



BOARD OF EDUCATION MEETING



DECEMBER 7, 2015

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
December 7, 2015

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, November 16, 2015
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Employees of the Month: Jon Barta, Physical Education Teacher at Sandoz Elementary and Rod Caldwell, Day Custodian at Reagan Elementary
2. Showcase: Fall Sports: Cross Country, Softball and Boys Tennis
3. Superintendent's Comments
4. Board Comments/Announcements
5. Report from Student Representatives

G. Unfinished Business

H. New Business

1. Reaffirm Policy 4300 – Human Resources – Professional Growth/Staff Development
2. Approval of Rule 4300.1 – Human Resources – Professional Growth/Staff Development
3. Approval of Rule 4300.2 – Human Resources – Staff Development
4. First Reading of Policy 6400 – Curriculum, Instruction, and Assessment – Staff Development
5. First Reading of Policy 7000 – Technology – Technology General Policy Statement
6. First Reading of Policy 7100 – Technology – Use of District Computers, Software, and Data Files
7. Approval of 2016 Summer School Program and Location
8. Approval of Phase III Core Knowledge at Disney Mini-Magnet
9. Award of Contract for Ezra Elementary Lighting Project
10. Approval of Personnel Actions: Recommendation to Hire, Resignations, Resignation Notification Incentive (RNI), Voluntary Early Separation (VSP)

I. Reports

1. Enrollment Report
2. Learning Community Update
3. Poverty Report
4. Evaluations of Mini-Magnets Report (Superintendent Goal #3)

J. Future Agenda Items/Board Calendar

1. Board of Education Holiday Party on Wednesday, December 16, 2015 at the United Republic Bank, 111 North 181 Street from 6:-8:00 p.m.
2. Winter Break begins December 21, 2015
3. School Resumes on January 4, 2016
4. Board of Education Meeting on Monday, January 4, 2016 at 6:00 p.m. at the Don Stroh Administration Center
5. Committee of the Whole Meeting on Monday, January 11, 2016 at 6:00 p.m. at the Don Stroh Administration Center
6. MLK Jr. Day on January 18, 2016 - No School for Students – Teacher Staff Development Day
7. Board of Education Meeting on Monday, January 18, 2016 at 6:00 p.m. at the Don Stroh Administration Center
8. Board of Education Meeting on Monday, February 1, 2016 at 6:00 p.m. at the Don Stroh Administration Center
9. Committee of the Whole Meeting on Monday, February 8, 2016 at 6:00 p.m. at the Don Stroh Administration Center
10. Parent Teacher Conferences on February 11-12, 2016 – No School for Students
11. President's Day on February 15, 2016 – No School for Students – Staff Development Day
12. Board of Education Meeting on Monday, February 15, 2016 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
December 7, 2015

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 be make sure a request form is completed and given to the Board President prior to the meeting.

- *E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes, November 16, 2015 (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: Jon Barta, Physical Education Teacher at Sandoz Elementary and Rod Caldwell, Day Custodian at Reagan Elementary
- F.2. Showcase: Fall Sports – Cross Country, Softball and Boys Tennis
- F.3. Superintendent's Comments
- F.4. Board Comments/Announcements
- F.5. Report from Student Representatives
- H.1. Motion by _____, seconded by _____, to reaffirm Policy 4300 – Human Resources – Professional Growth/Staff Development (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve Rule 4300.1 – Human Resources – Professional Growth /Staff Development (See enclosure.)
- H.3. Motion by _____, seconded by _____, to approve Rule 4300.2 – Human Resources – Staff Development (See enclosure.)
- H.4. First Reading of Policy 6400 – Curriculum, Instruction, and Assessment – Staff Development (See enclosure.)
- H.5. First Reading of Policy 7000 – Technology – Technology General Policy Statement (See enclosure.)
- H.6. First Reading of Policy 7100 – Technology – Use of District Computers, Software, and Data Files (See enclosure.)
- H.7. Motion by _____, seconded by _____, to approve the 2016 Summer School Program and Location (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve the Phase III Core Knowledge at Disney Mini-Magnet (See enclosure.)

Board Meeting Agenda
December 7, 2015
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- H.9. Motion by _____, seconded by _____, that the contract for the Ezra Elementary school Lighting Project be awarded to ----- in the amount of \$ ----- and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project. (See enclosure.)
- H.10. Motion by _____, seconded by _____, to approve Personnel Actions: Recommendation to Hire, Resignation, Resignation Notification Incentive (RNI), Voluntary Separation Program (VSP) (See enclosure.)

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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, November 16, 2015, 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, November 13, 2015; 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 meeting laws are posted and available for public inspection. Mr. Ricketts asked everyone to join in the Pledge of Allegiance.

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

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

Motion was made by Mike Kennedy, seconded by Paul Meyer, to approve the Board of Education Minutes from November 2, 2015, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against were: None. Motion carried.

Linda Poole summarized the Committee of the Whole meeting minutes from November 9, 2015.

Awards were presented to Lynn Hill - 2016 Finalist – Nebraska Teacher of the Year, Tim Royers - 2016 Nebraska Teacher of the Year, and Courtney Matulka – Milken Educator Award

Showcase highlighted High School National Merit Semi-Finalists & Commended Students, Perfect ACT Scores & Student Council Recognition

Superintendent's Comments to the Board:

- We are excited and proud to have a Millard vs. Millard final for the state football game. This took a lot of hard work by kids, coaches and administrators. Behind the scenes in the area of athletics, a big thank you to Bob Snowden, Ed Rockwell, Steve Mainelli, and Bill Chizek for maintaining and upgrading our facilities that allow our kids to keep participating and performing.
- Board members planning on attending the state football game need to let Dr. Sutfin know and also give him the name of their guest if they are bringing one. Your Millard I.D. badge will also be required that evening.
- On Friday, Dr. Nancy Johnston made a notable change to the curriculum handbook which is on the agenda for approval this evening. After much effort, beginning the fall of 2016, the Air Force Junior ROTC program will be added at Millard South High School. Slight renovations will be made to the front of the school to accommodate this new program.
- Dr. Sutfin has been working with Bill Mueller on a Learning Community Bill that carries the Superintendent's recommendations after their last meeting. They are working on two separate amendment's which include the removal of open enrollment and moving back to option enrollment as well as a bill that could change the governance structure.
- This is the week of the Nebraska Association of School Boards State Education Conference. Dr. Sutfin will be in attendance at lunch on Thursday, but will be unable to attend on Friday.

Board Comments:

Paul Meyer:

- Mr. Meyer will be attending the game next Tuesday and does not at this time, know who will be attending with him.

Mike Kennedy:

- Mr. Kennedy said not only did it take team work for our footballs teams to play in the finals, but also it took amazing team work to get the Junior ROTC program at MSHS.
- It is great to see three of our teachers receive State and National awards. Mr. Kennedy said that Millard does a wonderful job at hiring people with great potential. He also complimented the Staff Development team, mentors, administrators and colleagues for their part in nurturing talent that is there. Mr. Kennedy also said the community plays a big part by passing bond issues and making sure we have the resources that we need.

Linda Poole:

- Mrs. Poole will be at the State Education Conference as the delegate for Millard on Friday.
- It has been an exciting week with Millard North and Millard West high schools making it to the championship game. Mrs. Poole will be attending the game and is not sure at this time who will be joining her.
- Mrs. Poole has attended SIT meetings recently and is amazed at the engagement of the community and staff at the meetings.
- Congratulations to Tim, Lynn and Courtney on their awards and to the Showcase students this evening.

Mr. Anderson:

- Mr. Anderson agreed with the prior comments by Board members. He added that he appreciated the invitation from Dr. Sutfin to attend the Diane Ravitch event and said he enjoyed her presentation.
- The MNMS IB administration and staff recently held an evaluation session on the program. Mr. Anderson thanked them for their work and for the opportunity to speak from a Board members perspective.
- This is State Education Conference week and there is a lot going on. Starting tomorrow, Mr. Anderson will be involved throughout the week.

Mike Pate:

- Mr. Pate also enjoyed attending the Diane Ravitch event and hearing her outlook on education. He especially agreed on her opinion on standardized testing, that there are too many and that it is not always the way to go.
- Congratulations to both MNHS and MWHS football teams and to the students being showcased this evening academically.

Pat Ricketts:

- The Junior ROTC program will be great for Millard and for MSHS.
- Congratulations to the Mustang and the Wildcat football teams.
- Mr. Ricketts had the opportunity to attend the Norris Elementary SIT meeting.
- Mr. Meyer and Mr. Ricketts attended the State Senators luncheon hosted by Dr. Sutfin.
- Mr. Ricketts also attended the Diane Ravitch event Thursday evening and then met again on Friday morning at UNO with Dr. Sutfin. In attendance were representatives from Dr. Sutfin's Advisory Council, who are leaders of the Millard community. Mr. Ricketts invited fellow Board members to attend one of Dr. Sutfin's Superintendent's Business Advisory Council meetings.
- Mr. Ricketts will be attending the NASB conference luncheons on Thursday and Friday of this week.

Student Reports:

Alicia Laufenberg, student representative from Millard South High School and Laura Ecklund, student representative from Millard West High School, reported on the academic and athletic happenings at their respective schools.

Unfinished Business:

Linda Poole gave the second reading of Policy 6225. A motion was made by Linda Poole and seconded by Dave Anderson to approve Policy 6225 - Curriculum, Instruction, and Assessment - Secondary Class Size. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

New Business:

Motion by Dave Anderson and seconded by Mike Kennedy to approve the 2016-2017 High School Curriculum Handbook and Registration Guide. *Mr. Ricketts pointed out the Air Force Junior ROTC Program and Early College Program at MSHS had been added to the handbook. He said that even though the selective abandonment program is difficult, it allows us to add programs such as these.* Voting in favor of said motion was: Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Mike Kennedy and seconded by Mike Pate to approve the 2016 Legislative Standing Positions. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, 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 Contract Documents for the Ezra Elementary Lighting Project. Andy Lang with Morrissey Engineering was available to address questions and concerns from the Board. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Poole to approve Personnel Actions: New Hires: Jessica L. Cinnamon, Susan E. Nielsen, Megan J. Hanson, Kimberly A. Wright; Resignations: Jessica Zimmerman, Jill Prochaska; Resignation Notification Incentive; Dale E. Clausen, Carol A. Lunzman, Marita Mitchell, Cheryl Headley, Kelly Selting; Voluntary Separation Program: Carol A. Lunzman and Marita P. Mitchell. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Mr. Ricketts requested to move Executive Session to the end of the agenda.

Reports:

United Way Report:

Dr. Saum-Mills reported that MPS donations were down by approximately 8% as compared to last year.

Foundation Campaign Report:

Rebecca Kleeman said we had fewer donors, however more money was raised this year. Mr. Ricketts requested that we let the Foundation know how much we appreciate what they have done for our schools.

Food Service Report:

Justin Wiley reported that all Millard high schools participated in the "Healthy High School Challenge" which promotes healthier eating choices. Of the 291 high schools participating, our schools ranked in the top 16. For each of the place categories, the schools received \$1000.

This last summer, Holling Heights Elementary hosted Millard's first ever Open Summer Food Service Program. This program is open to any child under the age of 18 to come and eat for free with no questions asked. Mr. Wiley said they served approximately 112 breakfasts and 217 lunches per day through the course of 44 serving days.

Mr. Pate asked if serving sizes were the same for kindergarten - fifth grades during the school year. Mr. Wiley answered that yes, this was true, however, all students have the freedom to go back to the food cart as much as they would like for fruits and vegetables.

The "Grab and Go" breakfasts are up this year in the elementary schools by approximately 120 meals as compared to 500 last year.

Operation and Maintenance Report:

Bob Snowden said they had a good summer with all areas working on short time schedules. The main focus right now is getting ready winter and snow removal.

Construction Report - Sampson:

Dave Cavlovic, with Sampson Construction Company, was available to address questions and concerns from the Board. He reported that the schools that are under design right now are still on track. MNHS is the only school under construction at this time and is getting closer to being completely closed in. Mr. Cavlovic said the progress is on schedule.

Mr. Ricketts reminded the Board of future agenda items and said it was the proper time for public questions and comments. There were none.

Future Agenda Items/Board Calendar:

1. Thanksgiving Holiday on November 26-27, 2015 – Millard Public Schools Closed
2. Board of Education Meeting on Monday, December 7, 2015 at 6:00 p.m. at the Don Stroh Administration Center
3. Board of Education Holiday Party on Wednesday, December 16, 2015 at the United Republic Bank, 111 North 181 Street from 6:-8:00 p.m.
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14. Board of Education Meeting on Monday, February 15, 2016 at 6:00 p.m. at the Don Stroh Administration Center

At 7:20 p.m. Pat Ricketts said the Board will go into Executive Session. Motion was made by Dave Anderson and seconded by Linda Poole to go into Executive Session for the purpose of litigation and negotiation. Voting in favor was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Mr. Ricketts announced the Board would go into Executive Session at 7:20 p.m. A motion was made by Mike Kennedy and seconded by Mike Pate to come out of Executive Session at 7:45 p.m. Voting in favor was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Secretary, Dave Anderson

Millard Public Schools

December 7, 2015

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	427774	11/12/2015	133636	BELLEVUE WEST HIGH SCHOOL	\$160.00
	427775	11/12/2015	108436	COX COMMUNICATIONS INC	\$78.88
	427776	11/12/2015	138803	LINDSEY ANNE FOX	\$135.00
	427777	11/12/2015	102451	INTERNATIONAL BACCALAUREATE	\$739.00
	427778	11/12/2015	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$518.00
	427779	11/12/2015	141027	MIDDLETON CROSS PLAINS SCHOOL DIST	\$310.00
	427780	11/12/2015	107732	BRIAN L NELSON	\$150.00
	427781	11/12/2015	101008	NORFOLK HIGH SCHOOL	\$368.00
	427782	11/12/2015	101008	NORFOLK HIGH SCHOOL	\$340.00
	427783	11/12/2015	071567	PAPILLION/LAVISTA HIGH SCHOOL	\$367.00
	427784	11/12/2015	134296	PETTY CASH/ALDRICH	\$71.12
	427785	11/12/2015	100389	REALITYWORKS INC	\$165.00
	427786	11/12/2015	081630	SAMS CLUB DIRECT	\$391.39
	427787	11/12/2015	107354	STEPHEN W. VENTEICHER	\$60.00
	427788	11/12/2015	135863	RUDOLPH A VLCEK III	\$150.00
	427789	11/12/2015	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$13,041.59
	427790	11/13/2015	141035	SOUTHERN COMMERICAL COLLECTORS ASSN	\$2,281.75
	427792	11/19/2015	108436	COX COMMUNICATIONS INC	\$8,103.09
	427793	11/19/2015	108436	COX COMMUNICATIONS INC	\$27,629.58
	427794	11/19/2015	133691	DOUGLAS COUNTY HISTORICAL SOCIETY	\$2,500.00
	427795	11/19/2015	138508	DOUGLAS COUNTY SCHOOL DISTRICT 10	\$45.00
	427796	11/19/2015	139035	HEARTLAND WINTER ARTS ASSN	\$700.00
	427798	11/19/2015	107732	BRIAN L NELSON	\$360.00
	427799	11/19/2015	138852	PETTY CASH/MILLARD WEST	\$51.95
	427800	11/19/2015	108243	PIUS X HIGH SCHOOL	\$546.00
	427801	11/19/2015	137779	JARDINE QUALITY IRRIGATION INC	\$327.81
	427802	11/19/2015	138538	DENISE M RIEDER	\$90.00
	427803	11/19/2015	068801	STATE OF NEBRASKA	\$2,719.42

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	427804	11/19/2015	107354	STEPHEN W. VENTEICHER	\$135.00
	427805	11/19/2015	135863	RUDOLPH A VLCEK III	\$97.50
	427821	11/25/2015	011651	AMERICAN EXPRESS	\$6,472.85
	427823	11/25/2015	141071	TAMARA ANN LARSON	\$1,050.00
	427824	11/25/2015	108325	NEBRASKA STATE BANDMASTERS ASSN	\$90.00
	427825	11/25/2015	138504	TODD L REESON	\$75.00
	427826	11/25/2015	107354	STEPHEN W. VENTEICHER	\$120.00
	427828	12/07/2015	136961	ABANTE LLC	\$1,551.92
	427829	12/07/2015	010036	PREISTER INC	\$92.00
	427830	12/07/2015	137708	ABC-CLIO LLC	\$69.00
	427831	12/07/2015	133402	KAREN ADAMS	\$59.00
	427833	12/07/2015	140729	J F AHERN CO	\$9,050.00
	427834	12/07/2015	139638	CANDICE MARIE AHL	\$100.00
	427836	12/07/2015	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$4,799.40
	427837	12/07/2015	136365	ALEGENT CREIGHTON HEALTH SPORTS MED	\$5,750.00
	427838	12/07/2015	010946	JEFFREY ALFREY	\$30.00
	427839	12/07/2015	138719	ASIL AL-KATI	\$30.00
	427840	12/07/2015	011051	ALL MAKES OFFICE EQUIPMENT	\$722.53
	427841	12/07/2015	139802	JENNIFER ALLEN	\$16.00
	427842	12/07/2015	139476	ROGER ALLEN	\$60.00
	427843	12/07/2015	140391	ALLY FINANCIAL INC	\$394.00
	427844	12/07/2015	139565	SARA ALSWAGER	\$100.00
	427845	12/07/2015	107651	AMAZON.COM INC	\$777.39
	427846	12/07/2015	135692	AMERICAN COUNCIL ON THE TEACHING	\$84.00
	427847	12/07/2015	101779	AMERICAN SCHOOL COUNSELOR ASSOC	\$129.00
	427850	12/07/2015	141028	ASHLEY ANDERSEN	\$176.30
	427851	12/07/2015	138842	PATRICK E JONES	\$11.50
	427852	12/07/2015	135534	ACTION GROUP LLC	\$12,545.24

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01	427853	12/07/2015	131265	JILL ANDERSON	\$23.50
	427854	12/07/2015	139224	SCANDIUM INC	\$711.45
	427855	12/07/2015	138550	APPERSON	\$240.27
	427856	12/07/2015	012989	APPLE COMPUTER INC	\$17,250.00
	427857	12/07/2015	106436	AQUA-CHEM INC	\$906.45
	427858	12/07/2015	013496	ASSN FOR SUPERVISION/CURRICULUM DEV	\$2,051.00
	427859	12/07/2015	134235	SARAH ASCHENBRENNER	\$74.41
	427860	12/07/2015	138291	AUTISM CENTER OF NEBRASKA INC	\$4,623.26
	427861	12/07/2015	102727	B & H PHOTO	\$611.48
	427862	12/07/2015	135991	BAKER DISTRIBUTING CO LLC	\$135.60
	427863	12/07/2015	139813	HEATHER BAKER	\$110.56
	427866	12/07/2015	099646	BARNES AND NOBLE BOOKSTORE	\$1,671.15
	427867	12/07/2015	017877	CYNTHIA BARR-MCNAIR	\$161.92
	427868	12/07/2015	140545	ELIZABETH M BARRY	\$180.00
	427869	12/07/2015	107979	LORI BARTELS	\$127.65
	427870	12/07/2015	138054	BAXTER FORD INC	\$4,757.93
	427871	12/07/2015	131634	MARGUERITE BAY	\$36.80
	427872	12/07/2015	134584	MARY BAYNE	\$58.54
	427873	12/07/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$200.00
	427874	12/07/2015	135223	AARON BEARINGER	\$1,191.79
	427875	12/07/2015	134873	JOHN BECKER	\$94.88
	427876	12/07/2015	139783	LYNNE H BECKER	\$3,869.00
	427877	12/07/2015	107540	BRIAN BEGLEY	\$252.43
	427878	12/07/2015	139889	DARLA BELL	\$166.75
	427879	12/07/2015	132123	AMANDA C BENAK	\$263.00
	427881	12/07/2015	134884	JULIE BERGSTROM	\$317.48
	427882	12/07/2015	132390	STEVEN BESCH	\$193.89
	427887	12/07/2015	019111	BISHOP BUSINESS EQUIPMENT	\$43,322.51

