department	Department Title	Employee Number
SUB CUST	SUB CUSTODIAN	40
SUB HRLY	SUBSTITUTES HOURLY	134
SUB TCH	SUBSTITUTE TEACHER	536
Overall - Total		710

Elementary Regular Classroom Average

School	Sections	Students	14-15	13-14	12-13	11-12	10-11	09-10	08-09	07-08	06-07
Abbott	19	413	21.7	21.8	22.3	21.7	21.6	21.4	21.8	21.4	22.3
Ackerman	21	442	21.0	22.0	22.0	22.1	20.1	20.6	22.1	23.0	22.8
Aldrich	20	489	24.5	23.4	22.4	23.2	22.3	21.8	21.3	21.1	19.8
Black Elk	22	456	20.7	21.1	23.0	22.5	21.9	22.5	22.6	23.1	22.6
Bryan	18	380	21.1	20.8	20.4	20.2	20.2	19.9	19.9	20.4	20.0
Cather	18	412	22.9	22.8	21.7	20.4	19.9	20.7	23.1	21.8	21.7
Cody	14	242	17.3	16.2	14.1	14.9	15.1	15.5	17.3	16.3	16.4
Cottonwood	14	304	21.7	20.5	20.4	21.8	19.1	19.6	20.1	20.6	20.2
Disney	15	279	18.6	17.5	19.0	19.2	17.3	16.6	19.2	18.8	18.0
Ezra Millard	21	411	19.6	19.2	20.2	18.9	19.4	19.2	20.4	21.1	21.7
Harvey Oaks	12	258	21.5	22.2	22.4	21.2	20.2	19.6	21.5	21.2	21.8
Hitchcock	14	260	18.6	17.1	15.9	17.1	14.8	15.1	15.9	17.5	17.8
Holling Heights	20	392	19.6	19.6	19.9	18.1	18.9	20.4	21.2	21.5	20.9
Montclair	25	526	21.0	21.0	20.3	20.7	20.9	20.8	21.2	21.0	23.1
Morton	15	291	19.4	18.5	18.5	17.6	18.1	17.9	19.5	20.7	21.4
Neihardt	25	567	22.7	21.8	21.8	22.9	21.6	20.6	21.0	21.0	21.8
Norris	19	370	19.5	19.2	18.8	18.3	19.3	18.7	19.0	19.1	20.6
Reagan	24	534	22.3	22.4	23.4	21.7	20.6	20.9	20.5	-	-
Reeder	28	618	22.1	20.4	21.2	20.4	20.4	21.0	17.9	21.8	20.4
Rockwell	16	308	19.3	17.9	16.5	18.4	18.7	18.6	18.4	19.8	20.1
Rohwer	28	608	21.7	20.7	20.8	21.1	19.3	19.5	21.4	22.0	21.1
Sandoz	16	318	19.9	18.5	19.8	18.1	19.1	19.3	18.2	19.1	18.9
Upchurch	30	639	21.3	22.6	22.8	21.6	21.5	20.5	-	-	-
Wheeler	27	527	19.5	20.1	21.5	20.0	19.3	19.8	20.8	21.7	20.9
Willowdale	18	409	22.7	21.4	21.1	21.1	21.4	21.9	22.1	23.4	23.6
Average	499	10453	20.9	20.6	20.7	20.3	19.9	20.5	21.1	21.0	21.3

*Based upon MPS Enrollment Counts 9/22/2014

Secondary Classroom Averages by Subject Area

2013-2014

	<u>North</u>	<u>South</u>	<u>West</u>	<u>AMS</u>	<u>BMS</u>	<u>CMS</u>	<u>KMS</u>	<u>NMS</u>	<u>RMS</u>
Grade 6				23.8	25.6	24.1	23.9	25.3	23.6
Art	17.0	21.3	22.9	27.3	20.0	20.8	24.9	16.6	20.5
Family Consumer Science	24.6	22.9	24.1	23.9	20.9	20.8	18.7	22.7	20.5
Industrial Technology	17.5	17.6	19.7	25.4	33.8	20.7	24.8	23.3	28.7
P.E.	25.7	22.1	28.6	36.5	32.0	36.7	38.0	22.9	23.9
Health/KnowYrslf				25.7	31.5	21.4	25.4	23.2	23.9
Business	22.2	21.5	22.5			19.4		23.5	
Vocal Music	37.8	64.4	55.1	34.8	28.9	39.0	30.1	23.2	28.7
Instr. Music	44.7	31.8	37.3	31.5	41.7	36.7	22.3	33.7	33.8
Reading				23.0	25.7	23.2	24.2	24.3	24.1
Computers	15.0	11.6	17.5	26.7	18.7	21.1	25.4	23.1	23.9
Math	22.5	21.2	23.3	20.4	24.7	24.0	24.0	22.7	22.1
English	23.2	21.0	22.0	23.2	24.7	24.0	25.4	24.8	22.1
Science	22.9	22.3	23.6	23.0	24.7	24.0	24.0	25.5	22.1
Social Studies	23.6	22.4	26.2	24.3	24.7	23.6	25.4	24.7	22.1
World Language	22.2	21.5	20.9	20.4	28.0	20.1	20.5	22.0	29.7
Montessori Mini Magnet						20.3			

Middle Level Average Class Size: 25.2
 High School Average Class Size: 25.2
 Total Secondary Average Class Size: 25.2