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01	427888	12/07/2015	139321	BIZCO INC	\$33.00
	427889	12/07/2015	140887	BJ'S FLEET WASH LLC	\$488.00
	427890	12/07/2015	141094	ANTHONY A BLASER	\$60.00
	427892	12/07/2015	099220	DICK BLICK CO	\$242.87
	427893	12/07/2015	141030	CHRISTOPHER BLOHM	\$278.00
	427894	12/07/2015	134478	TIFFANY BOCK SMITH	\$69.17
	427895	12/07/2015	139344	DOUGLAS BOGATZ	\$155.65
	427896	12/07/2015	130899	KIMBERLY BOLAN	\$181.71
	427897	12/07/2015	135539	SHEILA BOLMEIER	\$32.89
	427899	12/07/2015	019559	BOUND TO STAY BOUND BOOKS INC	\$8,892.58
	427900	12/07/2015	132888	MICHELLE BOYD	\$52.04
	427902	12/07/2015	139996	BOYS TOWN	\$59,669.40
	427903	12/07/2015	134129	BRAINPOP LLC	\$2,295.00
	427904	12/07/2015	139890	DOUGLAS BREITER	\$76.02
	427905	12/07/2015	130576	PAMELA BRENNAN	\$154.10
	427906	12/07/2015	141031	TRACY BROKAW	\$43.57
	427907	12/07/2015	133824	NANCY BROWN	\$42.32
	427909	12/07/2015	141048	JAMES M REISER	\$125.00
	427910	12/07/2015	132612	BUILDING COMPONENTS INC	\$545.00
	427911	12/07/2015	140615	LAUREN BURDT	\$0.00
	427912	12/07/2015	020550	BUREAU OF EDUCATION & RESEARCH	\$239.00
	427916	12/07/2015	141032	MEGAN CABLE	\$60.00
	427917	12/07/2015	137274	EILEEN CABRERA	\$34.27
	427918	12/07/2015	139225	COURTNEY L CAIN	\$60.00
	427921	12/07/2015	106806	ELIZABETH CAREY	\$20.70
	427922	12/07/2015	133246	RALPH CAREY	\$765.99
	427923	12/07/2015	023964	DAVE CARLSEN	\$120.00
	427924	12/07/2015	132428	JENNIFER CARSON	\$100.40

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	427925	12/07/2015	131158	CURTIS CASE	\$323.73
	427927	12/07/2015	140956	JOHN B CASTLE	(\$32.50)
	427928	12/07/2015	135037	CATHER ELEMENTARY	\$36.00
	427930	12/07/2015	133970	CCS PRESENTATION SYSTEMS	\$6,940.15
	427931	12/07/2015	133589	CDW GOVERNMENT, INC.	\$360.46
	427932	12/07/2015	136560	CAITLIN CEDFELDT	\$60.00
	427933	12/07/2015	024260	CENTER TROPHY COMPANY	\$84.60
	427934	12/07/2015	135648	SUSAN CHADWICK	\$60.38
	427935	12/07/2015	134043	MALCOLM CHAI	\$251.28
	427936	12/07/2015	135263	DANA CHAMBERLAIN	\$5.47
	427937	12/07/2015	132271	ERIK CHAUSSEE	\$29.90
	427938	12/07/2015	106836	KEVIN J CHICK	\$1,408.55
	427940	12/07/2015	141072	ALICIA CHOON	\$60.00
	427943	12/07/2015	140867	BRITTANY CINFEL	\$64.06
	427945	12/07/2015	025197	CITY OF OMAHA	\$3,200.00
	427946	12/07/2015	025235	DALE CLAUSEN	\$162.73
	427947	12/07/2015	137013	NANCY COLE	\$140.42
	427948	12/07/2015	109867	COMMERCIAL AIR MANAGEMENT INC	\$1,226.00
	427950	12/07/2015	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$952.50
	427951	12/07/2015	139891	MARY CONNELL	\$93.67
	427952	12/07/2015	026057	CONTROL MASTERS INC	\$11,997.22
	427953	12/07/2015	136518	JANET COOK	\$153.53
	427954	12/07/2015	141058	KOBE COOPER	\$350.00
	427956	12/07/2015	141073	JENNIFER COREY	\$7.50
	427958	12/07/2015	131506	CP RECOVERY	\$3,502.00
	427959	12/07/2015	017611	ANGELA CRAFT	\$45.43
	427960	12/07/2015	139034	CRAIG RESOURCES INC	\$7,320.36
	427961	12/07/2015	137952	CREATIVE COTTAGE CRAFTS	\$27.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	427963	12/07/2015	141033	CRYSTAL CRITES	\$219.00
	427964	12/07/2015	134039	CROUCH RECREATIONAL DESIGN INC	\$630.00
	427965	12/07/2015	109021	PATRICIA CRUM	\$64.98
	427966	12/07/2015	139639	BRITTANY CUDABACK	\$125.00
	427967	12/07/2015	106893	WICHITA WATER CONDITIONING INC	\$120.69
	427969	12/07/2015	027300	CUMMINS CENTRAL POWER LLC	\$12,595.07
	427970	12/07/2015	027345	CURRICULUM ASSOCIATES INC	\$42.79
	427971	12/07/2015	100577	CURTIS 1000 INC	\$6,921.35
	427972	12/07/2015	130900	CHERYL CUSTARD	\$252.43
	427973	12/07/2015	130731	D & D COMMUNICATIONS	\$276.40
	427974	12/07/2015	131483	JANET DAHLGAARD	\$108.39
	427975	12/07/2015	132671	JEAN DAIGLE	\$122.19
	427976	12/07/2015	134751	ANGELA DAIGLE	\$59.80
	427977	12/07/2015	131003	DAILY RECORD	\$80.43
	427978	12/07/2015	140910	LISA A DALY	\$2,318.75
	427979	12/07/2015	138477	MIDWEST HARDWOODS	\$844.85
	427980	12/07/2015	138306	STACY DARNOLD	\$92.00
	427981	12/07/2015	140440	DATASHIELD CORPORATION	\$1,217.15
	427982	12/07/2015	140546	ALAN EUGENE DAVIS	\$195.00
	427984	12/07/2015	141034	SANDRO DEANGELIS	\$27.09
	427985	12/07/2015	032490	DECA IMAGES	\$112.00
	427986	12/07/2015	032497	CHERYL DECKER	\$51.18
	427987	12/07/2015	032800	DEMCO INC	\$561.95
	427989	12/07/2015	032872	DENNIS SUPPLY COMPANY	\$459.08
	427990	12/07/2015	136316	EVA DENTON	\$73.31
	427991	12/07/2015	137331	BASTIAN DERICHS	\$78.66
	427992	12/07/2015	106319	DES MOINES STAMP MANUFACTURING	\$178.00
	427993	12/07/2015	140868	JULIE DESROSIER	\$146.05

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	427995	12/07/2015	033466	DIDAX INC	\$84.75
	427998	12/07/2015	033473	DIETZE MUSIC HOUSE INC	\$556.55
	428000	12/07/2015	132669	DIGITAL DOT SYSTEMS INC	\$134.00
	428001	12/07/2015	136179	DIGITAL EXPRESS INC	\$1,643.20
	428002	12/07/2015	135059	LYNN DIURBA	\$67.28
	428005	12/07/2015	135373	LINDA DONOHUE	\$23.81
	428007	12/07/2015	139349	TERRIN DORATHY	\$66.41
	428011	12/07/2015	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$313,891.56
	428012	12/07/2015	138848	ERIN DOWNS	\$124.20
	428013	12/07/2015	099628	DRAMATIC PUBLISHING	\$330.04
	428014	12/07/2015	139825	DATA RECOGNITION CORPORATION	\$2,024.11
	428015	12/07/2015	135689	SUSAN DULANY	\$140.70
	428018	12/07/2015	138426	KELLY EALY	\$62.79
	428019	12/07/2015	138021	EARTHWALK COMMUNICATIONS INC	\$26.00
	428020	12/07/2015	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$25,872.00
	428022	12/07/2015	138878	LACEY EDDY	\$65.67
	428023	12/07/2015	036830	EDITORIAL PROJECTS IN EDUCATION INC	\$89.94
	428025	12/07/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$218,943.68
	428027	12/07/2015	038023	EGAN SUPPLY COMPANY	\$6,685.56
	428028	12/07/2015	139892	ERIN EHLI	\$19.55
	428030	12/07/2015	133823	REBECCA EHRHORN	\$441.72
	428032	12/07/2015	038100	ELECTRICAL ENGINEERING & EQPT CO	\$4,353.63
	428033	12/07/2015	038140	ELECTRONIC SOUND INC.	\$6,002.65
	428035	12/07/2015	138508	DOUGLAS COUNTY SCHOOL DISTRICT 10	\$415.00
	428036	12/07/2015	133371	CYNTHIA ELLIS	\$765.00
	428037	12/07/2015	132066	ENGINEERED CONTROLS INC	\$7,578.70
	428039	12/07/2015	137683	KATHRYN ETZELMILLER	\$51.75
	428040	12/07/2015	137950	MICHAEL ETZELMILLER	\$52.33

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428043	12/07/2015	132591	EZRA ELEMENTARY	\$71.50
	428044	12/07/2015	141074	JENNIFER FALCON	\$60.00
	428045	12/07/2015	137800	FARIA SYSTEMS INC	\$1,000.00
	428046	12/07/2015	139316	JASON FARWELL	\$235.76
	428047	12/07/2015	131927	RLB ENTERPRISE LLC	\$865.00
	428048	12/07/2015	132699	FATHER FLANAGANS BOYS HOME	\$222.00
	428049	12/07/2015	131826	ALICIA KOTLARZ	\$32.09
	428050	12/07/2015	040470	MARK FELDHAUSEN	\$77.53
	428052	12/07/2015	137016	ANGELA FERGUSON	\$93.04
	428053	12/07/2015	106956	FERRELLGAS	\$48.00
	428054	12/07/2015	137246	CONNIE FIALA	\$7.50
	428055	12/07/2015	132845	JODI FIDONE	\$299.75
	428056	12/07/2015	135115	TAMELA FIERSTEIN	\$132.25
	428057	12/07/2015	133919	FILTER SHOP INC	\$1,419.17
	428059	12/07/2015	109855	SHANNON FISCHER	\$20.87
	428060	12/07/2015	040919	FISHER SCIENTIFIC	\$186.90
	428061	12/07/2015	139441	CHARLES FISHER	\$250.00
	428062	12/07/2015	139679	CRAIG A FITZPATRICK	\$1,750.00
	428063	12/07/2015	136370	FLEET US LLC	\$9,024.00
	428064	12/07/2015	141062	AUBREY FLEMING	\$120.00
	428066	12/07/2015	041086	FLINN SCIENTIFIC INC	\$213.67
	428067	12/07/2015	041100	FOLLETT SCHOOL SOLUTIONS INC	\$5,065.26
	428068	12/07/2015	139442	JAMES STEPHEN FORAL	\$150.00
	428069	12/07/2015	140957	KATHERINE FORD	\$140.00
	428070	12/07/2015	041146	KENNETH FOSSEN	\$49.34
	428071	12/07/2015	134223	TERESA FRIDRICH	\$50.31
	428073	12/07/2015	140791	FRONTLINE PRIVATE SECURITY LLC	\$540.00
	428075	12/07/2015	141037	SAM FULLER	\$100.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428076	12/07/2015	140869	MAGDALENE FUNKHOUSER	\$34.56
	428077	12/07/2015	133441	MICHELLE GAUTHIER	\$25.00
	428078	12/07/2015	136079	GE COMMERCIAL EQPT HOLDING LLC	\$3,101.72
	428079	12/07/2015	137543	MEGAN GEERTS	\$60.20
	428080	12/07/2015	141063	LAUREN GEHRKI	\$60.00
	428081	12/07/2015	139115	ANDREA GEVESHAUSEN	\$51.74
	428082	12/07/2015	044470	PRIME EDUCATIONAL PRODUCTS LLC	\$297.00
	428083	12/07/2015	139894	TRICIA GILLET	\$507.68
	428084	12/07/2015	135691	OSCAR GONZALEZ	\$11.57
	428085	12/07/2015	141039	ALICIA GOODNER	\$75.00
	428086	12/07/2015	044891	GOPHER	\$48.79
	428088	12/07/2015	141040	NICOLE GOUGHNOUR	\$42.17
	428089	12/07/2015	141064	MICHAELA GOULD	\$120.00
	428090	12/07/2015	044950	GRAINGER INDUSTRIAL SUPPLY	\$946.95
	428091	12/07/2015	141060	GREAT AMERICAN PUBLISHING INC	\$19.95
	428092	12/07/2015	133885	GREENLIFE GARDENS INC	\$425.00
	428097	12/07/2015	134847	TRACI GUNTER	\$100.00
	428098	12/07/2015	135199	LISA GUSTIN	\$83.95
	428099	12/07/2015	139526	RACHEL HALL	\$16.40
	428100	12/07/2015	140116	BRIDGET HAMES	\$120.00
	428101	12/07/2015	140575	WALTER R HAMILTON	\$120.00
	428102	12/07/2015	101931	HANCOCK FABRICS	\$109.80
	428103	12/07/2015	141069	MEGAN HANSON	\$160.45
	428105	12/07/2015	047853	HAPPY CAB COMPANY INC	\$27,832.86
	428106	12/07/2015	056820	HARRY A KOCH COMPANY	\$111,503.00
	428108	12/07/2015	140536	BROOKE HARTMAN	\$60.00
	428109	12/07/2015	135040	HARVEY OAKS ELEMENTARY	\$753.47
	428110	12/07/2015	140889	DEANNA HAYES	\$51.06

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428111	12/07/2015	132489	CHARLES HAYES	\$996.99
	428112	12/07/2015	139347	CHERYL HEADLEY	\$76.19
	428113	12/07/2015	048475	HEARTLAND FOUNDATION	\$13,680.00
	428114	12/07/2015	108273	MARGARET HEBENSTREIT PT	\$240.93
	428115	12/07/2015	048517	GREENWOOD PUBLISHING GROUP INC	\$5,779.07
	428116	12/07/2015	102842	HELGET GAS PRODUCTS INC	\$13.54
	428117	12/07/2015	108478	DAVID HEMPHILL	\$26.11
	428118	12/07/2015	139733	JOHN HERRMANN	\$7.50
	428119	12/07/2015	141041	KELLI HESSE	\$25.99
	428120	12/07/2015	132423	HEWLETT PACKARD CO	\$765.82
	428122	12/07/2015	048845	CAMILLE HINZ	\$87.98
	428123	12/07/2015	048940	HOBBY LOBBY STORES INC	\$188.22
	428125	12/07/2015	141065	ABIGAIL HOFFMAN	\$180.00
	428126	12/07/2015	141042	DEFFANIE HOFFMAN	\$263.00
	428127	12/07/2015	132592	WILLIAM SPRAGUE, JR.	\$351.75
	428128	12/07/2015	106169	MARY HOUGH	\$72.45
	428129	12/07/2015	109836	AMY HOULTON	\$183.43
	428130	12/07/2015	132531	TERRY HOULTON	\$216.96
	428131	12/07/2015	141066	LUCAS HOUSER	\$180.00
	428132	12/07/2015	101533	DIANE HOWARD	\$57.67
	428133	12/07/2015	132146	HSMC ORIZON LLC	\$27,300.00
	428135	12/07/2015	137426	HUGHES MULCH PRODUCTS LLC	\$1,920.00
	428136	12/07/2015	140158	KACIE HUGHES	\$100.00
	428137	12/07/2015	133689	HUTCHESON ENGINEERING PRODUCTS INC	\$4,081.31
	428138	12/07/2015	134807	MONICA HUTFLES	\$59.92
	428139	12/07/2015	130283	KARA HUTTON	\$209.65
	428140	12/07/2015	133397	HY-VEE INC	\$1,280.59
	428141	12/07/2015	133397	HY-VEE INC	\$1,145.93

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428142	12/07/2015	132878	HY-VEE INC	\$452.29
	428143	12/07/2015	135004	HY-VEE INC	\$186.98
	428144	12/07/2015	049851	HY-VEE INC	\$998.77
	428145	12/07/2015	049850	HY-VEE INC	\$65.14
	428146	12/07/2015	051573	POPCO INC	\$55.00
	428147	12/07/2015	140112	JASON ALLEN DEWATER	\$400.00
	428148	12/07/2015	134822	CHRISTINE INGRAM	\$50.82
	428149	12/07/2015	139348	DANIEL INNES	\$41.52
	428150	12/07/2015	140636	IPEVO INC	\$132.05
	428153	12/07/2015	100928	J W PEPPER & SON INC.	\$3,594.86
	428155	12/07/2015	131391	RICHARD JACOBI	\$39.01
	428156	12/07/2015	139763	CALVIN JACOBS	\$16.45
	428158	12/07/2015	131157	CHRISTINE JANOVEC-POEHLMAN	\$111.72
	428159	12/07/2015	136953	JSDO 1 LLC	\$1,319.78
	428160	12/07/2015	135735	GEORGE JELKIN	\$50.93
	428162	12/07/2015	133037	JENSEN TIRE COMPANY	\$4,413.10
	428163	12/07/2015	130834	JANET JIZBA	\$22.95
	428164	12/07/2015	107039	SHARON KIM JOHANSEN	\$43.42
	428165	12/07/2015	138845	KRISTIN JOHN	\$63.00
	428166	12/07/2015	054500	JOHNSON HARDWARE CO LLC	\$52.20
	428167	12/07/2015	054492	JIM L JOHNSON	\$210.00
	428168	12/07/2015	139350	BRANDON JOHNSTON	\$39.50
	428169	12/07/2015	059573	NANCY JOHNSTON	\$89.47
	428170	12/07/2015	054630	JOHNSTONE SUPPLY	\$2,326.46
	428172	12/07/2015	140074	JOURNEYED.COM INC	\$104.67
	428173	12/07/2015	136565	PATRICIA JUAREZ	\$10.35
	428174	12/07/2015	054768	JUDAH CASTER COMPANY	\$69.36
	428175	12/07/2015	056182	KAGAN PUBLISHING & PRO DEVELOPMENT	\$148.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428176	12/07/2015	137214	DAVID KAHM	\$25.00
	428177	12/07/2015	141038	LINDSEY KAISER	\$103.88
	428178	12/07/2015	140643	STEPHANIE KASTANEK	\$56.58
	428179	12/07/2015	136426	AMY KAUP	\$25.71
	428180	12/07/2015	140891	MARCIA KAUTSCH	\$130.02
	428181	12/07/2015	132265	CATHERINE KEISER	\$52.15
	428182	12/07/2015	132272	SUSAN KELLEY	\$20.82
	428183	12/07/2015	134801	JULIE KEMP	\$42.72
	428185	12/07/2015	131177	ANDREA KIDD	\$10.98
	428186	12/07/2015	140091	KENT KINGSTON	\$1,074.66
	428187	12/07/2015	056740	LINDA KISLER	\$17.25
	428188	12/07/2015	139753	CHERIS KITE	\$253.99
	428189	12/07/2015	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	\$200.00
	428190	12/07/2015	139301	REBECCA KLEEMAN WEYANT	\$227.56
	428191	12/07/2015	141070	JODI KLEIN	\$269.75
	428192	12/07/2015	132264	MICHELLE KLUG	\$147.20
	428193	12/07/2015	138846	ELIZABETH KOCIS	\$24.50
	428194	12/07/2015	132571	JULIA KOLANDER	\$58.65
	428195	12/07/2015	138261	REBECCA KORINEK	\$48.12
	428196	12/07/2015	138422	JAMIE KOSELUK	\$120.00
	428197	12/07/2015	134864	BRIDGET KOWAL	\$182.84
	428198	12/07/2015	136285	MICHELLE KRAFT	\$19.32
	428199	12/07/2015	134546	ELLEN KRAMER	\$433.80
	428202	12/07/2015	133923	KUBAT PHARMACY/HEALTHCARE	\$1,740.00
	428203	12/07/2015	133827	DONALD KUCERA	\$78.66
	428204	12/07/2015	137385	JOSEPH KUEHL	\$739.65
	428206	12/07/2015	109033	AMANDA KUNES	\$494.19
	428207	12/07/2015	138510	RYAN KYRISS	\$50.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428210	12/07/2015	140581	AUDRA LANGER	\$120.00
	428211	12/07/2015	135257	LANGUAGE LINE SERVICES INC	\$492.77
	428213	12/07/2015	135156	LAWSON PRODUCTS INC	\$947.46
	428215	12/07/2015	140331	QUYNH NHU T LE	\$20.00
	428216	12/07/2015	130792	LEARNING RESOURCES	\$79.96
	428218	12/07/2015	139896	MICHELLE LEENERTS	\$175.50
	428219	12/07/2015	140159	STEPHEN LERNER	\$34.58
	428220	12/07/2015	135303	KATIE LETHCOE	\$20.36
	428221	12/07/2015	137345	BONNIE LEVINGER	\$60.38
	428222	12/07/2015	059470	LIEN TERMITE & PEST CONTROL INC	\$308.00
	428223	12/07/2015	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$34.00
	428224	12/07/2015	059560	MATHESON TRI-GAS INC	\$1,721.50
	428225	12/07/2015	139447	ZACHARY LIPMAN	\$125.00
	428226	12/07/2015	136315	COURTNEY LOHRENZ	\$60.89
	428227	12/07/2015	140948	DALE LONG	\$86.31
	428228	12/07/2015	059866	STACY LONGACRE	\$295.32
	428229	12/07/2015	060111	LOVELESS MACHINE & GRINDING SVC INC	\$206.00
	428230	12/07/2015	131397	LOWE'S HOME CENTERS INC	\$1,153.94
	428232	12/07/2015	060125	LUCKS MUSIC LIBRARY INC	\$158.69
	428233	12/07/2015	135376	CASEY LUNDGREN	\$51.12
	428234	12/07/2015	131586	LYMM CONSTRUCTION INC	\$10,600.00
	428235	12/07/2015	099321	MACKIN BOOK CO	\$5,244.40
	428236	12/07/2015	106949	LUCY MADSEN	\$40.50
	428237	12/07/2015	141045	MAYHEW CABIN & HISTORICAL VILLAGE	\$70.00
	428241	12/07/2015	138473	KEITH MALY	\$11.50
	428242	12/07/2015	137007	KAREN MARBLE	\$100.00
	428244	12/07/2015	141075	AARON MARK	\$150.00
	428245	12/07/2015	101167	MARKERBOARD PEOPLE	\$115.50

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428246	12/07/2015	133505	SUSAN MARLATT	\$156.40
	428247	12/07/2015	133201	DAWN MARTEN	\$47.74
	428248	12/07/2015	140435	MATH PERSPECTIVES TEACHER DEV CTR	\$411.68
	428250	12/07/2015	139897	CRAIG MATHIS	\$240.06
	428251	12/07/2015	108052	MAX I WALKER	\$532.89
	428252	12/07/2015	138341	MAXIM HEALTHCARE SERVICES INC	\$21,726.96
	428253	12/07/2015	108227	MAX'S BODY SHOP INC	\$423.29
	428255	12/07/2015	130481	GERALDINE MCCLENNY	\$45.31
	428256	12/07/2015	136618	DANIEL MCCONNELL	\$30.36
	428258	12/07/2015	107470	MCGILL ASBESTOS ABATEMENT CO.	\$6,600.00
	428259	12/07/2015	140110	MCGRAW-HILL EDUCATION INC	\$22.25
	428260	12/07/2015	137014	RYE MCINTOSH	\$139.28
	428261	12/07/2015	135153	KRISTEN MCKENNEY	\$240.00
	428262	12/07/2015	140826	SHAGHAYEGH MCVAY	\$2.82
	428263	12/07/2015	064260	MECHANICAL SALES INC.	\$3,480.00
	428264	12/07/2015	137947	MECHANICAL SALES PARTS INC	\$1,885.27
	428265	12/07/2015	121126	PATRICIA MEEKER	\$67.28
	428266	12/07/2015	139979	MENARDS INC	\$540.50
	428267	12/07/2015	064600	METAL DOORS & HARDWARE COMPANY INC	\$5,269.00
	428269	12/07/2015	133403	AMERICAN NATIONAL BANK	\$12,064.50
	428270	12/07/2015	064801	NANCY MEYER	\$334.41
	428271	12/07/2015	139339	DOUGLAS M MEYO	\$548.00
	428272	12/07/2015	141046	JOHANNA MEZGER	\$120.00
	428274	12/07/2015	102870	MIDLAND COMPUTER INC	(\$185.85)
	428275	12/07/2015	101068	MIDWEST BOX COMPANY	\$69.00
	428276	12/07/2015	064950	MIDWEST METAL WORKS INC	\$49.50
	428277	12/07/2015	140997	MIDWEST SYNTHETIC TURF PROS LLC	\$15,500.00
	428278	12/07/2015	065233	MIDWEST TURF & IRRIGATION INC	\$547.96

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428279	12/07/2015	065400	MILLARD LUMBER INC	\$21.46
	428280	12/07/2015	099585	MILLARD MANUFACTURING COMPANY	\$396.00
	428281	12/07/2015	107560	MILLARD METAL SERVICES INC.	\$65.00
	428282	12/07/2015	065438	MILLARD NORTH HIGH SCHOOL	\$3,366.00
	428283	12/07/2015	065410	MILLARD PUB SCHLS ADMIN ACTIVITY FD	\$285.71
	428284	12/07/2015	065410	MILLARD PUB SCHLS ADMIN ACTIVITY FD	\$426.80
	428285	12/07/2015	131716	BRAD S MILLARD	\$350.00
	428286	12/07/2015	140993	CHARLES MILLER	\$57.79
	428287	12/07/2015	131328	MILLER ELECTRIC COMPANY	\$1,605.00
	428288	12/07/2015	132412	SANDRA MILLER	\$47.73
	428291	12/07/2015	141026	JASON MITERA	\$77.57
	428292	12/07/2015	140398	JOSEPH MLNARIK	\$150.00
	428294	12/07/2015	136388	MITCHELL MOLLRING	\$434.87
	428297	12/07/2015	066010	MONEY HANDLING MACHINES, INC.	\$304.00
	428298	12/07/2015	141076	JACOB MOORE	\$150.00
	428299	12/07/2015	137081	DAVID MORGAN	\$7.50
	428300	12/07/2015	140990	LAURA MORRIS	\$176.80
	428303	12/07/2015	132491	DONITA MOSEMAN	\$80.50
	428304	12/07/2015	137737	MOTION PICTURE LICENSING CORP	\$165.00
	428305	12/07/2015	137227	SWANK MOTION PICTURES INC	\$526.00
	428306	12/07/2015	137052	DEVONYE MULLINS	\$154.91
	428307	12/07/2015	063115	MULTI-HEALTH SYSTEMS	\$1,725.75
	428308	12/07/2015	138263	MARIA MUNOZ	\$387.66
	428309	12/07/2015	141047	BRIAN MURRAY	\$75.00
	428310	12/07/2015	067000	NASCO	\$55.48
	428311	12/07/2015	067085	NATIONAL ART EDUCATION ASSN	\$80.00
	428313	12/07/2015	103012	NATIONAL BUSINESS EDUCATION ASSOC	\$85.00
	428314	12/07/2015	067666	NATIONAL COUNCIL TEACHERS ENGLISH	\$1,750.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428315	12/07/2015	132854	NATIONAL SAFETY COUNCIL	\$65.00
	428316	12/07/2015	102522	NEBRASKA CTR EDUCATION OF CHILDREN	\$100.00
	428317	12/07/2015	130548	NCS PEARSON INC	\$1,229.48
	428318	12/07/2015	133989	NEBRASKA DEPARTMENT OF LABOR	\$1,680.00
	428319	12/07/2015	134321	STATE OF NEBRASKA	\$18.00
	428320	12/07/2015	068334	NEBRASKA AIR FILTER INC	\$2,525.53
	428321	12/07/2015	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$2,369.00
	428322	12/07/2015	136954	NEBRASKA CHILD SUPPORT PAYMENT CTR	\$32.50
	428324	12/07/2015	068415	NEBRASKA COUNCIL OF SCHOOL	\$175.00
	428325	12/07/2015	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$50.00
	428326	12/07/2015	100872	NEBRASKA LIBRARY COMMISSION	\$12,935.00
	428328	12/07/2015	132832	NEBRASKA SCHOOL ACTIVITIES ASSN	\$200.00
	428329	12/07/2015	068684	NEBRASKA SCIENTIFIC	\$622.63
	428331	12/07/2015	109843	NEXTEL PARTNERS INC	\$3,680.20
	428333	12/07/2015	141068	DUY KHAC NGUYEN	\$120.00
	428334	12/07/2015	134472	NICOLE NIELSEN	\$295.34
	428335	12/07/2015	136715	CARISSA NIETFELDT	\$81.65
	428336	12/07/2015	067013	NIMCO INC	\$268.50
	428337	12/07/2015	107905	MELINDA NOLLER	\$57.16
	428339	12/07/2015	101008	NORFOLK HIGH SCHOOL	\$532.00
	428340	12/07/2015	130091	NORTH MIDDLE SCHOOL	\$1,577.50
	428341	12/07/2015	140537	EVE NORTON	\$35.36
	428344	12/07/2015	137402	GLYNLYON INC	\$3,360.00
	428346	12/07/2015	050042	ANNE OETH	\$148.36
	428350	12/07/2015	100013	OFFICE DEPOT 84133510	\$4,107.22
	428351	12/07/2015	070245	OHARCO DISTRIBUTORS	\$167.28
	428352	12/07/2015	132778	MELANIE OLSON	\$87.92
	428353	12/07/2015	132460	OMAHA BOX CO	\$248.04

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428354	12/07/2015	134725	OMAHA CASING CO INC	\$1,616.00
	428355	12/07/2015	070800	OMAHA PUBLIC POWER DISTRICT	\$401,245.91
	428356	12/07/2015	141059	OMAHA VACUUMS INC	\$389.50
	428357	12/07/2015	071050	OMAHA WORLD HERALD	\$155.20
	428358	12/07/2015	071053	OMAHA WORLD HERALD (EDUC)	\$115.70
	428359	12/07/2015	071053	OMAHA WORLD HERALD (EDUC)	\$4,975.00
	428360	12/07/2015	137824	OMBUDSMAN EDUCATIONAL SVCS LTD	\$118,170.00
	428361	12/07/2015	140402	OMNI FINANCIAL GROUP INC	\$735.00
	428362	12/07/2015	133850	ONE SOURCE	\$2,587.00
	428367	12/07/2015	138662	KELLY OSTRAND	\$58.48
	428368	12/07/2015	140007	JACQUELINE OSTRONIC	\$34.15
	428369	12/07/2015	133368	KELLY O'TOOLE	\$87.99
	428371	12/07/2015	134428	ELIZABETH PACHTA	\$114.14
	428372	12/07/2015	141049	ANDREW PAGE	\$75.00
	428374	12/07/2015	137027	PANERA BREAD CO	\$153.17
	428375	12/07/2015	071545	PAPER CORPORATION	\$19,219.20
	428376	12/07/2015	F03044	PAPERCUT SOFTWARE INTERNATIONAL LTD	\$574.00
	428377	12/07/2015	137015	GEORGE PARKER	\$65.21
	428378	12/07/2015	132006	ANDREA PARSONS	\$98.90
	428379	12/07/2015	071753	MIKE PATE	\$1,838.77
	428380	12/07/2015	132166	PATRICIA M KUSEK	\$75.00
	428381	12/07/2015	135569	CYNTHIA PAVONE	\$55.49
	428382	12/07/2015	107783	HEIDI PENKE	\$40.25
	428383	12/07/2015	136941	MARY PENNY	\$7.50
	428384	12/07/2015	139633	TERESA PERKINS	\$95.00
	428385	12/07/2015	140141	SUTKO TERMITE SERVICES INC	\$3,450.00
	428386	12/07/2015	139256	CARRIE PETERSON	\$12.89
	428387	12/07/2015	140916	MORGAN ANN PETERSON	\$25.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428388	12/07/2015	140422	AMY PETRICEK	\$31.97
	428390	12/07/2015	133390	HEATHER PHIPPS	\$49.24
	428391	12/07/2015	138397	PICKATIME	\$533.80
	428392	12/07/2015	139527	QUEENTARA PIMENTEL	\$120.00
	428393	12/07/2015	137722	ANDREW PINKALL	\$59.80
	428394	12/07/2015	139940	CA ENTERPRISES INC	\$131.26
	428395	12/07/2015	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	428397	12/07/2015	072785	PLANK ROAD PUBLISHING INC	\$387.35
	428398	12/07/2015	138907	PLIBRICO COMPANY LLC	\$1,012.58
	428399	12/07/2015	140930	HEATHER POHL	\$16.91
	428400	12/07/2015	139899	JENNIFER POLLOCK	\$85.85
	428401	12/07/2015	072900	POPLERS MUSIC INC	\$107.10
	428404	12/07/2015	131835	PRAIRIE MECHANICAL CORP	\$45,788.28
	428405	12/07/2015	140814	PRATT CORRUGATED HOLDINGS INC	\$2,916.00
	428406	12/07/2015	109845	CHRISTINA PREUSS	\$133.12
	428407	12/07/2015	134598	PRIME COMMUNICATIONS INC	\$6,482.12
	428408	12/07/2015	132713	PROTEX CENTRAL INC	\$1,719.16
	428409	12/07/2015	073840	PSYCHOLOGICAL ASSESSMENT RESOURCE	\$461.84
	428411	12/07/2015	133921	QUALITY AUTO REPAIR & TOWING INC	\$85.00
	428412	12/07/2015	109143	SANDRA RALYA	\$15.53
	428414	12/07/2015	140511	FAITH RASMUSSEN	\$22.94
	428415	12/07/2015	141050	TIANA RASMUSSEN	\$120.00
	428417	12/07/2015	078420	RAWSON & SONS ROOFING, INC.	\$8,070.00
	428418	12/07/2015	109810	BETHANY RAY	\$116.15
	428419	12/07/2015	106725	RD FITNESS SERVICE	\$150.00
	428420	12/07/2015	100642	REALLY GOOD STUFF INC	\$1,067.75
	428422	12/07/2015	134858	JENNIFER REID	\$50.14
	428423	12/07/2015	140465	JULIE REINEKE	\$37.95

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428424	12/07/2015	133770	DIANE REINERS	\$87.04
	428425	12/07/2015	138302	TRENT RENKEN	\$50.00
	428426	12/07/2015	139151	TROY RENKEN	\$50.00
	428427	12/07/2015	141051	AARON J RHODES	\$50.00
	428428	12/07/2015	109192	KIMBERLI RICE	\$67.10
	428429	12/07/2015	079179	RIEKES EQUIPMENT CO	\$569.43
	428431	12/07/2015	137470	AMBER RIPA	\$236.28
	428432	12/07/2015	138963	REECE RISTAU	\$250.00
	428433	12/07/2015	079198	PATRICIA RITCHIE	\$285.00
	428434	12/07/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$3,248.15
	428435	12/07/2015	079310	ROCKBROOK CAMERA CENTER	\$541.49
	428436	12/07/2015	137125	LAUREN ROEDER	\$40.14
	428437	12/07/2015	134882	LINDA ROHMILLER	\$27.83
	428438	12/07/2015	136121	MELANIE E ROLL	\$2,375.00
	428439	12/07/2015	137631	JOY ROONEY	\$25.49
	428441	12/07/2015	140006	ARTHUR ROSENTHAL	\$7.50
	428442	12/07/2015	079450	ROTARY CLUB OF MILLARD-OMAHA	\$300.00
	428443	12/07/2015	139923	RSM US LLP	\$630.00
	428444	12/07/2015	072286	JEAN RUCHTI	\$128.23
	428445	12/07/2015	131615	RUSSELL MIDDLE SCHOOL	\$206.00
	428446	12/07/2015	141077	CALEB SALTER	\$100.00
	428448	12/07/2015	041500	SAMUEL FRENCH INC	\$516.55
	428450	12/07/2015	081695	VWR INTERNATIONAL LLC	\$176.90
	428451	12/07/2015	081725	KIMBERLEY SAUM-MILLS	\$140.40
	428452	12/07/2015	132192	JEAN SAVAGE	\$50.60
	428453	12/07/2015	109806	BRENT SCHADE	\$114.43
	428454	12/07/2015	138274	RONALD SCHINSTOCK	\$5.98
	428456	12/07/2015	141012	JEANNIE SCHMIDT	\$9.72

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428458	12/07/2015	137012	SHELLEY SCHMITZ	\$35.88
	428459	12/07/2015	082100	SCHOLASTIC INC	\$1,684.05
	428460	12/07/2015	132488	SCHOLASTIC LIBRARY PUBLISHING	\$5,260.00
	428461	12/07/2015	082140	SCHOLASTIC MAGAZINES	\$413.16
	428463	12/07/2015	082200	SCHOOL HEALTH CORPORATION	\$602.66
	428464	12/07/2015	130526	SCHOOL MEDIA ASSOCIATES LLC	\$254.93
	428465	12/07/2015	082350	SCHOOL SPECIALTY INC	\$181.38
	428466	12/07/2015	141053	ALYSSA SCHWARZENBERGER	\$178.25
	428467	12/07/2015	134567	KAYE SCHWEIGERT	\$152.66
	428468	12/07/2015	139827	MATTHEW SCOTT	\$75.90
	428469	12/07/2015	082905	KIMBERLY SECORA	\$51.00
	428470	12/07/2015	082910	SECURITY EQUIPMENT INC	\$1,145.00
	428471	12/07/2015	108161	STAN SEGAL	\$348.57
	428472	12/07/2015	082941	KELLY SELTING	\$113.28
	428473	12/07/2015	134189	JODY SEMPEK	\$41.34
	428474	12/07/2015	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$83,079.00
	428475	12/07/2015	109800	AMY SHATTUCK	\$162.15
	428476	12/07/2015	137697	LARIA SHEA	\$269.73
	428478	12/07/2015	135023	DONALD SHIRLEY	\$526.28
	428480	12/07/2015	131887	SIEMENS INDUSTRY INC.	\$365.00
	428481	12/07/2015	138176	SIGNAL 88 FRANCHISE GROUP INC	\$220.00
	428482	12/07/2015	132590	SILVERSTONE GROUP INC	\$4,877.00
	428483	12/07/2015	083400	SIMPLEX GRINNELL LP	\$6,936.59
	428489	12/07/2015	011241	SOCIETY OF HEALTH & PHYSICAL ED	\$139.00
	428490	12/07/2015	101476	SODEXO INC & AFFILIATES	\$101,276.99
	428491	12/07/2015	134238	FRANCES SOLOMON	\$45.40
	428492	12/07/2015	139217	MARK SOMMER	\$1,632.86
	428493	12/07/2015	084093	SOUTHWEST STRINGS	\$178.91

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428494	12/07/2015	131714	JOHN SOUTHWORTH	\$56.35
	428495	12/07/2015	132405	SPARTAN STORES DISTRIBUTION LLC	\$31.27
	428496	12/07/2015	139805	SQUIRRELS LLC	\$1,602.00
	428497	12/07/2015	139572	STABER MEATS INC	\$62.76
	428498	12/07/2015	084397	STANDARD DIGITAL IMAGING INC	\$36.40
	428499	12/07/2015	084415	STANDARD STATIONERY SUPPLY CO	\$6,096.36
	428500	12/07/2015	141054	CAREY STARNS	\$263.87
	428501	12/07/2015	134116	STATE STEEL OF OMAHA	\$1,093.27
	428502	12/07/2015	140698	JENNIFER STEC	\$13.23
	428503	12/07/2015	084630	CYNTHIA STIGGE	\$50.38
	428506	12/07/2015	139843	STUDENT TRANSPORATION NEBRASKA INC	\$154,975.30
	428507	12/07/2015	139430	KARLA SULLIVAN	\$45.98
	428508	12/07/2015	102869	SUPER SAVER #20	\$55.73
	428509	12/07/2015	069689	INTERLINE BRANDS INC	\$33,114.30
	428510	12/07/2015	138413	SARAH SVACINA	\$192.25
	428511	12/07/2015	137011	CARRIE SWANEY	\$702.65
	428512	12/07/2015	140914	SHANNON SWANEY	\$21.28
	428513	12/07/2015	132191	TRINA SWITZER	\$216.01
	428514	12/07/2015	134987	JOHN SWOBODA	\$255.30
	428515	12/07/2015	099302	SYSCO LINCOLN INC	\$1,112.75
	428517	12/07/2015	137591	DISCIPLINE ASSOCIATES LLC	\$430.00
	428518	12/07/2015	133969	TENNANT SALES & SERVICE COMPANY	\$132.40
	428520	12/07/2015	135355	HARVEY HAROLD KIMBLE JR	\$222.00
	428521	12/07/2015	136381	ANNETTE THOMAS	\$7.71
	428522	12/07/2015	131159	JONATHON THOMPSON	\$83.38
	428523	12/07/2015	134014	PATTY THRONE	\$21.92
	428524	12/07/2015	135006	STEVE THRONE	\$1,217.85
	428525	12/07/2015	132493	GREGORY TIEMANN	\$108.79