2014-2015

	<u>North</u>	<u>South</u>	<u>West</u>	<u>AMS</u>	<u>BMS</u>	<u>CMS</u>	<u>KMS</u>	<u>NMS</u>	<u>RMS</u>
Grade 6				24.3	23.9	24.6	26.3	24.7	24.0
Art	19.4	21.8	23.8	27.0	19.7	23.6	25.5	17.4	20.7
Family Consumer Science	25.4	22.8	23.2	25.0	22.1	23.6	22.4	19.9	20.7
Industrial Technology	18.3	18.1	21.8	27.1	33.2	23.6	26.9	21.5	29.0
P.E.	26.6	22.9	28.2	43.7	31.9	23.6	39.0	21.5	24.2
Health/KnowYrslf		22.7		24.9	31.2	23.6	26.0	21.5	24.2
Business	23.4	22.3	21.5					20.0	
Vocal Music	49.0	49.8	58.1	27.0	30.7	21.6	29.8	23.8	29.0
Instr. Music	45.4	55.9	39.6	31.5	35.7	39.8	21.8	32.5	34.0
Reading				24.1	25.0	21.3	25.6	23.5	24.0
Computers	14.4	12.2	20.0	26.2	18.1	23.6	25.8	23.3	24.2
Math	23.8	21.6	22.8	23.0	25.4	22.3	24.0	23.6	22.3
English	24.1	21.8	22.3	23.0	25.4	22.3	26.0	23.8	22.3
Science	23.7	20.7	21.9	24.3	25.4	22.3	24.0	23.8	22.3
Social Studies	23.8	22.4	24.7	24.3	25.4	22.3	25.3	23.8	22.3
World Language	22.3	22.7	20.7	20.5	26.4	22.3	18.3	19.7	30.0
Montessori Mini Magnet						25.0			

Middle Level Average Class Size: 24.8
 High School Average Class Size: 26.8
 Total Secondary Average Class Size: 25.8

Current Staff Demographics



Certificated Staff Educ Work Experience by School

Base Location Building Name	Years in Total	Years in District
ABBOTT ELEMENTARY	17.9	15.1
ACKERMAN ELEMENTARY	17.6	14.3
ALDRICH ELEMENTARY	14.8	10.3
ANDERSEN MIDDLE SCHOOL	15.0	12.0
BEADLE MIDDLE SCHOOL	13.5	9.0
BLACK ELK ELEMENTARY	14.6	11.2
BRYAN ELEMENTARY	13.6	11.2
CATHER ELEMENTARY	15.2	11.4
CENTRAL MIDDLE SCHOOL	13.0	9.9
CODY ELEMENTARY	16.2	13.9
COTTONWOOD ELEMENTARY	13.0	9.3
DISNEY ELEMENTARY	13.6	10.3
DON STROH ADMIN CTR	22.0	16.4
EZRA MILLARD ELEMENTARY	13.5	11.1
HARVEY OAKS ELEMENTARY	16.3	11.3
HITCHCOCK ELEMENTARY	8.7	6.2
HOLLINGHEIGHTS ELEMENTARY	12.0	9.4
HORIZON HIGH SCHOOL	14.0	8.0
KIEWIT MIDDLE SCHOOL	15.2	11.8
MID SCH ALT PROG-CMS ANX	9.0	9.0
MISC LOCATION	16.0	16.0
MONTCLAIR ELEMENTARY	14.8	11.4
MORTON ELEMENTARY	15.4	12.6
NEIHARDT ELEMENTARY	9.7	7.6
NORRIS ELEMENTARY	14.8	8.8
NORTH HIGH SCHOOL	14.5	11.2
NORTH MIDDLE SCHOOL	12.9	9.6
REAGAN ELEMENTARY	10.7	9.4
REEDER ELEMENTARY	12.4	8.9
ROCKWELL ELEMENTARY	15.5	11.2
ROHWER ELEMENTARY	14.5	12.2
RON WITT SSC	17.6	13.1
RUSSELL MIDDLE SCHOOL	12.7	10.0
SANDOZ ELEMENTARY	15.8	12.2
SOUTH HIGH SCHOOL	14.0	11.0
SUPPORT SERVICES CTR	29.6	24.6
UPCHURCH ELEMENTARY	10.6	7.6
WEST HIGH SCHOOL	15.2	11.3
WHEELER ELEMENTARY	16.2	12.9
WILLOWDALE ELEMENTARY	16.8	13.4
YOUNG ADULT PRG-CMS ANNEX	9.4	8.7
Overall - Average	14.6	11.3