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01	428526	12/07/2015	140649	REGAN TOKOS	\$60.00
	428527	12/07/2015	136578	PEGGI TOMLINSON	\$43.30
	428528	12/07/2015	106807	JEAN TOOHER	\$93.21
	428529	12/07/2015	131446	TOSHIBA AMERICA INFO SYS INC	\$1,236.00
	428530	12/07/2015	131446	TOSHIBA AMERICA INFO SYS INC	\$2,164.50
	428531	12/07/2015	089574	TOTAL MARKETING INC	\$40.00
	428533	12/07/2015	137829	BRYAN TRAN	\$45.00
	428535	12/07/2015	107719	KIMBERLY TRISLER	\$59.34
	428536	12/07/2015	106493	TRITZ PLUMBING, INC.	\$12,642.60
	428537	12/07/2015	036945	TRIUMPH LEARNING LLC	\$735.00
	428539	12/07/2015	138047	AUTO PROS OF MILLARD INC	\$1,140.41
	428540	12/07/2015	136492	TURF & SOIL DIAGNOSTICS	\$1,475.00
	428541	12/07/2015	131819	JEAN UBBELOHDE	\$669.98
	428542	12/07/2015	102846	ULTIMATE OFFICE INC	\$91.95
	428543	12/07/2015	090678	UNISOURCE WORLDWIDE INC	\$102.65
	428544	12/07/2015	090270	UNITED DISTRIBUTORS, INC.	\$1,523.76
	428545	12/07/2015	090214	UNITED ELECTRIC SUPPLY CO INC	\$360.00
	428546	12/07/2015	130783	UNIVERSITY OF KANSAS	\$150.00
	428549	12/07/2015	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$60.00
	428551	12/07/2015	139797	US BANK NATIONAL ASSOCIATION	\$11,843.50
	428552	12/07/2015	090440	BSN SPORTS INC	\$185.99
	428553	12/07/2015	090625	US POSTAL SERVICE	\$225.00
	428554	12/07/2015	138661	USA-CLEAN INC	\$32.17
	428555	12/07/2015	132117	VALA'S PUMPKIN FARM & FALL FEST INC	\$90.00
	428556	12/07/2015	091040	VAL LTD	\$319.86
	428557	12/07/2015	138046	AUTO LUBE INC	\$467.23
	428558	12/07/2015	138460	KRISTIN VAN WYNGAARDN	\$165.89
	428559	12/07/2015	141055	EMILY VANORNAM	\$180.00

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01	428560	12/07/2015	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$83.00
	428561	12/07/2015	136318	JENNIFER VEST	\$115.00
	428562	12/07/2015	138759	VIA INC	\$495.00
	428563	12/07/2015	102529	VOCATIONAL BIOGRAPHIES INC	\$325.00
	428564	12/07/2015	140297	NANCY WAGEMANN	\$111.34
	428567	12/07/2015	093008	BARBARA WALLER	\$58.59
	428568	12/07/2015	131112	LINDA WALTERS	\$28.18
	428570	12/07/2015	093650	VWR INTERNATIONAL LLC	\$894.93
	428571	12/07/2015	141091	RYAN WASH	\$150.00
	428572	12/07/2015	140485	KELLIE T WASIKOWSKI	\$425.00
	428573	12/07/2015	139738	WASTE MANAGEMENT OF NEBRASKA	\$13,560.80
	428574	12/07/2015	093765	WATER ENGINEERING, INC.	\$1,150.80
	428575	12/07/2015	139241	WATERBOY SPORTS LLC	\$457.45
	428576	12/07/2015	135160	THERESE WEBER	\$210.80
	428578	12/07/2015	140929	ERIC WELTE	\$51.46
	428579	12/07/2015	094130	WENGER CORPORATION	\$692.00
	428581	12/07/2015	134684	VALERIE WENTWORTH	\$34.07
	428582	12/07/2015	094174	WEST MUSIC CO INC	\$147.95
	428583	12/07/2015	107563	CAROL WEST	\$493.71
	428584	12/07/2015	139483	DANIEL WHEATON	\$60.00
	428585	12/07/2015	133061	JACKIE WHISENHUNT	\$100.05
	428586	12/07/2015	139932	WILLIAM WHISTON	\$96.72
	428587	12/07/2015	137878	WHITE WOLF WEB PRINTERS INC	\$480.00
	428588	12/07/2015	140717	BENJAMIN NICHOLAS WHITE	\$75.00
	428589	12/07/2015	137485	WENDY WIGHT	\$144.96
	428590	12/07/2015	132485	TODD WILCOX	\$43.59
	428592	12/07/2015	095491	GLEN WRAGGE	\$230.17
	428593	12/07/2015	140123	TERRI WRIGHT	\$25.00

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	428594	12/07/2015	100578	WT COX SUBSCRIPTIONS INC	\$108.00
	428595	12/07/2015	109852	WURTH BAER SUPPLY CO	\$194.23
	428596	12/07/2015	138356	JEFFREY YOST	\$100.34
	428598	12/07/2015	139586	CATHERINE ZALESKI	\$280.00
	428599	12/07/2015	141057	TAMARA ZIELKE	\$215.00
	428600	12/07/2015	137020	CHAD ZIMMERMAN	\$756.13
	428601	12/07/2015	136855	PAUL ZOHLLEN	\$104.89
	428602	12/07/2015	135647	LACHELLE ZUHLKE	\$37.83
01 - Total					\$2,443,460.09
02	25188	11/12/2015	081630	SAMS CLUB DIRECT	\$69.73
	25189	12/07/2015	102832	ADVANCED OFFICE INTERIORS CORP	\$792.68
	25190	12/07/2015	010071	CALICO INDUSTRIES, INC.	\$413.88
	25191	12/07/2015	106893	WICHITA WATER CONDITIONING INC	\$13.51
	25192	12/07/2015	140349	LAVERNE HANKE	\$50.00
	25193	12/07/2015	109843	NEXTEL PARTNERS INC	\$134.05
	25194	12/07/2015	100013	OFFICE DEPOT 84133510	\$2,200.70
	25195	12/07/2015	101476	SODEXO INC & AFFILIATES	\$608,263.61
02 - Total					\$611,938.16
06	427827	12/07/2015	010040	A & D TECHNICAL SUPPLY CO INC	\$20.52
	427861	12/07/2015	102727	B & H PHOTO	\$2,187.00
	427873	12/07/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$6,575.75
	427930	12/07/2015	133970	CCS PRESENTATION SYSTEMS	\$7,507.00
	427949	12/07/2015	106902	COMMUNICATION SERVICES INC.	\$2,157.71
	428006	12/07/2015	136245	DONOVAN PROPERTIES LLC	\$1,746.29
	428120	12/07/2015	132423	HEWLETT PACKARD CO	\$1,200.00
	428209	12/07/2015	058775	LAMP RYNARSON ASSOCIATES INC	\$2,741.13
	428274	12/07/2015	102870	MIDLAND COMPUTER INC	\$1,738.14
	428287	12/07/2015	131328	MILLER ELECTRIC COMPANY	\$1,241.00

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	428293	12/07/2015	140386	MOBILE MINI INC	\$114.62
	428434	12/07/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$198,696.00
06 - Total					\$225,925.16
07	427827	12/07/2015	010040	A & D TECHNICAL SUPPLY CO INC	\$332.19
	427848	12/07/2015	140305	AMERICAN TRAILER & STORAGE INC	\$190.00
	427873	12/07/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$1,002.00
	428021	12/07/2015	052370	ECHO ELECTRIC SUPPLY CO	\$77,833.69
	428301	12/07/2015	134532	MORRISSEY ENGINEERING INC	\$22,000.00
	428403	12/07/2015	073210	PRAIRIE CONSTRUCTION COMPANY	\$1,540.00
	428407	12/07/2015	134598	PRIME COMMUNICATIONS INC	\$63,572.44
	428410	12/07/2015	139972	PURDY & SLACK ARCHITECTS PC	\$16,925.00
	428447	12/07/2015	140085	SAMPSON CONSTRUCTION CO INC	\$33,996.00
	428519	12/07/2015	132452	TERRACON INC	\$440.64
	428566	12/07/2015	092789	WALDINGER CORPORATION	\$3,779.00
07 - Total					\$221,610.96
11	427791	11/19/2015	137774	ADVENTURE IN ART INC	\$170.00
	427797	11/19/2015	064618	METROPOLITAN COMMUNITY COLLEGE	\$906.00
	427822	11/25/2015	020550	BUREAU OF EDUCATION & RESEARCH	\$239.00
	427835	12/07/2015	140593	VANESSA AHRENS	\$35.13
	427845	12/07/2015	107651	AMAZON.COM INC	\$379.28
	427864	12/07/2015	017770	BALLARD & TIGHE INC	\$5,182.58
	427865	12/07/2015	139502	RACHAEL BARBOUR	\$114.00
	427883	12/07/2015	139109	REBECCA BETTENDORF	\$545.43
	427895	12/07/2015	139344	DOUGLAS BOGATZ	\$942.18
	427898	12/07/2015	136633	WILLIAMS PROPERTIES LLC	\$339.00
	427919	12/07/2015	140872	JENNIFER CALLAHAN	\$169.34
	427939	12/07/2015	140353	KAYLA CHILDRESS	\$197.54
	427941	12/07/2015	141061	NANCY S CHRISTENSEN	\$380.00

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	427944	12/07/2015	136804	KATHLEEN CINOTTO	\$65.83
	427993	12/07/2015	140868	JULIE DESROSIERS	\$36.08
	427994	12/07/2015	138933	MICHAEL DEUTSCH	\$942.18
	427998	12/07/2015	033473	DIETZE MUSIC HOUSE INC	\$557.78
	427999	12/07/2015	135509	DIGIORGIO'S SPORTSWEAR INC	\$280.75
	428003	12/07/2015	139937	DIVINE SHEPHERD LUTHERAN CHURCH	\$75.00
	428004	12/07/2015	135201	DOANE COLLEGE	\$696.00
	428024	12/07/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$75.00
	428025	12/07/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$320.00
	428029	12/07/2015	132892	PAMELA EHLY	\$15.11
	428034	12/07/2015	141044	ELKHORN HILLS UNITED METHODIST CHUR	\$107.00
	428038	12/07/2015	135360	PAMELA ERIXON	\$15.00
	428058	12/07/2015	140839	FIRST BOOK	\$810.48
	428072	12/07/2015	139880	JESSICA FRITZ	\$19.99
	428074	12/07/2015	138202	MICHELLE FULLER	\$698.50
	428115	12/07/2015	048517	GREENWOOD PUBLISHING GROUP INC	\$26.00
	428119	12/07/2015	141041	KELLI HESSE	\$754.11
	428134	12/07/2015	139987	HUGH O'BRIAN YOUTH LEADERSHIP	\$545.00
	428140	12/07/2015	133397	HY-VEE INC	\$35.98
	428151	12/07/2015	138560	IXL LEARNING INC	\$415.00
	428154	12/07/2015	141067	SEAN JACKSON	\$114.00
	428157	12/07/2015	140203	MEGAN JANDA	\$698.50
	428159	12/07/2015	136953	JSDO 1 LLC	\$297.66
	428171	12/07/2015	108171	CANDACE JONES	\$488.25
	428175	12/07/2015	056182	KAGAN PUBLISHING & PRO DEVELOPMENT	\$118.00
	428188	12/07/2015	139753	CHERIS KITE	\$14.96
	428192	12/07/2015	132264	MICHELLE KLUG	\$114.68
	428205	12/07/2015	140667	LAURA KUEHL	\$545.33

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	428208	12/07/2015	099217	LAKESHORE LEARNING MATERIALS	\$401.26
	428217	12/07/2015	137618	WLC LLC	\$1,715.00
	428249	12/07/2015	012067	AMERICAN MATHEMATICS COMPETITIONS	\$408.50
	428257	12/07/2015	133361	ALISON MCFARLAND	\$12.45
	428283	12/07/2015	065410	MILLARD PUB SCHLS ADMIN ACTIVITY FD	\$57.15
	428312	12/07/2015	134953	NATIONAL ASSN FOR GIFTED CHILDREN	\$225.00
	428323	12/07/2015	136431	NEBRASKA COMMUNITY FOUNDATION	\$10,415.00
	428324	12/07/2015	068415	NEBRASKA COUNCIL OF SCHOOL	\$40.00
	428327	12/07/2015	136532	NEBRASKA LUTHERAN OUTDR MINISTRIES	\$1,430.00
	428330	12/07/2015	131550	NANCY NELSON	\$214.75
	428337	12/07/2015	107905	MELINDA NOLLER	\$122.96
	428366	12/07/2015	140064	DONALD OSBORNE	\$942.18
	428370	12/07/2015	132443	OZANAM/BIST	\$800.00
	428396	12/07/2015	139000	JASON PITT	\$545.43
	428421	12/07/2015	137478	REALLY GREAT READING CO LLC	\$1,304.80
	428430	12/07/2015	137784	CARYN RIFKIN	\$155.18
	428445	12/07/2015	131615	RUSSELL MIDDLE SCHOOL	\$20.00
	428455	12/07/2015	141052	RIKKI SCHLEIMER	\$1,188.00
	428504	12/07/2015	134654	MICHELE STOGDILL	\$31.92
	428506	12/07/2015	139843	STUDENT TRANSPORATION NEBRASKA INC	\$3,947.41
	428516	12/07/2015	141043	KIARA TAYLOR	\$16.22
	428532	12/07/2015	137870	LINDSAY TRAEGER	\$133.50
	428541	12/07/2015	131819	JEAN UBBELOHDE	\$211.60
	428547	12/07/2015	137712	OREGON UNIVERSITY SYSTEM	\$300.00
	428548	12/07/2015	137712	OREGON UNIVERSITY SYSTEM	\$250.00
	428549	12/07/2015	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$610.00
	428555	12/07/2015	132117	VALA'S PUMPKIN FARM & FALL FEST INC	\$729.27
	428561	12/07/2015	136318	JENNIFER VEST	\$136.50

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	428580	12/07/2015	141016	WENNINGHOFF'S INC	\$180.00
	428589	12/07/2015	137485	WENDY WIGHT	\$10.05
	428591	12/07/2015	139352	WORDMASTERS LLC	\$646.00
	428597	12/07/2015	135890	YOUTH FRONTIERS INC	\$13,370.00
11 - Total					\$59,051.78
14	427957	12/07/2015	136587	COVENTRY HEALTH & LIFE INS CO	\$151,230.75
	428484	12/07/2015	138887	SIMPLYWELL LLC	\$5,697.20
14 - Total					\$156,927.95
17	427840	12/07/2015	011051	ALL MAKES OFFICE EQUIPMENT	\$354.87
	427849	12/07/2015	102430	AMI GROUP INC	\$350.00
	427856	12/07/2015	012989	APPLE COMPUTER INC	\$149.00
	427915	12/07/2015	135245	BAHR VERMEER HAECKER ARCHITECTS	\$580.00
	427930	12/07/2015	133970	CCS PRESENTATION SYSTEMS	\$176.00
	427931	12/07/2015	133589	CDW GOVERNMENT, INC.	\$1,269.29
	427962	12/07/2015	138572	CREATIVE SITES LLC	\$603.00
	427973	12/07/2015	130731	D & D COMMUNICATIONS	\$934.50
	428212	12/07/2015	058800	LANOHA NURSERIES, INC.	\$3,100.00
	428273	12/07/2015	103082	MID STATES SCHOOL EQUIPMENT CO INC	\$18,987.40
	428287	12/07/2015	131328	MILLER ELECTRIC COMPANY	\$910.00
	428477	12/07/2015	083175	SHEPPARD'S BUSINESS INTERIORS	\$678.19
17 - Total					\$28,092.25
50	427832	12/07/2015	140212	HAYLEY ADDISON	\$65.00
	427856	12/07/2015	012989	APPLE COMPUTER INC	\$49.00
	427861	12/07/2015	102727	B & H PHOTO	\$143.22
	427866	12/07/2015	099646	BARNES AND NOBLE BOOKSTORE	\$315.45
	427880	12/07/2015	141083	MADISON BENKE	\$175.00
	427887	12/07/2015	019111	BISHOP BUSINESS EQUIPMENT	\$37.00
	427891	12/07/2015	141084	COLE BLASING	\$22.50

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	427901	12/07/2015	141082	ZACH BOYD	\$107.50
	427903	12/07/2015	134129	BRAINPOP LLC	\$4,131.00
	427908	12/07/2015	140742	AMELIA N BRUNER	\$192.50
	427913	12/07/2015	138366	JAMES PHILLIP BURROUGHS III	\$42.50
	427914	12/07/2015	140268	JACOB THOMAS BURROUGHS	\$212.50
	427920	12/07/2015	140562	DAMARIS ITHALIA CANO	\$150.00
	427926	12/07/2015	140748	ETHAN CASEY	\$42.50
	427927	12/07/2015	140956	JOHN B CASTLE	\$50.00
	427931	12/07/2015	133589	CDW GOVERNMENT, INC.	\$129.93
	427942	12/07/2015	140213	ALEXIS B CHRISTIANSEN	\$35.00
	427955	12/07/2015	140718	ANDREW CORDELL	\$50.00
	427973	12/07/2015	130731	D & D COMMUNICATIONS	\$1,869.00
	427983	12/07/2015	140744	ADAM DE GROODT	\$190.00
	427987	12/07/2015	032800	DEMCO INC	\$112.74
	427988	12/07/2015	140743	JASMINE DEMONTE	\$165.00
	427998	12/07/2015	033473	DIETZE MUSIC HOUSE INC	\$1,518.70
	428016	12/07/2015	137509	HAYLEY DUNCAN	\$42.50
	428017	12/07/2015	141092	MORGAN EADIE	\$32.50
	428026	12/07/2015	141085	KEELAN C EDWARDS	\$65.00
	428031	12/07/2015	141078	ELISE EICHMANN	\$202.50
	428041	12/07/2015	140473	CHRIS EVANS	\$60.00
	428042	12/07/2015	140719	KATIE EVANS	\$60.00
	428051	12/07/2015	139961	ANDREW FELLER	\$30.00
	428065	12/07/2015	140219	BAILEE FLEMING	\$212.50
	428086	12/07/2015	044891	GOPHER	\$408.33
	428087	12/07/2015	141079	AARON GOSCH	\$30.00
	428093	12/07/2015	141086	ALYSE GREGOR	\$45.00
	428094	12/07/2015	139948	NICOLAS MERLIN GREVE	\$170.00

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	428095	12/07/2015	140749	OLIVIA RAY GREVE	\$85.00
	428096	12/07/2015	140367	HUNTER GRIEVE	\$30.00
	428107	12/07/2015	139964	EMILY ANN HART	\$130.00
	428121	12/07/2015	140952	GABRIELLA HEZEL	\$307.50
	428124	12/07/2015	139809	LOGAN HODGE	\$60.00
	428127	12/07/2015	132592	WILLIAM SPRAGUE, JR.	\$1,637.80
	428184	12/07/2015	138351	JOHN E KENNEDY	\$60.00
	428200	12/07/2015	140829	MARGARET KRAMER	\$40.00
	428201	12/07/2015	140215	SARAH KRAMER	\$215.00
	428214	12/07/2015	139353	GRACE LAY	\$70.00
	428231	12/07/2015	141087	WOLF LUCAS	\$42.50
	428238	12/07/2015	139655	AMANDA MALASHOCK	\$372.50
	428239	12/07/2015	139656	JESSICA MALASHOCK	\$215.00
	428240	12/07/2015	140356	JANA T MALENE	\$42.50
	428243	12/07/2015	139931	KALEY J MARCINSKI	\$25.00
	428254	12/07/2015	139657	RACHEL MC CLANNAN	\$172.50
	428274	12/07/2015	102870	MIDLAND COMPUTER INC	\$35.72
	428289	12/07/2015	140745	TRENT MISCHO	\$127.50
	428290	12/07/2015	141093	GRANT MITERA	\$22.50
	428295	12/07/2015	139917	AUSTIN MONETTE WATERS	\$40.00
	428296	12/07/2015	140755	EMILY MONETTE-WATERS	\$85.00
	428302	12/07/2015	139658	CAMRYN LEIGH MORTRUDE	\$212.50
	428332	12/07/2015	141080	KAYLA NEY	\$30.00
	428338	12/07/2015	140756	ALEXANDRA K NORDBERG-ELLIS	\$170.00
	428342	12/07/2015	141089	ALEXIS NOVAK	\$22.50
	428343	12/07/2015	139275	COLIN O CONNELL	\$70.00
	428345	12/07/2015	138769	HANNAH MARIE OELTJEN	\$60.00
	428350	12/07/2015	100013	OFFICE DEPOT 84133510	\$172.37

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	428363	12/07/2015	071138	ORIENTAL TRADING COMPANY	\$76.95
	428364	12/07/2015	140954	ANASTASIA ORTMAN	\$70.00
	428365	12/07/2015	140379	NOELLE ORTMAN	\$60.00
	428373	12/07/2015	136739	JAMES W KUPER	\$994.50
	428389	12/07/2015	140757	MADILYN PHELPS	\$45.00
	428402	12/07/2015	141019	MYRON W POURIER	\$100.00
	428413	12/07/2015	141081	CECILIA C RANKIN	\$30.00
	428416	12/07/2015	141090	BROOKE RATHBUN	\$22.50
	428435	12/07/2015	079310	ROCKBROOK CAMERA CENTER	\$490.47
	428440	12/07/2015	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$1,047.00
	428449	12/07/2015	140257	SEG RESTORATION	\$432.00
	428457	12/07/2015	081891	SCHMITT MUSIC CENTER	\$83.00
	428461	12/07/2015	082140	SCHOLASTIC MAGAZINES	\$130.63
	428462	12/07/2015	140840	CAITLYN SCHOLL	\$25.00
	428477	12/07/2015	083175	SHEPPARD'S BUSINESS INTERIORS	\$2,169.92
	428479	12/07/2015	140224	KATHLEEN RYAN SHRIVER	\$85.00
	428485	12/07/2015	141009	JOHNNA SISNEROS	\$42.50
	428486	12/07/2015	139660	SYDNEY SLOSSON	\$172.50
	428487	12/07/2015	139266	GILLIAN MARIE SMITHSON	\$170.00
	428488	12/07/2015	140022	HUNTER SCOTT SMITHSON	\$215.00
	428534	12/07/2015	139661	DIEGO TREJO	\$170.00
	428538	12/07/2015	140271	RIVER-SAGE TUCKER	\$225.00
	428555	12/07/2015	132117	VALA'S PUMPKIN FARM & FALL FEST INC	\$1,213.05
	428565	12/07/2015	140355	PAYTON WAGNER	\$50.00
	428569	12/07/2015	140216	MATT WANETKA	\$55.00
	428577	12/07/2015	140357	ZOE WELAND	\$50.00
	428582	12/07/2015	094174	WEST MUSIC CO INC	\$1,735.00
50 - Total					\$25,677.78

Millard Public Schools Check Register Prepared for the Board Meeting for Dec 7, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
99	427911	12/07/2015	140615	LAUREN BURDT	\$0.00
	428373	12/07/2015	136739	JAMES W KUPER	(\$38.22)
99 - Total					(\$38.22)
Overall - Total					\$3,772,645.91

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **12/2/2015**BOE Meeting Date: **12/7/2015**Sale or Disposals Scheduled After: **12/7/2015**

Lot	Quantity	Description
1	1	Ken-A-Vision
2	1	lot lockers
3	1	Gas Range
4	1	set Remo Hand Drums
5	1	Brush attachment for John Deere Tractor
6	7	Candy vending machines
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AGENDA SUMMARY SHEET

AGENDA ITEM: Re-affirm Policy 4300 – Human Resources: Professional Growth/Staff Development

MEETING DATE: December 7, 2015

DEPARTMENT: Leadership & Learning

TITLE AND BRIEF DESCRIPTION: Human Resources: Professional Growth/Staff Development


ACTION DESIRED: Re-affirm Policy 4300

BACKGROUND: This policy provides support of comprehensive district staff development for all staff members.