Certificated Staff Highest Degree by building

Base Location Building Name	RN	BSN	BA	MA	DR	EDS	Total
ABBOTT ELEMENTARY	0	0	10	17	1	0	28
ACKERMAN ELEMENTARY	1	0	11	20	0	0	32
ALDRICH ELEMENTARY	0	0	9	19	1	0	29
ANDERSEN MIDDLE SCHOOL	0	1	21	47	0	1	70
BEADLE MIDDLE SCHOOL	0	0	27	54	1	0	82
BLACK ELK ELEMENTARY	0	0	9	24	0	0	33
BRYAN ELEMENTARY	0	1	8	22	1	0	32
CATHER ELEMENTARY	0	0	10	17	1	0	28
CENTRAL MIDDLE SCHOOL	0	1	23	47	1	0	72
CODY ELEMENTARY	0	0	18	17	0	0	35
COTTONWOOD ELEMENTARY	0	0	13	9	0	0	22
DISNEY ELEMENTARY	0	0	14	16	0	0	30
DON STROH ADMIN CTR	0	0	1	10	10	2	23
EZRA MILLARD ELEMENTARY	0	0	5	25	0	0	30
HARVEY OAKS ELEMENTARY	0	0	6	19	1	0	26
HITCHCOCK ELEMENTARY	0	0	10	14	1	0	25
HOLLINGHEIGHTS ELEMENTARY	0	0	17	18	0	0	35
HORIZON HIGH SCHOOL	0	0	8	17	0	0	26
KIEWIT MIDDLE SCHOOL	0	0	20	46	1	0	68
MID SCH ALT PROG-CMS ANX	0	0	0	3	0	0	3
MISC LOCATION	0	0	0	1	0	0	1
MONTCLAIR ELEMENTARY	1	0	13	30	0	0	44
MORTON ELEMENTARY	0	0	14	10	0	1	25
NEIHARDT ELEMENTARY	0	0	15	24	0	1	40
NORRIS ELEMENTARY	0	0	10	22	0	0	32
NORTH HIGH SCHOOL	1	0	63	99	2	0	165
NORTH MIDDLE SCHOOL	0	1	18	45	0	0	64
REAGAN ELEMENTARY	0	0	12	23	0	0	35
REEDER ELEMENTARY	0	0	16	25	0	0	41
ROCKWELL ELEMENTARY	0	0	10	28	0	0	38
ROHWER ELEMENTARY	1	0	10	29	0	0	40
RON WITT SSC	0	0	1	26	3	20	50
RUSSELL MIDDLE SCHOOL	1	1	22	44	0	0	68
SANDOZ ELEMENTARY	0	0	12	25	1	0	38
SOUTH HIGH SCHOOL	1	0	40	106	1	1	149
SUPPORT SERVICES CTR	0	0	0	1	0	0	1
UPCHURCH ELEMENTARY	0	0	10	30	1	0	41
WEST HIGH SCHOOL	0	0	39	122	3	0	164
WHEELER ELEMENTARY	0	0	16	27	0	0	44
WILLOWDALE ELEMENTARY	0	0	8	23	0	1	32
YOUNG ADULT PRG-CMS ANNEX	1	0	2	4	0	0	7
Overall - Total	7	5	571	1205	30	27	1848

Certificated Staff Gender by school

Base Location Building Name	Total	F	M
ABBOTT ELEMENTARY	28	23	5
ACKERMAN ELEMENTARY	32	25	7
ALDRICH ELEMENTARY	29	26	3
ANDERSEN MIDDLE SCHOOL	70	48	22
BEADLE MIDDLE SCHOOL	82	68	14
BLACK ELK ELEMENTARY	33	31	2
BRYAN ELEMENTARY	32	28	4
CATHER ELEMENTARY	28	26	2
CENTRAL MIDDLE SCHOOL	72	52	20
CODY ELEMENTARY	35	32	3
COTTONWOOD ELEMENTARY	22	21	1
DISNEY ELEMENTARY	30	27	3
DON STROH ADMIN CTR	23	11	12
EZRA MILLARD ELEMENTARY	30	28	2
HARVEY OAKS ELEMENTARY	26	25	1
HITCHCOCK ELEMENTARY	25	22	3
HOLLINGHEIGHTS ELEMENTARY	35	31	4
HORIZON HIGH SCHOOL	26	15	11
KIEWIT MIDDLE SCHOOL	68	42	26
MID SCH ALT PROG-CMS ANX	3	1	2
MISC LOCATION	1	0	1
MONTCLAIR ELEMENTARY	44	43	1
MORTON ELEMENTARY	25	24	1
NEIHARDT ELEMENTARY	40	32	8
NORRIS ELEMENTARY	32	29	3
NORTH HIGH SCHOOL	165	84	81
NORTH MIDDLE SCHOOL	64	45	19
REAGAN ELEMENTARY	35	27	8
REEDER ELEMENTARY	41	36	5
ROCKWELL ELEMENTARY	38	37	1
ROHWER ELEMENTARY	40	36	4
RON WITT SSC	50	42	8
RUSSELL MIDDLE SCHOOL	68	51	17
SANDOZ ELEMENTARY	38	37	1
SOUTH HIGH SCHOOL	149	91	58
SUPPORT SERVICES CTR	1	1	0
UPCHURCH ELEMENTARY	41	36	5
WEST HIGH SCHOOL	164	101	63
WHEELER ELEMENTARY	44	41	3
WILLOWDALE ELEMENTARY	32	31	1
YOUNG ADULT PRG-CMS ANNEX	7	5	2
Overall - Total	1848	1411	437

All Staff Gender by school

Base Location Building Name	Total	F	M
ABBOTT ELEMENTARY	41	34	7
ACKERMAN ELEMENTARY	46	35	11
ALDRICH ELEMENTARY	42	38	4
ANDERSEN MIDDLE SCHOOL	103	76	27
BEADLE MIDDLE SCHOOL	114	96	18
BLACK ELK ELEMENTARY	46	41	5
BRYAN ELEMENTARY	48	42	6
CATHER ELEMENTARY	41	36	5
CENTRAL MIDDLE SCHOOL	108	83	25
CODY ELEMENTARY	63	58	5
COTTONWOOD ELEMENTARY	33	30	3
DISNEY ELEMENTARY	47	42	5
DON STROH ADMIN CTR	67	49	18
EZRA MILLARD ELEMENTARY	45	41	4
HARVEY OAKS ELEMENTARY	37	34	3
HITCHCOCK ELEMENTARY	47	42	5
HOLLINGHEIGHTS ELEMENTARY	55	47	8
HORIZON HIGH SCHOOL	37	22	15
KIEWIT MIDDLE SCHOOL	98	66	32
MID SCH ALT PROG-CMS ANX	5	3	2
MISC LOCATION	1	0	1
MONTCLAIR ELEMENTARY	75	72	3
MORTON ELEMENTARY	37	34	3
NEIHARDT ELEMENTARY	58	48	10
NORRIS ELEMENTARY	48	43	5
NORTH HIGH SCHOOL	233	132	101
NORTH MIDDLE SCHOOL	96	69	27
REAGAN ELEMENTARY	53	43	10
REEDER ELEMENTARY	58	51	7
ROCKWELL ELEMENTARY	72	69	3
ROHWER ELEMENTARY	60	54	6
RON WITT SSC	81	55	26
RUSSELL MIDDLE SCHOOL	97	76	21
SANDOZ ELEMENTARY	55	52	3
SOUTH HIGH SCHOOL	221	143	78
SUPPORT SERVICES CTR	57	15	42
TRANSPORTATION CMS-A	30	12	18
UPCHURCH ELEMENTARY	56	50	6
WEST HIGH SCHOOL	237	154	83
WHEELER ELEMENTARY	72	67	5
WILLOWDALE ELEMENTARY	45	42	3
YOUNG ADULT PRG-CMS ANNEX	19	14	5
Overall - Total	2884	2210	674

Certificated Staff Ethnicity by school

Base Location Building Name	Total	A	B	H	W	I
ABBOTT ELEMENTARY	28	0	0	0	28	0
ACKERMAN ELEMENTARY	32	0	0	0	32	0
ALDRICH ELEMENTARY	29	1	0	0	28	0
ANDERSEN MIDDLE SCHOOL	70	1	1	0	67	1
BEADLE MIDDLE SCHOOL	82	0	1	1	80	0
BLACK ELK ELEMENTARY	33	0	0	1	32	0
BRYAN ELEMENTARY	32	0	0	0	32	0
CATHER ELEMENTARY	28	0	0	0	28	0
CENTRAL MIDDLE SCHOOL	72	1	1	0	70	0
CODY ELEMENTARY	35	0	0	1	34	0
COTTONWOOD ELEMENTARY	22	0	0	0	22	0
DISNEY ELEMENTARY	30	0	0	0	30	0
DON STROH ADMIN CTR	23	0	0	0	23	0
EZRA MILLARD ELEMENTARY	30	0	0	0	30	0
HARVEY OAKS ELEMENTARY	26	0	0	0	26	0
HITCHCOCK ELEMENTARY	25	0	0	0	25	0
HOLLINGHEIGHTS ELEMENTARY	35	0	0	0	35	0
HORIZON HIGH SCHOOL	26	0	0	1	25	0
KIEWIT MIDDLE SCHOOL	68	2	0	1	65	0
MID SCH ALT PROG-CMS ANX	3	0	0	1	2	0
MISC LOCATION	1	0	0	0	1	0
MONTCLAIR ELEMENTARY	44	0	0	0	44	0
MORTON ELEMENTARY	25	0	0	0	25	0
NEIHARDT ELEMENTARY	40	1	0	0	39	0
NORRIS ELEMENTARY	32	0	0	0	32	0
NORTH HIGH SCHOOL	165	0	0	1	163	0
NORTH MIDDLE SCHOOL	64	0	0	1	63	0
REAGAN ELEMENTARY	35	0	0	0	35	0
REEDER ELEMENTARY	41	0	0	1	40	0
ROCKWELL ELEMENTARY	38	0	1	1	36	0
ROHWER ELEMENTARY	40	0	1	1	38	0
RON WITT SSC	50	0	0	1	49	0
RUSSELL MIDDLE SCHOOL	68	0	0	0	68	0
SANDOZ ELEMENTARY	38	0	0	1	37	0
SOUTH HIGH SCHOOL	149	0	0	2	147	0
SUPPORT SERVICES CTR	1	0	0	0	1	0
UPCHURCH ELEMENTARY	41	0	0	0	41	0
WEST HIGH SCHOOL	164	0	0	4	160	0
WHEELER ELEMENTARY	44	0	0	0	44	0
WILLOWDALE ELEMENTARY	32	0	0	0	32	0
YOUNG ADULT PRG-CMS ANNEX	7	0	0	0	7	0
Overall - Total	1848	6	5	19	1816	1

Staff Ethnicity by School All Employees

Base Location Building Name	Total	A	B	H	W	I
ABBOTT ELEMENTARY	41	0	0	1	40	0
ACKERMAN ELEMENTARY	46	0	0	0	46	0
ALDRICH ELEMENTARY	42	1	0	1	40	0
ANDERSEN MIDDLE SCHOOL	103	1	1	2	98	1
BEADLE MIDDLE SCHOOL	114	0	1	2	111	0
BLACK ELK ELEMENTARY	46	0	0	2	44	0
BRYAN ELEMENTARY	48	0	0	0	48	0
CATHER ELEMENTARY	41	0	0	0	41	0
CENTRAL MIDDLE SCHOOL	108	1	1	2	104	0
CODY ELEMENTARY	63	0	0	4	59	0
COTTONWOOD ELEMENTARY	33	0	0	1	32	0
DISNEY ELEMENTARY	47	0	0	0	47	0
DON STROH ADMIN CTR	67	0	1	0	66	0
EZRA MILLARD ELEMENTARY	45	0	0	0	44	1
HARVEY OAKS ELEMENTARY	37	0	0	0	37	0
HITCHCOCK ELEMENTARY	47	0	0	1	46	0
HOLLINGHEIGHTS ELEMENTARY	55	0	0	0	55	0
HORIZON HIGH SCHOOL	37	0	0	3	34	0
KIEWIT MIDDLE SCHOOL	98	2	1	1	94	0
MID SCH ALT PROG-CMS ANX	5	0	0	1	4	0
MISC LOCATION	1	0	0	0	1	0
MONTCLAIR ELEMENTARY	75	2	0	1	72	0
MORTON ELEMENTARY	37	0	0	0	37	0
NEIHARDT ELEMENTARY	58	1	0	0	57	0
NORRIS ELEMENTARY	48	1	0	1	46	0
NORTH HIGH SCHOOL	233	1	4	2	224	1
NORTH MIDDLE SCHOOL	96	0	0	2	94	0
REAGAN ELEMENTARY	53	0	1	0	52	0
REEDER ELEMENTARY	58	1	0	1	56	0
ROCKWELL ELEMENTARY	72	1	2	1	68	0
ROHWER ELEMENTARY	60	0	2	1	57	0
RON WITT SSC	81	1	1	1	78	0
RUSSELL MIDDLE SCHOOL	97	0	0	2	95	0
SANDOZ ELEMENTARY	55	0	0	1	54	0
SOUTH HIGH SCHOOL	221	1	3	7	210	0
SUPPORT SERVICES CTR	57	0	1	0	56	0
TRANSPORTATION CMS-A	30	0	0	0	30	0
UPCHURCH ELEMENTARY	56	0	0	0	55	0
WEST HIGH SCHOOL	237	4	3	10	220	0
WHEELER ELEMENTARY	72	0	0	2	70	0
WILLOWDALE ELEMENTARY	45	0	0	0	45	0
YOUNG ADULT PRG-CMS ANNEX	19	0	2	0	17	0
Overall - Total	2884	18	24	53	2784	3