STRATEGIC PLAN REFERENCE: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Kim Saum-Mills, Dr. Heather Phipps, Kevin Chick

SUPERINTENDENT'S APPROVAL: _____  _____

Human Resources

Professional Growth/Staff Development

4300

The Superintendent or designee shall create and maintain a comprehensive District staff development program for all employees.

Legal Reference: Neb. Rev. Stat. §79-830
Title 92, Nebraska Administrative Code, Chapter 10-007.07

Related Policies & Rules: [4300.1](#), [4300.2](#), [6400](#)

Policy Adopted: October 7, 1974

Revised: December 1, 1997; June 2, 2003; June 2, 2008; December 19, 2011

Reaffirmed: December 7, 2015

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Revised Rule 4300.1 – Human Resources: Professional Growth/Staff Development

MEETING DATE: December 7, 2015

DEPARTMENT: Leadership & Learning

TITLE AND BRIEF DESCRIPTION: Human Resources: Professional Growth/Staff Development

ACTION DESIRED: Approve Revised Rule 4300.1

BACKGROUND: The change in this rule is a correction in the title of the Executive Director of Human Resources.

STRATEGIC PLAN REFERENCE: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Kim Saum-Mills, Dr. Heather Phipps, Kevin Chick

SUPERINTENDENT'S APPROVAL: _____



Human Resources

Professional Growth / Staff Development

4300.1

Rules and Regulations for Purposes of Continued Employment

Professional Growth Period for Permanent Certificated Employees

Nebraska state law allows the District to amend or terminate the contract of a permanent certificated employee for failing to give evidence of professional growth as required by Neb. Rev. Stat. §79-830. Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth, or in the alternative, such other professional growth activities as are approved by the Board. Each permanent certificated employee's six-year period will commence on September 1 of the year coinciding with permanent certification status and on September 1 every six years thereafter.

Professional Growth Activities for Permanent Certificated Employees

Professional growth activities in connection with Neb. Rev. Stat. §79-830 shall consist of the professional work approved by the Board. The conditions and limitations pertaining to the performance and acceptance of such activities are subject to review and change by resolution of the Board of Education. Credit for engaging in a newly approved activity shall be allowed only for work done after the date of approval of the activity unless the Board provides otherwise. Where allowed by law, credit granted for any type of activity may be limited for each individual during the individual's professional growth period. This is done in order to encourage a variety of professional growth activities for each individual.

Approval of Professional Growth Credit

Except for professional growth courses and activities used to meet the requirements of Nebraska State Law, each staff development activity sponsored by the District or to be undertaken by an employee for purposes of salary advancement must be approved by the Superintendent or the Superintendent's designee.

Appeal

Staff members may appeal decisions under this Rule to the Executive Director ~~Assistant Superintendent~~ for Human Resources.

Legal Reference: Neb. Rev. Stat. §79-830

Title 92, Nebraska Administrative Code, Chapter 10-007.07

Related Policies & Rules: [4300](#), [4300.2](#), [6400](#)

Rule Approved: October 7, 1974

Revised: February 20, 1984; July 2, 1990; September 7, 1993; November 18, 1996;
June 2, 2008; December 19, 2011, [December 7, 2015](#)

Millard Public Schools
Omaha, NE June 5, 2000;

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Revised Rule 4300.2 – Human Resources: Professional Growth/Staff Development

MEETING DATE: December 7, 2015

DEPARTMENT: Leadership & Learning

TITLE AND BRIEF DESCRIPTION: Human Resources: Professional Growth/Staff Development

ACTION DESIRED: Approve Revised Rule 4300.2

BACKGROUND: The changes in this rule represent the changes made to the Millard Instruction Model and to the implementation of the Leadership Framework.

STRATEGIC PLAN REFERENCE: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Kim Saum-Mills, Dr. Heather Phipps, Kevin Chick

SUPERINTENDENT'S APPROVAL: _____



Human Resources

Staff Development

4300.2

The purpose of staff development is to [maximize staff potential, to impact student achievement, improve student achievement through differentiated learning and instructional opportunities, staff engagement, staff performance,](#) and to improve the operations of the District. Comprehensive staff development includes both training and professional development.

Definitions:

Training is a learning experience to acquire specific skills (job target) or to meet legal requirements.

Professional development is a continual and comprehensive learning experience to help staff improve their effectiveness as professionals.

Delivery Models:

Training

Delivery models will include but not be limited to face to face workshops or an on-line learning management system. Comprehensive staff development will ensure staff members are offered training opportunities to improve job performance and workplace engagement.

Professional Development

Job-embedded professional development is included but not limited to professional learning communities for teachers in the District. Professional development will be also be offered for all staff in a variety of delivery methods including but not limited to internally and externally offered face to face and on-line courses, workshops, institutes, networks, coaching and conferences through individual, small group or large group settings.

Content:

Comprehensive staff development will support the District strategic plan and building site plans in a systemic manner.

Comprehensive staff development will support the [effective implementation of the](#) Millard Instructional Model [and Select Staff Indicators](#) to support the growth of all educators, ~~to~~

- a. ~~Effectively plan differentiated instruction;~~
- b. ~~Promote a positive, productive learning environment to reach each student;~~
- c. ~~Teach the written curriculum through a variety of appropriate instructional strategies;~~
- d. ~~Conduct valid assessments, analyze results, and adjust instruction as needed; and~~
- e. ~~Initiate meaningful professional growth and contribute to school and District improvement.~~

Comprehensive staff development will support the [effective implementation of the Millard Leadership Framework to support the professional development and](#) growth of all supervisors, administrators and teacher leaders through continual leadership development.

Comprehensive staff development will respond to the requirements in law and other local, state and federal mandates.

Planning:

Comprehensive staff development will use student and staff data and a collaborative method in planning, creating, and providing short term and long term professional development and training. Input and support will be gathered from representatives of all stakeholders.

Accountability:

It is the responsibility of the District to provide staff development opportunities in the form of training and professional development that assist employees in carrying out the responsibilities of their jobs. It is the responsibility of all employees to be continuously engaged in their professional growth and apply their learnings to improve their job performance. It is the responsibility of each supervisor to ensure and promote staff development so that all staff members engage in continuous improvement.

Evaluation:

The comprehensive staff development program will be continuously evaluated in order to determine the greatest possible educational benefits are being achieved.

Related Policies & Rules: [4300](#), [4300.1](#), [6400](#)

Legal Reference: Neb. Rev. Stat. §79-830
Title 92, Nebraska Administrative Code, Chapter 10-007.07

Rule Approved: December 19, 2011
[Revised: December 7, 2015](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Revise Policy 6400: Curriculum, Instruction, and Assessment – Staff Development

MEETING DATE: December 7, 2015

DEPARTMENT: Leadership & Learning

TITLE AND BRIEF DESCRIPTION: Curriculum, Instruction, and Assessment – Staff Development.


ACTION DESIRED: Revise Policy 6400

BACKGROUND: This policy provides a description of the purpose of comprehensive staff development and how Educational Services and Leadership & Learning collaborate to meet the needs of our staff.

STRATEGIC PLAN REFERENCE: Strategy (implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Kim Saum-Mills, Dr. Heather Phipps, Dr. Mark Feldhausen

SUPERINTENDENT'S APPROVAL: _____  _____

Educational Services

Curriculum, Instruction and Assessment

Staff Development

6400

The purpose of staff development is to improve student achievement through differentiated learning and instructional opportunities and to improve the effective operation of the District. Educational Services, and ~~Human Resources~~ [Leadership & Learning](#) will work collaboratively with District level and building leaders to provide staff development that supports best instructional practices focused on the written, taught, and assessed curriculum, the District-identified [Indicators of Effective Teaching and Learning](#) ~~Practices that Promote Successful Student Learning~~, and the continuous improvement of knowledge and skills as they apply to the Millard Education Program (MEP).

Legal Reference: Neb. Rev. Stat. §79-830
Title 92, Nebraska Administrative Code, Chapter 10-007.07

Related Policies & Rules: 4300, 4300.1, 4300.2

Policy adopted: July 12, 1999
Reaffirmed: December 6, 2004
Revised: December 19, 2011, [January 4, 2016](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 7000 - Technology General Policy Statement (First Reading)

MEETING DATE: December 7, 2015

DEPARTMENT: Technology Division

TITLE AND BRIEF DESCRIPTION: Policy 7000 - First Reading

Updated Policy 7000 language to reflect technological changes.

ACTION DESIRED: Approval

RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: N/A

PERSONS RESPONSIBLE: Dr. Kent Kingston

**SUPERINTENDENT'S
APPROVAL:**

—  —

Technology

Technology General Policy Statement

7000

The District will pursue the use of technology ([e.g., hardware, software, server-based systems, and web-based/cloud systems](#)) to develop, improve, and provide a comprehensive curriculum, an effective program of instruction, and the efficient administration of the District.

Legal References: Neb. Rev. Stat. §79-526, Neb. Rev. Stat. §79-539, Neb. Rev. Stat. §79-2, 104, Neb. Rev. Stat. §79-2, 105, 20 U.S.C. 1232, et seq., 15 U.S.C. §501, et seq., Title 92, Nebraska Administrative Code, Chapter 10

Policy Adopted: March 21, 2005
Reaffirmed: January 21, 2013

Millard Public Schools
Omaha, Nebraska

[Revised: January 4, 2016](#)

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 7100 – Use of District Technology (First Reading)
Related Rules 7100.1, 7100.2, & 7100.3

MEETING DATE: December 7, 2015

DEPARTMENT: Technology Division

TITLE AND BRIEF DESCRIPTION: Policy 7100 - First Reading

Updated language to reflect more current technology use and trends. Changed language so it better reflected the wide range of technology tools used by staff and students at Millard Public Schools. Replaced technical terms that may have become/were outdated.

Related Rules:

7100.1 –Updated technical terms/language terms and added items to better reflect our current use of technology tools and systems.

7100.2 - Changes to language to protect policy against ever changing technology terms/use.

7100.3 – Changes to language to better reflect more current technical terminology

ACTION DESIRED: Approval

RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: N/A

PERSONS RESPONSIBLE: Dr. Kent Kingston

**SUPERINTENDENT'S
APPROVAL:**

—  —

Technology

Use of District ~~Computers, Software, and Data Files~~ Technology

7100

District personnel will adhere to the laws, policies, and rules governing ~~computers~~ technology (e.g. hardware, software, server-based systems, & web-based/cloud systems) including, but not limited to, copyright laws, rights of software publishers, license agreements, acts of terrorism, assault, threats and personnel and student rights of privacy created by federal and state law.

Related ~~Rules~~ Rules: 7100.1, 7100.2, 7100.3

Legal Reference: The Copyright Act; Family Educational Rights and Privacy Act; Neb. Rev. Stat. §§ 79-2, 104 and 79-8, 109 (Reissue 1996). CIPA, COPPA, HIPPA

Policy Adopted: May 17, 1993

Millard Public Schools

Revised: Dec. 20, 1999; April 2, 2007, January 4, 2016

Omaha, Nebraska

April 2, 2007: Renumbered from 4157

Technology

Compliance with Applicable Law

7100.1

Use of District-owned ~~computer~~technology (e.g., hardware, software, server-based systems, & web-based/cloud systems) shall comply with all applicable policies and rules of the District, and with all applicable state and federal statutes. ~~The District will provide all users with appropriate training for the use of such equipment. The District will comply with license agreements and/or policy statements contained in software packages used by the District. Questions about compliance with license agreements or use of a software package will be resolved through direct negotiation and mutual agreement with the software publisher, copyright holder, and/or licensor.~~

In an effort to prevent violation of copyright laws and illegal use, the following rules will apply:

- I. The legal and ethical implications of use will be taught to personnel and students at all levels where there is technology use.
- II. The building principal, principal's designee, or appropriate supervisor will be responsible for informing district personnel of the District Computer and Software Policy and Rules.
- ~~III.~~ When permission is obtained from a copyright holder to use software on a disk sharing system, reasonable efforts will be made to prevent unauthorized copying.
- ~~III.~~IV. When permission is obtained from copyright holder to use protected digital media (e.g., music, images, ebooks, videos) reasonable efforts will be made to prevent unauthorized use.
- ~~V.~~ Under no circumstances will illegal copies of copyrighted software be made or used on district equipmenttechnology.
- ~~VI.~~ Under no circumstances will illegal copies of protected digital media be made or used on district technology.
- ~~VII.~~ When permission is obtained from a copyright holder to use server-based software or systems reasonable efforts will be made to prevent unauthorized access.
- ~~IV.~~VIII. When permission is obtained from a copyright holder to use web-based/cloud software or systems reasonable efforts will be made to prevent unauthorized access.
- ~~V.~~IX. The Executive Director of Technology or designee is authorized to sign software, server-based, and web-based/cloud license agreements for district schools. The District and each school using licensed software, including server-based or web-based/cloud software, shall keep a file containing a signed copy of software agreements for that school.
- ~~VI.~~X. The school principal or principal's designee will be responsible for establishing practices which will enforce the District Computer and Software Policy and Rule.
- ~~VII.~~XI. The following uses of district computers and telecommunications devices will be strictly prohibited:
 - A. **Offensive Messages.** The use, display or transmission of (i) sexually explicit images, messages, cartoons; (ii) ethnic slurs or racial epithets; or (iii) acts of terrorism, assault, or threats.
 - B. **Personal Use.** Personal use of District-owned computers and telecommunication devices are permitted to contact a child at home, a teacher, a doctor, a day care center, a baby-sitter, a family member, or any other person to inform any such person of an unexpected schedule change or for other essential personal business. Such personal use shall be kept to a minimum and shall not interfere with the performance of District business. Any other personal use of District-owned cellular phones, telephone equipment or telephone systems is strictly prohibited.
 - C. **Commercial, and/or Religious Messages.** Use for the purpose of solicitation or proselytization for commercial, religious, political, or any other non-job-related activity.

- D. **Inappropriate Use of ~~Technology-E-mail and/or Internet~~**. The use of the District's Technology (e.g., network, ~~Internet~~, e-mail system, social media, and telecommunications systems), shall remain under the control of the District and may only be used for district business subject to applicable law, policy and rule. This includes, but is not limited to, the downloading of any inappropriate materials, games, or other files not required for staff to fulfill their job duties. Sexual harassment and bullying delivered by e-mail using technology and electronic or digital communications -is covered by the same ~~policy and rule~~ policies and rules in the Student Code of Conduct which ~~covers verbal or physical harassment~~ prohibit harassment and bullying.-

Violation of this rule may result in disciplinary action.

The District reserves all rights it has under the fair use doctrine of the Copyright Act.

Legal Reference: The Copyright Act; Neb. Rev. Stat. § 49-14, 101.01 (3).

Rule Approved: May 17, 1993

Revised: Dec. 20, 1999; April 2, 2007; April 13, 2009; November 1, 2010

Revised: January 4, 2016

Millard Public Schools
Omaha, Nebraska

April 2, 2007: Renumbered from 4157.1

Technology

Right of Access

7100.2

The District reserves the right to have access to all ~~computer programs, and files, including any software programs and data files~~ and/or creations of any description which, reside on ~~d~~District ~~technology. computers, telecommunications devices and/or storage media.~~

Related Policies & Rules: 7100, 7100.1, 7100.3, 7500, 7500.1

Rule Approved: May 17, 1993

Revised: Dec. 20, 1999; April 2, 2007, [January 4, 2016](#)

Millard Public Schools
Omaha, Nebraska

April 2, 2007: Renumbered from 4157.2

Technology

Access to Student and/or Personnel Records

7100.3

School volunteers and district personnel shall not have access to student and/or personnel records unless specifically authorized or permitted by law. [Digital](#) ~~Electronic~~ files, ~~computer programs, and software~~ containing personnel records are subject to board policy 4115 and rule 4115.1, board policy 7400 and rule 7400.1, and the rights of privacy created by Nebraska statute. [Digital files](#) ~~Electronic files, computer programs, and software~~ containing student records are also subject to board policy 5710 and rule 5710.1, board policy 7400 and rule 7400.1, and the rights of confidentiality created by federal and state law.

Use of [technology](#) ~~electronic media~~ to store or transmit student and/or personnel data are to follow district policy, rule, and guidelines relating to the confidentiality of students and/or personnel records. This rule applies to files that are maintained centrally by the District, as well as those created and maintained at the school level.

Related Policies & Rules: [4115](#), [4115.1](#), [5710](#), [5710.1](#), [7100](#), [7100.1](#), [7100.2](#), [7400](#), [7400.1](#)

Legal Reference: Family Educational Rights and Privacy Act; Neb. Rev. Stat. §§ 79-2, 104 and 79-8, 109 (Reissue 1996).

Rule Approved: May 17, 1993

Revised: Dec. 20, 1999; April 2, 2007, [January 4, 2016](#)

Millard Public Schools
Omaha, Nebraska

April 2, 2007: Renumbered from 4157.3

AGENDA SUMMARY SHEET

Agenda Item: 2016 Summer School Proposal

Meeting Date: December 7, 2015

Department: Educational Services

Title and Brief Description: The summer school format, as described in Nebraska Statute 79-1003.01, will remain the same. Classes will be three hours long, in blocks of 12 (elementary and middle school) or 24 (high school) sessions.

June 6-June 23, M-Th

Elementary Summer School

Montclair Elementary

Elementary STEM Camp

Sandoz Elementary

Middle School Summer School

Andersen Middle School

June 6-July 8, M-F

High School Summer School

Millard South High School

The summer program was fiscally sound in 2015. In order to meet the needs of our families it is proposed to follow the same fee schedule as approved for 2015.