Certificated Staff Age by school

Base Location Building Name	Age
ABBOTT ELEMENTARY	47
ACKERMAN ELEMENTARY	42
ALDRICH ELEMENTARY	39
ANDERSEN MIDDLE SCHOOL	42
BEADLE MIDDLE SCHOOL	40
BLACK ELK ELEMENTARY	38
BRYAN ELEMENTARY	40
CATHER ELEMENTARY	44
CENTRAL MIDDLE SCHOOL	39
CODY ELEMENTARY	46
COTTONWOOD ELEMENTARY	39
DISNEY ELEMENTARY	39
DON STROH ADMIN CTR	49
EZRA MILLARD ELEMENTARY	37
HARVEY OAKS ELEMENTARY	44
HITCHCOCK ELEMENTARY	32
HOLLINGHEIGHTS ELEMENTARY	39
HORIZON HIGH SCHOOL	44
KIEWIT MIDDLE SCHOOL	42
MID SCH ALT PROG-CMS ANX	38
MISC LOCATION	40
MONTCLAIR ELEMENTARY	42
MORTON ELEMENTARY	40
NEIHARDT ELEMENTARY	36
NORRIS ELEMENTARY	41
NORTH HIGH SCHOOL	41
NORTH MIDDLE SCHOOL	39
REAGAN ELEMENTARY	36
REEDER ELEMENTARY	39
ROCKWELL ELEMENTARY	43
ROHWER ELEMENTARY	40
RON WITT SSC	43
RUSSELL MIDDLE SCHOOL	40
SANDOZ ELEMENTARY	42
SOUTH HIGH SCHOOL	41
SUPPORT SERVICES CTR	61
UPCHURCH ELEMENTARY	37
WEST HIGH SCHOOL	42
WHEELER ELEMENTARY	41
WILLOWDALE ELEMENTARY	42
YOUNG ADULT PRG-CMS ANNEX	37
Overall - Total	41

Staff Turnover

Staff Terminations September 1, 2013 through August 31, 2014

Reason	Admin	Tchr	Nurse	PTS	PTH	Para	Cust	Fd Srv
Continuing Education		2				3	1	
Contract Expired		5			1			
Deceased		1				2		
Employment Outside Education		4		2	4	17	3	7
Personal / Family Reasons		18			1	7	1	2
Personal Health		1				2	1	1
Job Dissatisfaction		2				1		1
Long-term Disability								
Miscellaneous Resignation		1				13		2
Other Education Job	3	23				5		
Performance							5	
Relocation		12		1	1	3		
Resigned		1		1	1	2	5	
Retired	2	31	1	1	1	5	7	9
Sabbatical Leave								
Unpaid Leave of Absence								
Reduction in Force						1		
Total	5	101	1	5	9	61	23	22

Total as a % of 13-14 Staff 5.7% 6.0% 6.7% 10.2% 4.9% 15.1% 11.9% 13.3%

History

2012-2013	8%	8.8%	6.7%	2.0%	11.0%	18.3%	7.3%	25.9%
2011-2012	13.8%	7.6%	0.0%	4.1%	9.3%	12.3%	8.8%	9.6%
2010-2011	8.0%	6.8%	6.7%	6.1%	7.7%	9.1%	8.8%	6.6%
2009-2010	3.4%	6.7%	6.7%	4.1%	7.7%	11.9%	5.7%	7.8%
2008-09	6.9%	7.3%	6.7%	10.2%	3.8%	10.9%	9.3%	5.4%
2007-08	4.6%	8.4%	6.7%	8.2%	14.8%	19.0%	9.8%	12.0%
2006-07	10.6%	9.7%	6.8%	17.8%	12.0%	27.7%	10.6%	18.1%
2005-06	4.7%	9.9%	0.0%	4.7%	12.0%	34.2%	11.1%	15.7%
2004-05	11.4%	10.2%	7.1%	20.0%	11.3%	22.1%	11.0%	14.4%