Level	2016 Proposed Resident Tuition	2016 Proposed Non-Resident Tuition	Credit Card Purchase Price (+\$6)
Elementary	\$150	\$200	\$156/\$206
Middle School	\$150	\$200	\$156/\$206
Middle School Mini-Course	\$130	\$155	\$136/\$161
High School	\$170	\$220	\$176/\$226
High School Mini-Course	\$135	\$160	\$141/\$166

Action Desired: Approval

Background: Included as a reference is information on the 2016 Summer Sessions for elementary, middle school and high school students including a brief overview of changes and a brochure for each level.

Recommendations: Approve proposal

Timeline: 2016 Summer School

Responsible Person(s): Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, and Dr. Kara Hutton

Superintendent's Approval:



2016 Summer Session Proposal

For summer school 2016, the format will remain the same as described in Nebraska Statute 79-1003.01. Classes will be three hours long, in blocks of 12 (elementary and middle school) or 24 (high school) sessions.

Tuition was increased in 2015 and the summer program was fiscally sound. To maintain a balanced budget and meet the needs of our families, the same fee schedule approved for 2015 is proposed for the summer of 2016.

Level	2015 Resident Tuition	2015 Non-Resident Tuition	Credit Card Purchase Price (+\$6)	2016 Proposed Resident Tuition	2016 Proposed Non-Resident Tuition	Credit Card Purchase Price (+\$6)
Elementary	\$150	\$200	\$156/\$206	\$150	\$200	\$156/\$206
Middle School	\$150	\$200	\$156/\$206	\$150	\$200	\$156/\$206
Middle School Mini-Course	\$130	\$155	\$136/\$161	\$130	\$155	\$136/\$161
High School	\$170	\$220	\$176/\$226	\$170	\$220	\$176/\$226
High School Mini-Course	\$135	\$160	\$141/\$166	\$135	\$160	\$141/\$166

In order to attract many types of learners and engage all students in their summer school courses, class offerings were revisited. Recommended changes and additions are below.

Elementary

June 6-June 23, 2016 M-Th

8:30-11:50 A.M.

Montclair Elementary

Students are able to participate in one class. Classes developed in the past will continue, with noted changes.

Course	Content	Grade	Status
Face to Face	HAL Multi-Disciplinary	1	Name change only
#Symbolsaroundtheworld	HAL Multi-Disciplinary	2-3	Name change only
Questioning Minds Want to Know	HAL Multi-Disciplinary	4-5	Name change only
Puzzles and Logic 2-3	Problem-Solving, Higher Level Thinking	2-3	New course
What's Your Canvas? 4-5	Art and History	4-5	New course

Elementary STEM Academy

June 6-June 23, 2015 M-Th

8:30-11:50 A.M.

Sandoz Elementary

Demand is great for courses related to Science, Technology, Engineering and Mathematics (STEM). The STEM Academy allows the elementary summer courses to be current and engaging. The STEM Academy will be held at Sandoz Elementary, the proposed site for the summer Open Meal program. The courses from 2015 will be continued and the table below describes new courses.

Course	Content	Grades	Status
Science of the Senses	Biology-senses	1	New course
The Science of Magic	Physical Science, CCRS	4-5	New course
Claymation Movie Making	Technology, film-making	4-5	New course

Middle School

June 6-June 23, 2015 M-Th

8:00-11:15 A.M., 11:50-3:00 P.M.

Andersen Middle School

Students are able to select up to two courses. Two new 12 day courses are proposed:

- Computer Coding and Robotics-Level II
- App Inventor

One new one week course is proposed:

- Light and Sound

In order to clarify course content and encourage enrollment, it is proposed to change the name of two courses:

- Roundtables changed to *Literary Explorations*
- Math Plus changed to *Exploring Mathematics*
- 21st Century Music Composition changed to *Music and Digital Design*

In an effort to better meet student transition needs, it is recommended that *Step Up to High School* course be moved from the middle school site to be offered at the high school location.

High School

June 6-July 8, 2016 M-F

7:45-10:50 A.M., 11:25-2:30 P.M.

Millard South High School

No School July 3rd

Students are able to register for up to two courses during the summer session. New courses include:

- *Step Up to High School* (transition course including math and reading for current 8th grade students). This will be a non-credit course and will be 15 days, June 6 to June 24.

In addition, Social Studies courses are being updated in order to comply with the course sequence within the PK-12 Social Studies Framework., which was approved by the Board of Education on February 13, 2014.

COURSE SELECTION

Select **one** class based on interest or academic area. Students will gain experience in preparation for the coming school year. Kindergarten students will gain experience in school routine, following directions, working with others, taking turns, etc. in activities that do not require academic skills. Courses may be combined if there is insufficient enrollment.



SUMMER ATTENDANCE

- Parents provide transportation.
- Parents are asked to call the school office if their child will be absent or tardy: **402-715-1295**

TUITION ASSISTANCE

A full tuition waiver is available to students who qualify for the Federal Free or Reduced Price School Meals Program during the regular school year. Families not currently participating in the federal meals program who need information about qualifying should call 402-715-1433, or go to:

<http://online-free-and-reduced.mps.foodservices.schoolfusion.us/>

REGISTRATION

- Register for the grade level your student will attend next school year. Students entering 6th grade should register for middle school courses.
- Millard resident tuition for each elementary course is \$150 (public & private). The non-resident course fee is \$200.
- Please complete the registration form, enclose the tuition payment, and mail to:
Millard Public Schools
Summer School
5606 S 147th Street
Omaha, NE 68137

DO NOT SEND WITH YOUR CHILD TO SCHOOL. You may also register on-line at: <http://mpsomaha.revtrak.net>

- A \$20 processing charge will be assessed for each course registration canceled after Friday, May 13th. No refunds will be given after May 30th.
- Credit card processing fee of \$6.00 is non-refundable.

2016 ELEMENTARY SUMMER SCHOOL



June 6 to June 23

Monday-Thursday

8:30 AM - 11:50 AM

GENERAL INFORMATION

- Open to all students entering Kindergarten – Grade 5
- Fun classes in reading, writing, and math
- Enrichment classes in music and art
- Register by credit card at <http://mpsomaha.revtrak.net>
- Register soon!
- More Info:

Kim 402-715-8253 or

Kara 402-715-8708

kjpirron@mpsomaha.org

khutton@mpsomaha.org



LOCATION:

Montclair Elementary School

2405 South 138th Street

Omaha, NE 68144

More information at: <http://summer-school.mps.schoolfusion.us>



Find us on Facebook-<https://www.facebook.com/mpssummerschool>

Course Offerings

Select a course for the grade level your student will attend next year.

Grade(s)	Course Name
Kindergarten	Kindergarten Readiness and Movement ABC's
1st	Reading and Math Skills
1st	Music, Movement & Drama
1st	Simple Spanish
1st	English Language Learners (ELL) Levels 1 & 2
2nd-3rd	Reading and Math Skills
2nd-3rd	Puzzles and Logic
2nd-3rd	Music, Movement & Drama
2nd-3rd	Spanish
2nd-3rd	English Language Learners (ELL) Levels 1 & 2
4th-5th	Reading and Math Skills
4th-5th	Writing Workshop
4th-5th	Music Explosion
4th-5th	What's Your Canvas? (art)
4th-5th	Spanish
4th-5th	English Language Learners (ELL) Levels 1 & 2
	High Ability Learner (HAL) Multi-disciplinary Units
1st	Face to Face
2nd-3rd	#Symbolsaroundtheworld
4th-5th	Questioning Minds Want To Know

Please go to <http://summer-school.mps.schoolfusion.us> to read course descriptions in more detail.



If you would like to pay by credit card, do not fill out this form.
Go to <http://mpsomaha.revtrak.net>

Registration Payment Option: Cash and Check

Student's Last Name	First Name	MI	Birth Date	Millard ID
Address	City	State	Zip Code	Current Grade
Home Phone#		Email Address		
Mother's Name		Work Phone #		Cell Phone #
Father's Name		Work Phone #		Cell Phone #
Emergency Contact		Phone #		Phone #
Health Concerns:				
Select a 3 Week Course Fees for Residents—\$150.00, Non Residents—\$200.00				
Please choose two in case one is full. (Choose "No-Second Choice" if applicable.)				
First Choice		Amount Enclosed		
		\$ _____		
Second Choice				
Cash \$ _____ Check # _____ Total Enclosed \$ _____				
<p>____My student has qualified for free or reduced priced school meals. I authorize access to my child's Free or Reduced Price School Meals information to document eligibility for the waiver of summer school tuition. (Summer school tuition will be waived for students who qualify for free or reduced price school meals.)</p> <p>____My student may qualify for free or reduced priced school meals. A Free or Reduced Price School Meals Application will be mailed. Or, go to http://online-free-and-reduced.mps.foodservices.schoolfusion.us/ Return the application as soon as possible, any tuition paid will be returned if the application is approved.</p>				
Parent Signature: _____				

COURSE SELECTION

Select **one** class based on interest or academic area. Students will explore science, technology, engineering, and mathematics in these fun, hands-on courses.



SUMMER ATTENDANCE

- Parents provide transportation.
- Parents are asked to call the school office if their child will be absent or tardy: **402-715-8345**

TUITION ASSISTANCE

A full tuition waiver is available to students who qualify for the Federal Free or Reduced Price School Meals Program during the regular school year. Families not currently participating in the federal meals program who need information about qualifying should call 402-715-1433, or go to <http://online-free-and-reduced.mps.foodservices.schoolfusion.us/>

REGISTRATION

- Register for the grade level your student will attend next school year. Students entering 6th grade should register for middle school courses.
- Millard resident tuition for each elementary course is \$150 (public & private). The non-resident course fee is \$200.
- Please complete the registration form, enclose the tuition payment, and mail to: Millard Public Schools
Summer School
5606 S 147th Street, Omaha, NE 68137

DO NOT SEND MONEY WITH YOUR CHILD TO SCHOOL. You may also register on-line at <http://mpsomaha.revtrak.net>

- A \$20 processing charge will be assessed for each course registration canceled after Friday, May 13th. No refunds will be given after May 30th.
- Credit card processing fee of \$6.00 is non-refundable.



STEM ACADEMY 2016 ELEMENTARY SUMMER SCHOOL



Location:

Sandoz Elementary
5959 Oak Hills Drive

When:

June 6 to June 23
Monday-Thursday

GENERAL INFORMATION

- Open to all students entering Grade 1– Grade 5
- Fun courses in Science, Technology, Engineering and Math
- Register by credit card at <http://mpsomaha.revtrak.net>
- Register soon!
- For more information:

Kim 402-715-8253
Kara 402-715-8708

kjpirron@mpsomaha.org
khutton@mpsomaha.org

More information at: <http://summer-school.mps.schoolfusion.us>



Find us on Facebook-<https://www.facebook.com/mpssummerschool>

Course Offerings

Select one course for the grade level your student will attend next year.

Grades	Course Name
1st -2nd	Bubble Bonanza (Materials Engineering)
1st -2nd	Intro to Computer Coding and Rocking Robotics (Technology)
1st -2nd	Science of the Senses
2nd-3rd	Lego Technics and Math Applications (Engineering, Physics and Math)
2nd-3rd	Take the Plunge (Ocean Engineering)
2nd-3rd	Earth Habitats (Earth Science)
2nd-3rd	Computers and the Internet (Technology)
3rd-5th	Computer Coding and Rocking Robotics (Technology and Design)
3rd-5th	Rockets and Rovers (Aerospace Engineering)
3rd-5th	Nanotechnology (Science and Technology)
4th-5th	Applications for Computers (Technology)
4th-5th	Gravity and Magnetism (Physical Science)
4th-5th	Claymation Movie Making
4th-5th	The Science of Magic

Sandoz Elementary School has been selected for a meal program during summer 2016. **FREE** breakfast and lunch will be available Monday –Friday from **June 1st through July 31st**. Breakfast will be served from **8:00-9:00** and lunch will be served from **11:30 -1:00**. All children under the age of 18 may participate for no cost, including students who attend the STEM Academy.



The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.



If you would like to pay by credit card, do not fill out this form. Go to <http://mpsomaha.revtrak.net>

Registration Payment Option: Cash and Check

Student's Last Name	First Name	MI	Birth Date	Millard ID
Address	City	State	Zip Code	Current Grade
Home Phone#		Email Address		
Mother's Name		Work Phone #		Cell Phone #
Father's Name		Work Phone #		Cell Phone #
Emergency Contact		Phone #		Phone #
Health Concerns:				
Select a 3 Week Course		Fees for Residents—\$150.00, Non Residents—\$200.00		
Please choose two in case one is full. (Choose "No-Second Choice" if applicable.)				
First Choice		Amount Enclosed		
_____		\$ _____		
Second Choice		_____		
_____		_____		
Cash \$ _____		Check # _____		Total Enclosed \$ _____
<p>____My student has qualified for free or reduced priced school meals. I authorize access to my child's Free or Reduced Price School Meals information to document eligibility for the waiver of summer school tuition. (Summer school tuition will be waived for students who qualify for free or reduced price school meals.)</p> <p>____My student may qualify for free or reduced priced school meals. A Free or Reduced Price School Meals Application will be mailed. Return the application as soon as possible, any tuition paid will be returned if the application is approved. Or, go to http://online-free-and-reduced.mps.foodservices.schoolfusion.us/</p>				
Parent Signature: _____				



If you would like to pay by credit card, do not fill out this form.
Go to <http://mpsomaha.revtrak.net>

Registration Payment Option: Cash and Check

Student's Last Name, First, MI			
Address		City, State, Zip Code	
Birth Date	Home phone #	Email address	
Previous School		Current Grade 2015-2016	
Mother's Name	Work phone #	Cell phone #	
Father's Name	Work phone #	Cell phone #	
Emergency Contact	Phone #	Phone #	
Health Concerns			
Fill in requested courses below:			
3-Week AM Course:			
3-Week PM Course:			
1-Week Mini Courses			
	June 6-10	June 13-17	June 20-24
1-Week AM Course(s)			
1-Week PM Course(s)			
		No. of Courses	Amount
Three week courses			
Mini Courses			
Total Amount Due			

Please Note:

- ⇒ School lunch is available between the morning and afternoon sessions.
 - ⇒ Confirmation letters and schedules will be mailed June 1st. Schedules can also be checked on Infinite Campus by changing the calendar to Summer School.
 - ⇒ If courses are cancelled due to low enrollment, full refunds will be provided.
 - ⇒ Summer School is a program offered by Millard Public Schools and students must conduct themselves in accordance with the District's Standards of Student Conduct.
- Cancellations after May 13 will be charged a \$20 processing fee per course.
 - Credit Card processing fee of \$6.00 is non-refundable.
 - NO refunds after Monday, May 30th.
 - Call 402-715-8441 to report absences.



Find us on Facebook-<https://www.facebook.com/mpssummerschool>

Middle School 68 2016 Summer School



Where: Andersen Middle School
15404 Adams Street
When: June 6 to June 23
Monday through Thursday
Times: 8:00-11:15 AM & 11:50-3:00 PM

Send registration form & payment to:
Millard Public Schools
Summer School
5606 S. 147th Street
Omaha, NE 68137

- * Classes for 1 week and/or 3 weeks
- * Confirmation including schedule will be sent during the first week of June
- * School lunch is available between classes
- * Questions.....call or email:
402-715-8253 or 402-715-8708
kjpirron@mpsomaha.org
khutton@mpsomaha.org

<http://summer-school.mps.schoolfusion.us>

3 Week Courses

AM Session 8:00 AM – 11:15 AM		
Grade	Course Name	Start Time
6	Read-Write	8:00
6,7,8	Computer Coding and Robotics Level 1	8:00
6,7,8	Computer Coding and Robotics Level II <i>Prerequisite Level: 1</i>	8:00
6	Be Cool in Middle School! <i>Study and Organizational Skills</i>	8:00
6,7,8	Prep for Pre-Algebra	8:00
7	Read-Write	8:00
8	Read-Write	8:00
6,7,8	Drama	8:00
6,7,8	Introduction to Photojournalism	8:00
6,7,8	Unplugged-Guitar	8:00
6,7,8	Literary Explorations (HAL)	8:00

PM Session 11:50 AM – 3:00 PM		
Grade	Course Name	Start Time
6	Master Your Math	11:50
7	Master Your Math	11:50
8	Master Your Math	11:50
6,7,8	Art Expressions	11:50
6,7,8	Computer/Multi-Media Graphics	11:50
6,7,8	App Inventor	11:50
6,7,8	Computer Coding and Robotics Level 1	11:50
6. 7. 8	Computer Coding and Robotics Level II <i>Prerequisite Level: 1</i>	11:50
6,7,8	Exploring Mathematics (HAL)	11:50

Millard Public Schools

► 1 Week Mini-Courses – Grades 6,7,8

Choose one course per time slot per week

	Week 1 June 6-10	Week 2 June 13-17	Week 3 June 20-24
8:00-11:15	Cool Chemistry	Babysitting Basics	Light and Sound
	Textiles and Technology	Exploring Engineering	Forensic Science
11:50-3:00	Babysitting Basics	Music and Digital Design	Babysitting Basics
	Entrepreneurship	Cool Chemistry	Textiles and Technology
	Exploring Engineering	Forensic Science	Cool Chemistry

Select a class from the grade you will be entering next year (6th, 7th, or 8th). Students entering 9th grade should register for high school courses. *Step-Up to High School* is available at the high school for those students entering 9th grade wanting to explore the high school experience. This class will be held at Millard South High School. Registration forms and information are available at all middle and high schools or online at <http://summer-school.mps.schoolfusion.us>

Students may take one or two 3 week courses, or they may take one 3 week course and up to three mini-courses.

Visit <http://summer-school.mps.schoolfusion.us> for more information.

Fees	3 Week Courses	1 Week Mini-Course
Millard Residents	\$150	\$130
Non-Residents	\$200	\$155
Credit Card Fee	\$6.00	\$6.00

If paying by check or cash, complete the registration form and return form and payment to:

Millard Public Schools Summer School
5606 S. 147th Street
Omaha, NE 68137

A full tuition waiver is available to students who qualify for the Federal Free or Reduced Price School Meals Program. Information about qualifying for this program can be obtained at 402-715-1433. Or, go to <http://online-free-and-reduced.mps.foodservices.schoolfusion.us/>

___ My student has qualified for free or reduced priced meals. I authorize access to my child's Free or Reduced Price School Meals application information to document eligibility for the waiver of summer school tuition. (No summer school tuition will be charged for students who qualify for free or reduced price meals.)

___ My student may qualify for free or reduced priced school meals. A Free or Reduced Price School Meals Application will be mailed. Or go to <http://online-free-and-reduced.mps.foodservices.schoolfusion.us/> Complete the application as soon as possible. The tuition will be returned if the application is approved.

Parent Signature: _____

FEES	<u>TUITION</u>			
	Semester Course	Double Semester Course	One-week ACT Workshop	3 Week Step-Up To High School
Millard Residents	\$170	\$340	\$135	\$150
Non-Residents	\$220	\$440	\$160	\$200
Credit Card Fee	\$6	\$12	\$6	\$6

TUITION ASSISTANCE

Full tuition waivers are available for students who qualify for the federal free or reduced price school meals program. Information about qualifying for this program can be obtained at 402-715-1433. Or, go to <http://online-free-and-reduced.mps.foodservices.schoolfusion.us/>

INFORMATION, REGISTRATION & PAYMENTS TO:

Millard Public Schools
Summer School
5606 S. 147th Street
Omaha, NE 68137

Kara Hutton or Kim Pirrone
402-715-8708 402-715-8253
khutton@mpsomaha.org
kjpirron@mpsomaha.org



IMPORTANT INFORMATION

- A confirmation letter including class schedule will be mailed the first week in June.
- There is a 35 minute lunch break between sessions. School lunch will be available for purchase.
- Students dropping a class after June 21st will receive a failing grade (5) that will be recorded on their transcript.
- Summer School is a program offered by Millard Public Schools and students must conduct themselves in accordance with the District's Standards of Student Conduct.

ABSENCE POLICY

- One day in summer school is the equivalent of 2.5 days during the school year. Therefore, students may be absent up to 4 days (equal to 10 days during school year). On the 5th absence the student will receive a failing grade for the

REFUNDS

- ♦ Cancellations after May 13 will be charged a \$20 processing fee for EACH class. (Double course/\$40)
- ♦ NO Refunds after Monday, May 30th at 4:00 pm.
- ♦ Credit card \$6.00 course fee is non-refundable in all instances except if Millard cancels a course.
- ♦ If Millard Public Schools cancels a class for any reason, families will be offered a full refund.