Staff Distribution History



PERSONNEL REPORT

Personnel Distribution History

School Year	F.T.E.						Total Staff	Total Students	Ratios			
	Adm	Tch	Nur	PT/EP	FS	CM			Stu/ Staff	Stu/ Tea	Staff/ Adm	Tch/ Adm
80-81	49	666	6	178	63	95	1,057	12,077	11.4	18.1	20.6	13.6
81-82	54	696	6	191	69	107	1,122	12,500	11.1	18.0	20.0	13.0
82-83	54	707	6	178	74	107	1,125	12,821	11.4	18.1	20.0	13.2
83-84	55	746	6	175	71	108	1,161	13,385	11.5	17.9	20.1	13.6
84-85	56	789	6	218	70	108	1,248	13,877	11.1	17.6	21.3	14.1
85-86	60	835	6	218	77	108	1,305	14,292	11.0	17.1	20.7	13.9
86-87	61	870	7	236	76	111	1,361	14,879	10.9	17.1	21.4	14.3
87-88	60	886	7	243	77	110	1,384	15,289	11.0	17.3	22.1	14.8
88-89	64	947	8	248	78	110	1,455	15,722	10.8	16.6	21.7	14.8
89-90	70	980	8	261	81	118	1,518	16,248	10.7	16.6	20.7	14.0
90-91	71	1012	8	276	81	119	1,567	16,728	10.7	16.5	21.1	14.3
91-92	74	1068	9	319	83	123	1,676	17,198	10.3	16.1	21.6	14.4
92-93	77	1115	9	333	83	126	1,742	17,411	10.0	15.6	21.8	14.6
93-94	82	1133	9	351	84	131	1,789	17,594	9.8	15.5	20.9	13.9
94-95	82	1191	10	377	94	139	1,894	17,637	9.3	14.8	22.2	14.6
95-96	82	1229	11	423	110	139	1,994	17,988	9.0	14.6	23.5	15.1
96-97	82	1254	12	441	115	135	2,038	18,380	9.0	14.7	23.9	15.3
97-98	77	1283	12	448	115	128	2,062	18,678	9.1	14.6	25.8	16.7
98-99	79	1317	12	502	117	149	2,176	18,736	8.6	14.2	26.5	16.7
99-00	80	1362	13	511	125	162	2,252	18,698	8.3	13.7	27.2	17.0
00-01	80	1394	13	541	137	162	2,327	18,828	8.1	13.5	28.1	17.4
01-02*	81	1446	13	473	115	166	2,293	18,917	8.2	13.1	27.3	17.9
02-03	81	1455	13	482	115	169	2,315	19,084	8.2	13.1	27.6	18.0
03-04	79	1460	13	485	119	167	2,323	19,497	8.4	13.4	28.4	18.5
04-05	82	1476	13	475	125	173	2,344	19,972	8.5	13.5	27.6	18.0
05-06	85	1529	14	494	127	182	2,432	20,469	8.4	13.4	27.6	18.0
06-07	85	1582	15	507	127	180	2,495	21,120	8.5	13.4	28.4	18.6
07-08	87	1633	15	510	132	188	2,581	22,041	8.6	13.5	28.5	18.8
08-09	88	1671	15	529	137	198	2,638	22,129	8.4	13.2	29.0	19.0
09-10	88	1693	15	539	139	201	2,675	22,593	8.4	13.3	29.4	19.2
10-11	90	1731	15	540	143	201	2,719	22,755	8.4	13.1	29.2	19.2
11-12	87	1712	15	540	143	201	2,719	23,050	8.4	13.1	29.9	19.7
12-13	86	1697	15	533	139	187	2,660	23,348	8.8	13.8	29.9	19.7
13-14	87	1706	15	540	139	190	2,677	23,550	8.8	13.8	29.8	19.6
14-15	88	1714	14	540	142	193	2,691	23,700	8.8	13.8	29.6	19.5

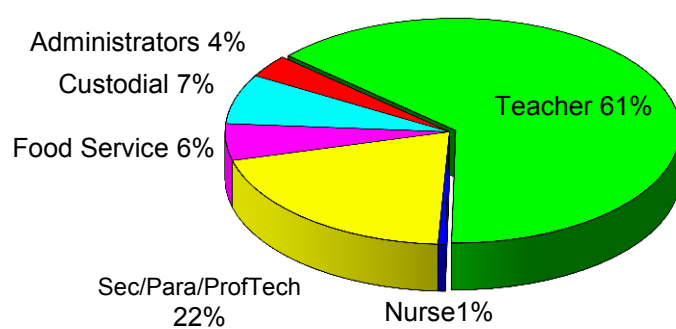
	Adm	Tch	Nur	PT/EP	FS	CM	Staff	Students
1980-14	39	1,665	8	362	79	105	2,642	11,623