Absences & Tardies:

Please call attendance line @
South High School 402-715-8255

**No School Monday,
July 4th**



Find us on Facebook-<https://www.facebook.com/mpssummerschool>

Summer School 2016 High School



DATES & TIMES

June 6 - July 8
7:45 - 10:50 and 11:25 - 2:30
Monday - Friday

LOCATION

Millard South High School
14905 Q Street
Omaha, NE 68137
402-715-8531

More information at:
<http://summer-school.mps.schoolfusion.us>

AVAILABLE COURSES

Course Name — 5 Credits	Starting Times	
English 9 - 1 st Semester	7:45	
English 9 - 2 nd Semester		11:25
English 10 - 1 st Semester		11:25
English 10 - 2 nd Semester	7:45	
English 11 - 1 st Semester	7:45	
English 11 - 2 nd Semester		11:25
Summer Literacy Enrichment		11:25
Creative Writing (grades 11-12)	7:45	11:25
21 st Century Media Literacy (grades 11-12)	7:45	
Speech	7:45	11:25
Personal Finance	7:45	11:25
Information Technology Applications	7:45	11:25
Alg I: Foundations 1 - 1st Semester	7:45	
Alg I: Foundations 1 - 2nd Semester		11:25
Algebra I - 1 st Semester	7:45	
Algebra I - 2 nd Semester		11:25
Geometry - 1 st Semester	7:45	
Geometry - 2 nd Semester		11:25
Algebra II - 1 st Semester	7:45	
Algebra II - 2 nd Semester		11:25
Everyday Living (grades 10 –11)	7:45	11:25
International Foods *		11:25
Art Foundations	7:45	
Color and Design *		11:25

****New course for students going in to 9th grade—Step-Up to High School.** For students who want to explore the high school experience. Visit <http://summer-school.mps.schoolfusion.us> for more information.

Course Name — 5 Credits	Starting Times	
Physical Science: Chemistry		11:25
Physical Science: Physics	7:45	
Environmental Science	7:45	
Biology - 1 st Semester	7:45	
Biology - 2 nd Semester		11:25
American History - 1 st Sem. Classes of 2016 & 2017		11:25
American History - 2 nd Sem. Classes of 2016 & 2017	7:45	
World Geography - 1 st Sem. Classes of 2016 & 2017	7:45	
World Geography - 2 nd Sem. Classes of 2016 & 2017		11:25
World Geography-One sem Class of 2018 & Beyond		11:25
World History - 1 st Sem. Class of 2018 & Beyond		11:25
World History - 2 nd Sem. Class of 2018 & Beyond	7:45	
Human Diversity		11:25
U.S. Government (grades 11-12)	7:45	11:25
Sport Skills & Fitness (grades 9-10) *	7:45	11:25
Cross Training I (grades 9-12)*	7:45	11:25
Lifetime Fitness (grades 11-12)*	7:45	11:25
Double-Semester Courses — 10 credits		
Complete 1st semester first 12 days, 2nd semester next 12 days.		
Resident-\$340.00		Non-resident-\$440.00
Algebra I - Full year (Both semesters)		7:45 - 2:30
Geometry - Full year (Both semesters)		7:45 - 2:30
Double-Semester courses have a lunch break from 10:50 to 11:25.		
Mini-Course—No Credit		
ACT Workshop – June 6-10		7:45-10:50
ACT Workshop – June 13-17		7:45-10:50
**Step-Up to High School June 6-24		7:45-10:50



Credit card users: Please go to the website for complete registration and credit card payments.
<http://mpsomaha.revtrak.net>

Registration Payment Option: **CASH OR CHECK**

Student Last Name	First	MI	Birth Date
Address		City	State Zip
Millard ID #		8 9 10 11 12 Circle Current Grade (2015-2016)	
Home phone		Email address	
Mother’s Name	Work phone	Cell phone	
Father’s Name	Work phone	Cell phone	
Emergency Contact Name		Phone numbers	
Health Concerns			
School & school address to receive final grade (if not Millard)			

Select Courses

7:45-10:50 _____ \$ _____

11:25-2:30 _____ \$ _____

Double-Semester Course

7:45-2:30 _____ \$ _____

Mini-Course

7:45-10:50 _____ \$ _____

Check# _____ Total enclosed \$ _____

____My student has qualified for free or reduced priced school meals. I authorize access to my child’s Free or Reduced Price School Meals information to document eligibility for the waiver of summer school tuition. (Summer school tuition will be waived for students who qualify for free or reduced price school meals.)

____My student may qualify for free or reduced priced lunches. A Free or Reduced Price School Meals Application will be mailed. Or go to <http://online-free-and-reduced.mps.foodservices.schoolfusion.us/> Complete the application as soon as possible. Your tuition will be returned if the application is approved.

Parent Signature: _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Mini-Magnet Phase III -- Proposal for Disney Core Knowledge Academy

MEETING DATE: December 7, 2015

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Mini-Magnet Phase III -- Proposal for Disney Core Knowledge Academy

ACTION DESIRED: APPROVAL X

BACKGROUND: This proposal, reviewed and approved by the Disney Elementary Site Planning Committee, calls for the development of a Core Knowledge Program to be taught at Disney Elementary School in addition to the existing Millard Curriculum. This Mini-Magnet or Program of Choice is designed to expand the use of the Core Knowledge curriculum and related materials and pedagogy derived from the District's experiences over the last twenty years with the Cather Core Academy and the Community's support of the program.

This proposal is in keeping with 2015-2016 Superintendent Goal #3 Mini-Magnet, which states,

- The Superintendent will evaluate the success of IB, Core, Montessori and implementation of Early College and also provide recommendations for improvement.
- Ensure full building capacity thru the evaluation and site selection of special curriculum offerings, magnets, growth of current programs like IB, Core, etc.

Also, the proposal addresses the processes and phases described in Board of Education Rule 10,001.1 Mini-Magnets. This proposal was reviewed by the Superintendent's Cabinet on November 25, 2015, during which time it was found to have satisfied the development Phases I and II of Rule 10,001.1.

RECOMMENDATIONS: Approve Phase III proposal for the Disney Core Knowledge Academy and advance the project to Phase IV of Rule 10,001.1, subject to the Program Budgeting process.

STRATEGIC PLAN REFERENCE: Policy 10,001 and Rule 10,001.1

TIMELINE: Implementation will follow timeline at prescribed by Rule 10,001.1, Phases III & IV

**RESPONSIBLE
PERSON(S):**

Mark Feldhausen, Bethany Case-Magana, Kara Hutton, Andy DeFreece

SUPERINTENDENT APPROVAL:_____**BOARD ACTION:**

Disney Elementary - Phase 3 Planning for Start-Up

Development Task Force

Joe Vonderhaar-Teacher
 Katie Lethcoe-Instructional Facilitator
 Elizabeth Chadek-Interventionist
 Patty Throne-Teacher
 Elizabeth Peal-Teacher
 Jade Hughes-Teacher
 Jaime Paik-Teacher
 Adrienne Zahnow-Parent
 Bethany Case-Magana-Principal
 Kara Hutton-District Representative

1. Curriculum

The Core Knowledge philosophy is based on the concept that the more students know the more they can learn. This builds a strong foundation for developing reading comprehension, critical thinking and problem-solving. Core Knowledge provides a detailed sequence of specific content to be taught in each grade level. This includes language arts, history, geography, mathematics, science and the fine arts. The Core Knowledge Sequence is a guide to coherent content from grade to grade, which allows for steady academic progress that builds throughout the year and from grade to grade. This content rich, research-based program aligns with the Millard Strategic Plan, specifically Strategy #2.

The framework of the Core Knowledge Sequence provides the skills and concepts to be taught at each grade level and the district and state standards and indicators. The following materials will be used to support the content areas.

a. Core Knowledge Sequence

- i. Teacher Handbook for each grade level-provides background about language arts, history and geography, visual arts, music, mathematics, and science. Each handbook has been written to model the *Core Knowledge Sequence*.
- ii. Art Prints-full-color art prints, which includes all of the artworks listed in the Visual Arts section of the Sequence for the grade level.

- iii. Text Resources- for each grade level it includes reproducible versions of all of the stories and poems, plus selected non-fiction texts, song lyrics, and sheet music.
 - iv. Music CD Set, iPad apps, downloads to iPad/iPod
 - v. iPad apps, phonograms by Spalding International for 6 iPads
 - vi. What Your “Kindergartner” Needs to Know-available for each grade, offers an engaging, illustrated guide to the essential knowledge outlined in the Core Sequence. Each book provides information and activities on stories and poems, common sayings, history and geography, math, science, visual arts, and music, as well as suggestions for related readings and resources.
 - vii. Listen My Children-a six-volume anthology of the poetry listed in the *Core Knowledge® Sequence*. The series features the recommended Core Knowledge poems grade by grade, from kindergarten to grade five.
 - viii. Day-By-Day Workbooks-K-5, offers information about pacing and interfacing topics in all the Core Knowledge subjects: language arts, literature, history and geography, math, science, music, and the visual arts. There is room in both to add subjects not covered — foreign languages, technology, and physical education.
- b. Spalding Phonics
 - i. Teacher’s Guide
 - ii. Succeeding with The Writing Road to Reading, 2nd edition
 - iii. Spelling/Vocabulary Word Lists
 - iv. Notebooks (consumable)
 - v. Comprehension Assessments
 - vi. Phonogram Cards
 - c. Shurley Grammar
 - i. A program designed to give your students an intensive study of grammar. By focusing on grammar fundamentals, Shurley Grammar helps students understand sentence composition, how to write a sentence, to improve and expand a sentence together in order to combine them into paragraphs. Students are exposed to written language to see it, hear it, say it and do it through activities that include the use of jingles. Students learn the parts of speech by reciting the definitions in the specified jingle form.
 - ii. Shurley Grammar utilizes consumable student workbooks, a Teacher’s Manual, and a Jingle CD. Shurley also offers online textbooks and teacher

materials that can be used alone or in combination with the printed materials.

d. Saxon Math

- i. A curriculum with an incremental structure that distributes content throughout the year. The curriculum spirals returning to math skills taught previously. It is integrated and connected to provide a deep, long-term mastery of content and skills.
- ii. Includes Teacher's Guides, Student Workbook, Homework pages, online student books, manipulatives.

e. Core Knowledge Language Arts - Amplify

- i. Listening and Learning strand - builds knowledge and vocabulary while students are still learning to read. It includes sequenced read-alouds, robust vocabulary development, authentic fiction and nonfiction texts that teachers read aloud. Grouped into academic domains to correlate with Core Knowledge Sequence.
- ii. Skills Kit- teaches reading and writing in tandem. Lessons promote phonemic awareness, spelling patterns, decoding with engaging decodable texts, writing mechanics and writing structure.

f. FOSS and EiE Science Kits

- i. Similar to the other MPS elementary classrooms, Core knowledge uses certain Full Option Science System™ (FOSS) and Engineering is Elementary (EiE) kits at specific grade levels. See chart below.

	Kindergarten	1st Grade	2nd Grade
FOSS	None	None	Balance and Motion Insects and Plants
Engineering is Elementary (EiE)	None	A Work in Process: Engineering a Play Doh Process	Best of Bugs: Designing Plant Pollinators

g. Social Studies

- i. Social Studies content is provided in the Core Knowledge Sequence. Teachers develop Domains and corresponding units using information provided in the Core Knowledge Sequence, along with supporting materials. These include maps and

globes, non-fiction texts from the Core Knowledge Language Arts program, other informational texts, primary source documents and more.

2. Instructional Program

a. Instructional minutes

- i. Day-6 hours or 360 minutes
- ii. Content
 - 1. Reading
 - 2. Writing
 - 3. Math
 - 4. Science
 - 5. Social Studies
 - 6. Art
 - 7. PE/Health
 - 8. Music

b. Classroom design

- i. Desks arranged in rows
- ii. Teacher desk, kidney or group table
- iii. Projector and document camera in front of room
- iv. iPads, Laptops

c. Instructional strategies

- i. Teacher led direct instruction
- ii. Small group instruction for differentiation
- iii. Differentiation as needed

3. Proposed Budget

The original Core Knowledge at Disney Elementary proposal reflected a budget for three classrooms (Kg-2) to begin in 2016-2017. In order to account for variations in demand, the budgets below show the costs of beginning with one, two or three classrooms.

Currently Disney has three sections of Kindergarten and First Grade. Please note that the budgets below reflect reduced costs for classroom furnishings due to the conversion of one of these sections to Core Knowledge. Please see Appendix A for detailed lists of what would need to be purchased for each of the three grade levels.

Kindergarten Only

	Year 1
Curriculum Materials	Kg
Saxon Math	\$ 1,278.90
Shurley Grammar	\$ 500.00
Scholastic Info Text.	\$ 599.00
Science-	\$ 1,000.00
Imagine IT-Lang. Arts	
Core Knowledge Materials	\$ 285.09
Amplify-Lang. and Listening	\$ 2,495.00
Art, music, etc.	\$1,000.00
Curriculum Sub-total	\$ 7,157.99
Classroom Furnishings*	\$ 3,453.69
Technology*	\$ 6,343.00
Classroom Set-Up Sub-total	\$ 16,954.68
Curriculum Development**	\$840.00
New Teacher Training	
Spalding Training(includes materials)	\$ 585.00
Hourly for Spalding	\$ 1,575.00
in house CKF training (4 days)	\$ 1,120.00
Shadow/Observe 5 days (?)	\$ 1,012.00
Official CKF training (2 day) up to 9 people	\$ 3,675.00
Training Sub-total	\$7,967.00
Total Year 1	\$ 25,761.68
*See Appendix A	
** Year 1: Teacher completes three domains @ 8 hours each=24 hours x \$35.00 (average hourly per diem)	

Kindergarten and First Grade

	Year 1		
Curriculum Materials	Kg	1	
Saxon Math	\$ 1,278.90	\$ 1,087.10	
Shurley Grammar	\$ 500.00	\$ 1,520.00	
Scholastic Info Text.	\$ 599.00	\$ 599.00	
Science-incl. FOSS	\$ 1,000.00	\$ 2,500.00	
Imagine IT-Lang. Arts			
Core Knowledge Materials	\$ 285.09	\$ 285.09	
Amplify-Lang. and Listening	\$ 2,495.00	\$ 2,495.00	
Art, music, etc.	\$1,000.00	\$1,000.00	
Curriculum Sub-total	\$ 7,157.99	\$ 9,486.19	
Classroom Furnishings*	\$ 3,453.69	\$ 2,107.10	
Technology*	\$ 6,343.00	\$ 6,343.00	
Classroom Set-Up Sub-total	\$ 16,954.68	\$ 17,936.29	
Curriculum Development**	\$840.004	\$840.004	
New Teacher Training			
Spalding Training(includes materials)	\$ 585.00	\$ 585.00	
Hourly for Spalding	\$ 1,575.00	\$ 1,575.00	
in house CKF training (4 days)	\$ 1,120.00	\$ 1,120.00	
Shadow/Observe 5 days (?)	\$ 1,012.00	\$ 1,012.00	
Official CKF training (2 day) up to 9 people	\$ 3,675.00		
Training Sub-total	\$,7967.00	\$4,292.00	
	\$ 25,761.68	\$ 23,068.29	
Total Year 1			\$ 48,829.97
*See Appendix A			
** Year 1: Teachers complete three domains @ 8 hours each=24 hours x \$35.00 (average hourly per diem)			

Kindergarten, 1st and 2nd Grade

	Year 1			
Curriculum Materials	Kg	1	2	
Saxon Math	\$ 1,278.90	\$ 1,087.10	\$ 1,800.00	
Shurley Grammar	\$ 500.00	\$ 1,520.00	\$ 1,520.00	
Scholastic Info Text.	\$ 599.00	\$ 599.00	\$ 525.00	
Science-incl. FOSS, maps, globes	\$ 1,000.00	\$ 2,500.00	\$ 2,500.00	
Core Knowledge Materials	\$ 285.09	\$ 285.09	\$ 285.09	
Amplify-Lang. and Listening	\$ 2,495.00	\$ 2,495.00	\$ 2,495.00	
Art, music, etc.	\$1,000.00	\$1,000.00	\$1,000.00	
Curriculum Sub-total	\$ 7,157.99	\$ 9,486.19	\$ 10,125.09	
Classroom Furnishings*	\$ 3,453.69	\$ 2,107.10	\$ 7,422.01	
Technology*	\$ 6,343.00	\$ 6,343.00	\$ 6,343.00	
	\$ 16,954.68	\$ 17,936.29	\$ 23,890.10	
Curriculum Development**	\$840.00	\$840.00	\$840.00	
New Teacher Training				
Spalding Training(includes materials)	\$ 585.00	\$ 585.00	\$ 585.00	
Hourly for Spalding	\$ 1,575.00	\$ 1,575.00	\$ 1,575.00	
in house CKF training (4 days)	\$ 1,120.00	\$ 1,120.00	\$ 1,120.00	
Shadow/Observe 5 days (?)	\$ 1,012.00	\$ 1,012.00	\$ 1,012.00	
Official CKF training (4 day) up to 9 people	\$ 3,675.00			
Training Sub-total	\$7,967.00	\$ 4,292.00	\$4,920.00	
	\$ 25761.682	\$ 23,068.29	\$ 25,742.10	
Total Year 1				\$ 74,572.07
*See Appendix A				
** Year 1: Teachers complete three domains @ 8 hours each=24 hours x \$35.00 (average hourly per diem)				

4. Facility Needs

a. Option 1: Kindergarten Classroom

- i. One classroom
- ii. Existing 3rd section converted to Core
- iii. 25 Desks
- iv. 15 Chairs
- v. 1 teacher desk

b. Option 2: Kindergarten, 1st Grade Classroom

- i. Two classrooms

- ii. Existing 3rd section of Kindergarten and 1st grade converted to Core
- iii. 25 desks and 15 chairs for Kindergarten, 1 teacher desk
- iv. 10 desks and 10 chairs for 1st Grade
 - c. Option 3: Kindergarten, 1st Grade, 2nd Grade Classroom
 - i. Three classrooms
 - ii. Existing 3rd section of Kindergarten and 1st grade converted to Core
 - iii. One new classroom
 - iv. 25 desks and 15 chairs for Kindergarten, 1 teacher desk
 - v. 10 desks and 10 chairs for 1st Grade
 - vi. 25 desks and 25 chairs for 2nd Grade, 1 teacher desk and chair, 1 filing cabinet, 1 small group table, 5 metal storage bookcases, 6 stools for small group table, projector, speakers, elmo, 2 laptops, 5 student iPads, 1 teacher iPad

5. Student Assessment Program

- a. Evaluation is ongoing within the context of daily lessons and includes grading of daily homework
- b. Students will take unit or chapter assessments from Saxon, Spalding, Shurley, and Core Knowledge Language Arts, Social Studies and Science will use Common Formative Assessments
- c. Students will participate in all district and state assessments

6. Program Evaluation

The Core Knowledge Program at Disney Elementary will have an internal evaluation annually for the first four years. Parent and Teacher surveys will be developed and conducted electronically. In addition, input will be obtained from the school improvement team and building data digs.

- a. There will be a 5 year evaluation to be completed by the Millard office of Data, Assessment, Research and Evaluation.

7. Technology Plan

- a. The Core Knowledge Program will follow the District Strategic Plan for including technology in the Elementary classroom
 - b. Each classroom will have two laptops, 5 student iPads, 1 teacher iPad, projector and multi-media projector, the same as the traditional classroom
 - i. The Core Knowledge Program will use the Spalding App entitled Phonograms by Spalding.

c. Teachers will integrate a technology rich environment while following the Core Knowledge Scope and Sequence

d. Teachers will participate in technology and staff development and will follow the same district plan as all other programs to be challenged to provide the best instruction through the use of technology while following the Core Knowledge Curriculum

e. Smart Boards/Apple TV will be provided in grades 4-5 according to the district replacement schedule

8. Plan for Support Services

a. Services will be utilized as implemented by all other schools in the district.

b. The Support Services department will be notified in advance of equipment and furniture needs for the addition of the Core Program

c. Classroom set-up and furniture need requests through building engineers and district purchasing agents

d. Notification of an increase of enrollment will be provided to food service and adjustments made to the cafeteria and food service schedule

9. Timeline of Implementation

a. Student services will accept enrollment for the Core Knowledge Program as they do with other special program offerings in the district according to policy

b. Student services will communicate registered students with Disney office staff for student placement in the Core Program

c. Phase 3 Proposal will be submitted to the board December 7, 2015

d. Parent informational nights will be held September 22, November 17 and January 19th

e. Proposal will be submitted to Program Budgeting January 2016

f. Kindergarten Parent Night will be March 10 to include parents interested in the Core Knowledge Program and Core Knowledge Kindergarten Roundup will be April 15 at 1:00 p.m.

g. Enrollment process started October 2015 and will continue through February 15, 2016 for within-district transfers until and open enrollment will be accepted until March 15, 2016. Enrollment in the program will continue until the classes have been filled. Kindergarten, First and 2nd Grade.

h. Communication of process and updates to staff, parents and district

i. Professional development for teachers over the spring and summer of 2016

j. The Core Knowledge Program will begin August of 2016 for grades K,1 and 2.