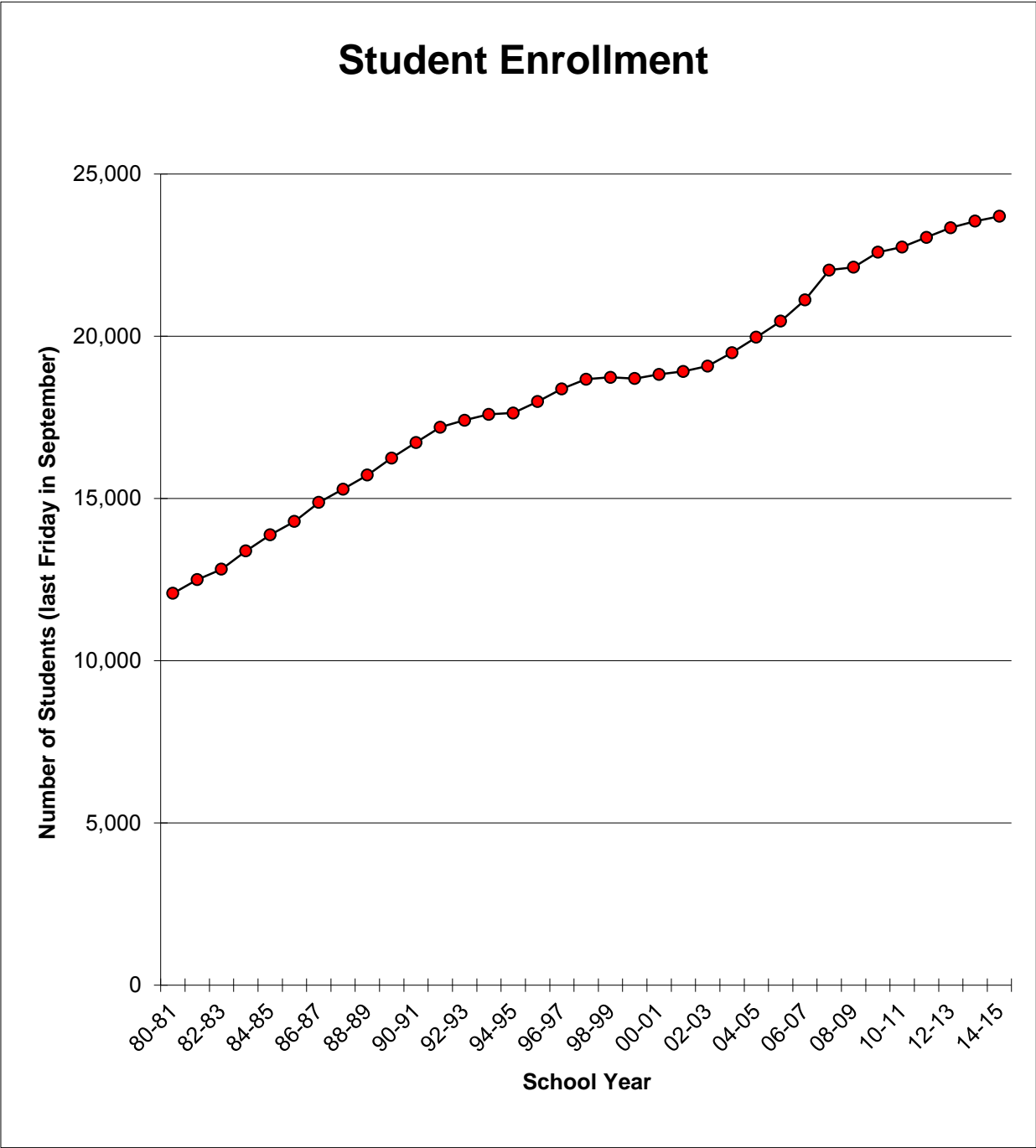
% Change

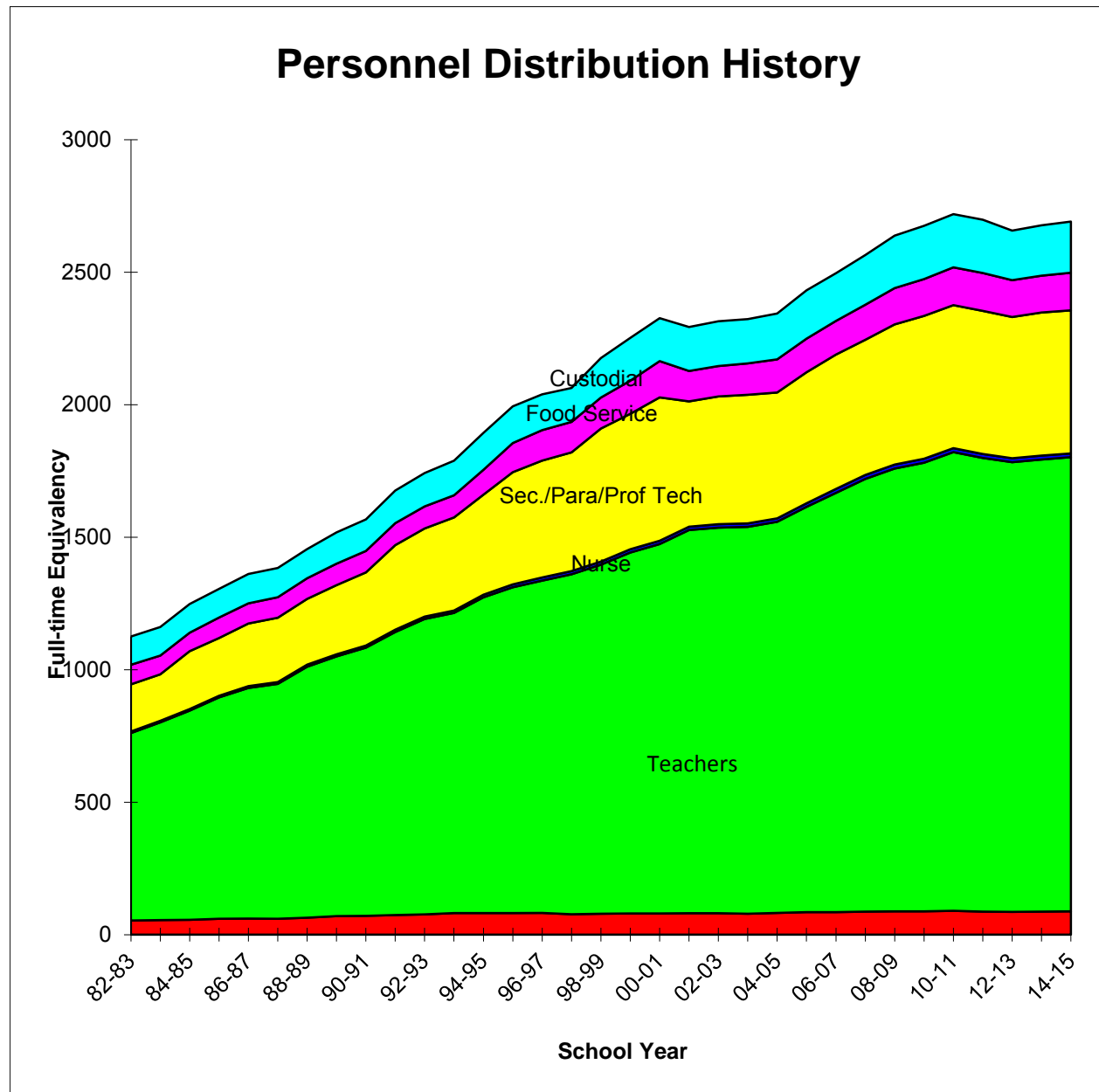
	Adm	Tch	Nur	PT/EP	FS	CM	Staff	Students
1980-14	80%	250%	133%	203%	125%	111%	250%	96%

* FTE for paras changed from 5.5 to 8 hours per day = 1 FTE

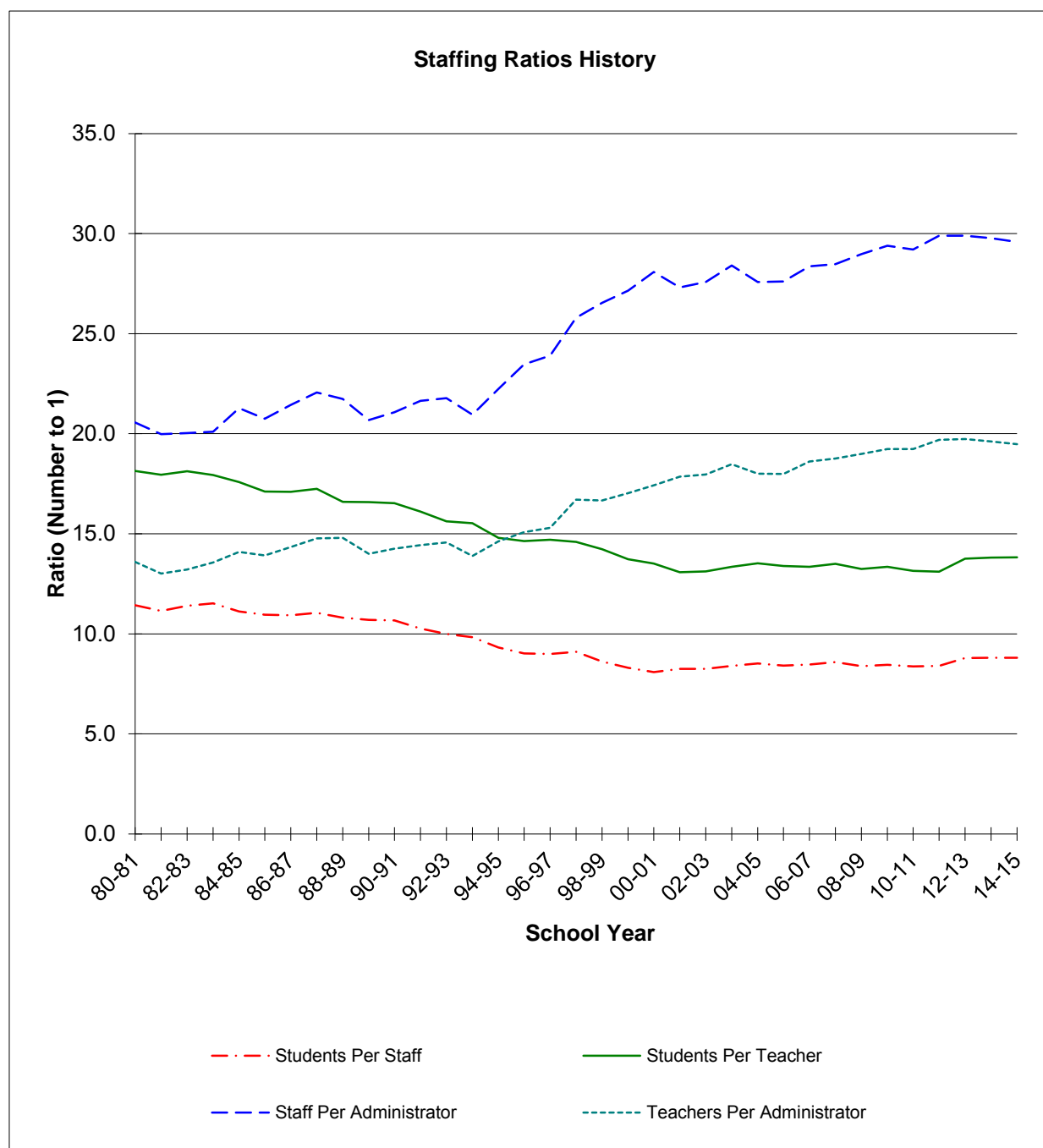
* FTE for food service changed from 6.5 to 8 hours per day = 1 FTE

Personnel Distribution 2014-15





PERSONNEL REPORT



Teacher Retention for the Last 5 Years

Year	09-10		10-11		11-12		12-13		13-14	
Description	Rookies	All Hires	Rookies	All Hires	Rookies	All Hires	Rookies	All Hires	Rookies	All Hires
# of New Hires	70	141	48	98	63	114	59	165	137	160
# leaving end of 08-09										
# leaving end of 09-10	6	15								
# leaving end of 10-11	8	10	4	9						
# leaving end of 11-12	7	8	3	6	4	9				
# leaving end of 12-13	2	1	3	5	6	4	5	6	5	6
First Year Retention Percent	91.4%	89.4%	91.7%	90.8%	93.7%	92.1%	91.5%	96.4%	96.4%	96.3%
# Still on Contract Current	47	107	38	78	53	101	54	159	132	154
Total Resignations Current	23	34	10	20	10	13	5	6	5	6
Percent Retained Current	67%	76%	79%	80%	84%	89%	92%	96%	96%	96%

One Year Retention Glance (Hired and Resigned in 2013-14)

Description	Number	Percent
Resigned Personal Reasons	4	2.50%
Relocation	3	1.88%
Personal Health	0	0.00%
Employment Outside Ed.	1	0.63%
Other Education Job	3	1.88%
Contract Expired	1	0.63%
Total Leaving	12	4.4%