10. Purchasing and Obtaining Materials and Equipment

a. Upon approval, materials and equipment will be obtained and purchased in the Spring of 2016.

- i. Materials or equipment available from the district, in the building or from the warehouse, will be researched and requested.
- ii. The remaining curriculum materials and equipment will be ordered using purchase orders. Classroom furnishings will be selected with the support of Support Services personnel. Curriculum materials will be ordered from the corresponding publishers or vendors.

11. Interviewing and Selecting Staff

a. All Disney staff have been given information on Core Knowledge and had the opportunity to observe at Cather Elementary.

b. All teachers interested in teaching Kindergarten, first or second grade were asked to submit a letter of interest, and resume to the Principal in October.

c. Three teacher submitted their resume and those names were submitted to Human Resources as tentative candidates

d. After consultation the three teachers were confirmed, pending sufficient enrollment.

12. Training and Staff Development

a. The training and professional development for the implementation of Core Knowledge at Disney Elementary has been established for the Administrator, Teachers and Specialists, such as PE, Music, intervention and resource.

i. Administrator

- 1. Observations at Cather Elementary and Liberty Elementary in Ft. Collins (another Core Knowledge School of Distinction) in 2015-2016
- 2. Core Knowledge full-day Leadership Institute (When available)

3. Participation in the new teacher training offered by Cather in the Spring of 2016
4. Core Knowledge Webinar-An Overview of Core Knowledge (2 hrs), Spring of 2016
5. Core Knowledge two-day workshop-Getting Started with the Core Knowledge Sequence; Summer 2016
6. Core Knowledge two day workshop-Domain-Based Unit Writing; Summer 2016
7. Spalding MultiSensory Instruction of Language Arts, Level 1; July 11-July 22, 2016
8. Saxon Math, Shurley Grammar and Core Knowledge Language Arts professional development provided during 2016-2017
9. Independent study of the Core Knowledge Sequence, curriculum, and materials 2015-16 and 2016-17 school year
10. Study of policy 10,000 and district procedures for submitting the Mini-magnet proposal 2015-16 school year and 2016-17 school year.
11. Collaboration with district and building leaders 2015-16 and 2016-17 school year.

ii. Teachers

1. Observations at Cather Elementary and Liberty Elementary in Ft. Collins (another Core Knowledge School of Distinction) in 2015-2016
2. Core Knowledge Webinar-An Overview of Core Knowledge (2 hrs)
3. Participate in new teacher training offered by Cather Elementary.
4. Core Knowledge two-day workshop-Getting Started with the Core Knowledge Sequence; Summer 2016
5. Core Knowledge two day workshop-Domain-Based Unit Writing; Summer 2016
6. Spalding MultiSensory Instruction of Language Arts, Level 1; July 11-July 22, 2016
7. Saxon Math, Shurley Grammar and Core Knowledge Language Arts professional development provided during 2016-2017

iii. Specialists

1. Observations at Cather Elementary in 2015-2016
2. Core Knowledge Webinar-An Overview of Core Knowledge (2 hrs)

3. Reading Specialists and Interventionists will participate in a 10 hour on-line course for Spalding Phonics and take part in training for the Core Knowledge Language Arts program during 2016-2017

13. Curriculum Alignment

- a. The Core Knowledge Sequence of curriculum has been aligned to Millard standards by Cather Elementary teachers. The teachers at Disney will create their own alignment and update the alignment as standards change. They will become familiar with Core Knowledge expectations and how they align with Millard standards as they write the Unit Planners. (See example below)

Kindergarten –Math Alignment to NE Standards

K-12 Comprehensive NUMBER SENSE Standard: Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.			
Standards & Indicators	Skills	Desired level/testing status	Core Lesson, Unit or Domain
Number Systems			
MA S 00.1.1 Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.			Saxon Math Yearly Objectives
MA S 00.1.1.a Count, read and write numbers 0 –10			Saxon Math Lessons 35, 36, 38, 39, 48
MA M 00.1.1.a Count, read, and write 0 – 115			Practiced multiple times weekly during Saxon Math Meeting
MA S 00.1.1.b Count objects using one-to-one correspondence 0 - 10			Saxon Math Lessons 35, 36, 38, 39, 48
MA S 00.1.1.c Begin to sequence objects using ordinal numbers (1st through 5th)			Saxon Math Lessons 28, 37, 46, 59
MA M 00.1.1.c Use words 1st through 10th to identify ordinal positions			
MA S 00.1.1.d Match numerals to the quantities they represent 0-10, using a variety of models and representations			Saxon Math Lessons 35, 36, 38, 39, 48
MA S 00.1.1.e Demonstrate and identify multiple equivalent representations for numbers 1 – 10	(e.g., 10= 1 and 9, or 6 and 4)		Saxon Math Lessons 117, 118, 61, 62, 69, 71, 73, 50-2, 80-2
MA S 00.1.1.f	(e.g., 5 is between 2 and 10 and /or 7 is greater than 3)		Saxon Math Lesson 74, 75, 109, Saxon Daily Math Meeting

14. Support Programs

- a. Students with disabilities will receive services as all other students with disabilities. Disney will continue to have resource teachers, speech language pathologists, and literacy interventionist.
- b. Students qualifying for the High Ability Learner program will participate in programming as offered throughout the district
- c. The RtI +I will be applied with Core Knowledge students as it is with any other student at Disney Elementary
- d. Students qualifying for ELL who deny services will receive consultation as offered through the district ELL process

15. Instructional Minutes

a. The daily schedule of instructional minutes for each grade level will follow state and district requirements. See sample First Grade schedule below.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-8:45 Opening-15 m	8:30-8:45 Opening-15 m	8:30-8:45 Opening-15 m	8:30-8:45 Opening-15 m	8:30-8:45 Opening-15 m
8:45-9:00 Calendar 15 m	8:45-9:00 Calendar 15 m	8:45-9:00 Calendar 15 m	8:45-9:00 Calendar 15 m	8:45-9:00 Calendar 15 m
9:00-9:45 Spalding 45 m	9:00-9:45 Spalding 45 m	9:00-9:45 Spalding 45 m	9:00-9:45 Spalding 45 m	9:00-9:45 Spalding 45 m
Restroom	Restroom	Restroom	Restroom	Restroom
9:50-10:20 Shurley 50 m	9:50-10:20 Shurley 50 m	9:50-10:45 Math 55 m	9:50-10:20 Shurley 50 m	9:50-10:20 Shurley 50 m
10:20-10:35 Language Arts 15 m	10:20-10:35 Language Arts 15m	10:45-11:05 Gym 20 m	10:20-10:35 Language Arts 15 m	10:20-10:35 Language Arts 15 m
10:35-11:35 Math 60 m	10:35-11:35 Math 60 m	11:05-11:35 Lang Art 30m	10:35-11:35 Math 60 m	10:35-11:35 Math 60 m
11:40-12:10 Lunch 30 m	11:40-12:10 Lunch 30 m	11:40-12:10 Lunch 30 m	11:40-12:10 Lunch 30 m	11:40-12:10 Lunch 30 m
12:10-12:20 Recess 10 m	12:10-12:20 Recess 10 m	12:10-12:20 Recess 10 m	12:10-12:20 Recess 10 m	12:10-12:20 Recess 10 m
12:20-12:30 Restroom	12:20-12:30 Restroom	12:20-12:30 Restroom	12:20-12:30 Restroom	12:20-12:30 Restroom
12:30-12:45 Teacher Read	12:30-12:45 Teacher Read	12:30-12:45 Teacher Read	12:30-12:45 Teacher Read	12:30-12:45 Teacher Read
12:45-1:30 Language Arts 45 m	12:45-1:30 Language Arts 45 m	12:45-1:30 Unit Studies 45 m	12:45-1:30 Language Arts 45 m	12:45-1:30 Language Arts 45 m
1:30-2:00 Gym 30 m	1:30-2:00 Music 30 m	1:30-1:45 Silent Reading	1:30-2:00 Gym 30 m	1:30-2:00 Music 30 m
2:00-2:30 Unit Studies 30 m	2:00-2:40 Unit Studies 40 m	1:45-2:00 Recess 15 m	2:00-2:30 Technology 30 m	2:00-2:30 Counselor 30 m
2:30-3:00 Library 30 m	2:40-3:00 Silent Reading	2:00-2:15 Prep for home	2:30-3:00 Unit Studies 30 m	2:30-3:00 Unit Studies 30 m
Restroom	Restroom		Restroom	Restroom
3:15-3:30 Recess 15 m	3:15-3:30 Recess 15 m		3:15-3:30 Recess 15 m	3:15-3:30 Recess 15 m
3:30-3:45 Prepare to Dismiss 15 m	3:30-3:45 Prepare to Dismiss 15 m		3:30-3:45 Prepare to Dismiss 15 m	3:30-3:45 Prepare to Dismiss 15 m

16. Calendar and School Schedule

- a. Core Knowledge at Disney Elementary will follow the Millard Public Schools Elementary School calendar and schedule

17. Promotion of Core Knowledge at Disney

- a. Three parent information nights have been scheduled at Disney
 - i. September 22nd
 - 1. An email was sent to all Disney families and a note went home in Friday Folders
 - 2. Advertisements on the school website, district communications, Facebook and Twitter
 - 3. Teachers advertised on classroom webpages and through digital newsletters
 - 4. A special letter was sent to all families who applied to Cather Core Knowledge and were not able to get in
 - 5. Letters of invitation were sent to Preschool, Kindergarten and First Grade Families
 - 6. District MPS communications were conducted
 - ii. November 17th
 - 1. Personal letters, invitations, and curriculum guides were sent home with Preschool, Kindergarten and 1st Grade.
 - 2. Advertised in school newsletters and on social media, MPS app, Activities Express
 - 3. A invitation postcard with a link hand-delivered businesses in the area, link marketing the program.
 - 4. Postcard was shared with parents to give to friends and family who might be interested
 - 5. A connection was made with parent groups who support Core Knowledge and a meeting set to learn what they like about the program and why they send their children to Core Knowledge. The parents were encouraged to share information about the new program at Disney with other families
 - 6. Personal invitations and verbal communications about the program were discussed by staff
 - 7. Invitations for tours to families were offered and conducted
 - iii. January 19th

1. An advertisement of all special program informational nights was published in the November and December issues of the Activities Express
2. This meeting was added to the letter sent to all households within Millard that is sent by Educational Services in December
3. Wide use of Social Media, building and district
4. Post cards delivered to local businesses, shared with staff and parents to share
5. Visits and emails to local daycares marketing the program

18. Student Registration and Enrollment

- a. Student registration and enrollment will follow district policy 5100 and accompanying rules
 - i. All MPS students wishing to enroll in the Core Knowledge Program at Disney, including families in the Disney attendance area, will fill out a within district transfer form and submit by February 15, 2016
 - ii. All non-residents will complete an open-enrollment application and submit it by March 15, 2016
- b. Current Interest
 - i. Two parent informational meetings have been held and families have already submitted Within-District Transfer forms or Open Enrollment forms. There will be a third informational meeting in January.
 1. Within-District Transfers-
 - a. KG-2
 - b. 1st-5
 - c. 2nd-4
 2. Open Enrollment
 - a. KG-2

19. Student Activities and Organizations

- a. Students in the Core Knowledge Program at Disney will have the opportunity to participate in all of the same activities, clubs and organizations as all other students at Disney. These include:
 - i. PTO sponsored activities and to include all clubs
 - ii. Parent Participation in the Disney PTO are encouraged

- iii. MPS Foundation Supported Clubs and activities, such as Chess Club, Technology club, art, drama and more
- iv. Building sponsored activities such as Flipper Friends, Student Council, Safety Patrol, Choir and more
- v. Parent and family nights
- vi. Four Core Knowledge Program parent nights per year

20. Representation of Parents on Site Planning Team

- a. Currently there are five parents on the SITE Planning Team. Disney will adjust to 3 traditional and 3 Core Knowledge Parents for the 2016-17 school year. In addition, in 2016-17 there will be Core Knowledge teachers represented on the SIT team as well as traditional classroom teachers

21. Communication

- a. Communication - Good communication and marketing will educate and inform the community about the new program and will also be the conduit of information between Core Knowledge teachers, parents and students and traditional teachers, parents and students at Disney
- b. Communication strategies include the use of:
 - i. Newsletters
 - ii. Social media
 - iii. Post cards
 - iv. Brochures
 - v. Letters
 - vi. Videos
 - vii. Additional parent informational meetings
 - viii. Targeted communication to specific community groups and organizations
 - ix. District communication director and the MPS website and the MPS app
 - x. Staff communications and conversations with stakeholders

Appendix A

Classroom Set-Up for Kindergarten				
DESCRIPTION	MANUFACTURER & PRODUCT NUMBER	QTY	COST EACH	TOTAL COST
Flag Classroom	Annin 16788	0	\$ 3.40	\$ -
Flag Wall Bracket	Annin 642605	0	\$ 0.56	\$ -
Mobile Cabinets w/wheels	Virco 2601	0	\$ 1,623.24	\$ -
Wastebasket	Rubbermaid	0	\$ 14.25	\$ -
2 Drawer file	All Steel A992	0	\$ 295.87	\$ -
4 Drawer File	AllSteel ELF430NI	0	\$ 369.60	\$ -
Desk Single Ped	Hon Metro Classic P3251R	0	\$ 358.24	\$ -
Student Desk	Scholarcraft 2900 U-brace	25	\$ 92.36	\$ 2,309.00
Mail Box	Safco SAF7121BL	1	\$ 133.99	\$ 133.99
Table Adj Height	Virco 483060	0	\$ 121.68	\$ -
Table Adj Height	Virco 48TRAP60	0	\$ 140.04	\$ -
Table Horseshoe	Virco 48HORSE60	1	\$ 272.52	\$ 272.52
Chair Soft Plastic 12"	Virco 9012 (grades K)	20	\$ 32.40	\$ 648.00
Chair Soft Plastic 14"	Virco 9014 (grades 1)	0	\$ 32.40	\$ -
Chair Soft Plastic 16"	Virco 9016 (grades 2)	0	\$ 37.08	\$ -
Chair Hard Plastic 16"	Virco 3316-XB (grade 3)	0	\$ 99.72	\$ -
Chair Rolling	Virco 9050P	0	\$ 76.68	\$ 90.18
Projector Screen	Da-Lite 60 x 80	0	\$ 95.75	\$ -
M-Shelves	TQ1204L48-PFMA63	0	\$ 210.00	\$ -
Fixed Height Stools	Virco 12118	0	\$ 82.80	\$ -
Computer table 30x72	Virco 87PF3072	0	\$ 557.64	\$ -
				\$ 3,453.69

Classroom Set-Up for First Grade				
DESCRIPTION	MANUFACTURER &	QTY	COST	TOTAL

	PRODUCT NUMBER		EACH	COST
Flag Classroom	Annin 16788	0	\$ 3.40	\$ -
Flag Wall Bracket	Annin 642605	0	\$ 0.56	\$ -
Mobile Cabinets w/wheels	Virco 2601	0	\$ 1,623.24	\$ -
Wastebasket	Rubbermaid	0	\$ 14.25	\$ -
2 Drawer file	All Steel A992	0	\$ 295.87	\$ -
4 Drawer File	AllSteel ELF430NI	0	\$ 369.60	\$ -
Desk Single Ped	Hon Metro Classic P3251R	0	\$ 358.24	\$ -
Student Desk	Scholarcraft 2900 U- brace	10	\$ 92.36	\$ 923.60
Mail Box	Safco SAF7121BL	0	\$ 133.99	\$ -
Table Adj Height	Virco 483060	0	\$ 121.68	\$ -
Table Adj Height	Virco 48TRAP60	0	\$ 140.04	\$ -
Table Horseshoe	Virco 48HORSE60	1	\$ 272.52	\$ 272.52
Chair Soft Plastic 12"	Virco 9012 (grades K)	0	\$ 32.40	\$ -
Chair Soft Plastic 14"	Virco 9014 (grades 1)	10	\$ 32.40	\$ 324.00
Chair Soft Plastic 16"	Virco 9016 (grades 2)	0	\$ 37.08	\$ -
Chair Hard Plastic 16"	Virco 3316-XB (grade 3)	0	\$ 99.72	\$ -
Chair Rolling	Virco 9050P	0	\$ 76.68	\$ 90.18
Projector Screen	Da-Lite 60 x 80	0	\$ 95.75	\$ -
M-Shelves	TQ1204L48-PFMA63	0	\$ 210.00	\$ -
Fixed Height Stools	Virco 12118	6	\$ 82.80	\$ 496.80
Computer table 30x72	Virco 87PF3072	0	\$ 557.64	\$ -
				\$ 2,107.10

Classroom Set-Up for Second Grade				
DESCRIPTION	MANUFACTURER & PRODUCT NUMBER	QTY	COST EACH	TOTAL COST
Flag Classroom	Annin 16788	1	\$ 3.40	\$ 3.40
Flag Wall Bracket	Annin 642605	1	\$ 0.56	\$ 0.56

Mobile Cabinets w/wheels	Virco 2601	0	\$ 1,623.24	\$ -
Wastebasket	Rubbermaid	2	\$ 14.25	\$ 28.50
2 Drawer file	All Steel A992	1	\$ 295.87	\$ 295.87
4 Drawer File	AllSteel ELF430NI	1	\$ 369.60	\$ 369.60
Desk Single Ped	Hon Metro Classic P3251R	1	\$ 358.24	\$ 358.24
Student Desk	Scholarcraft 2900 U- brace	25	\$ 92.36	\$ 2,309.00
Mail Box	Safco SAF7121BL	1	\$ 133.99	\$ 133.99
Table Adj Height	Virco 483060	2	\$ 121.68	\$ 243.36
Table Adj Height	Virco 48TRAP60	1	\$ 140.04	\$ 140.04
Table Horseshoe	Virco 48HORSE60	1	\$ 272.52	\$ 272.52
Chair Soft Plastic 12"	Virco 9012 (grades K)	0	\$ 32.40	\$ -
Chair Soft Plastic 14"	Virco 9014 (grades 1)	0	\$ 32.40	\$ -
Chair Soft Plastic 16"	Virco 9016 (grades 2)	32	\$ 37.08	\$ 1,186.56
Chair Hard Plastic 16"	Virco 3316-XB (grade 3)	0	\$ 99.72	\$ -
Chair Rolling	Virco 9050P	2	\$ 76.68	\$ 90.18
Projector Screen	Da-Lite 60 x 80	1	\$ 95.75	\$ 95.75
M-Shelves	TQ1204L48-PFMA63	4	\$ 210.00	\$ 840.00
Fixed Height Stools	Virco 12118	6	\$ 82.80	\$ 496.80
Computer table 30x72	Virco 87PF3072	1	\$ 557.64	\$ 557.64
				\$ 7,422.01

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Ezra Elementary Lighting Project

MEETING DATE: December 7, 2015

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for Ezra Elementary Lighting Project – A project to install LED lighting and occupancy sensors.

ACTION DESIRED: Approval ____ Discussion ____ Information Only ____ .

BACKGROUND: This is one of the energy efficiency lighting projects discussed earlier with the board and is being funded via the increased contingency reserve accumulated in the 2013 bond issue projects.

[Bids for this project will be opened on Thursday, December 3, 2015. Updated information will be provided later.]

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that the contract for the Ezra Elementary School Lighting Project be awarded to _____ in the amount of \$_____ and that the associate superintendent for general administration be authorized to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

AGENDA SUMMARY SHEET

Meeting Date: December 7, 2015

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) Recommendation to Hire; (2) Resignation Agenda; (3) Resignation Notification Incentive (RNI); (4) Voluntary Early Separation (VSP)

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: _____



December 7, 2015

TEACHERS RECOMMENDED FOR HIRE

Recommend: The following teachers be hired for the 2015/2016 school year:

1. Chad J. Bray – MA+10 – St. Mary's University, Winona, MN. Math teacher at Kiewit Middle School effective January 4, 2016. Previous Experience: Minnesota Public Schools, (1995-current)

December 7, 2015

RESIGNATIONS

Recommend: The following resignation be accepted:

1. David T. Ostrand – Math teacher at Kiewit Middle School. He is retiring effective December 18, 2015.

December 7, 2015

Resignation Notification Incentive

Recommend: The following resignations be approved to participate in the District's Resignation Notification Incentive Program:

6. Karen Coates – Special Education Resource teacher at Millard North Middle School. Retiring at the end of the 2015-2016 school year.
7. Betty A. Coppola – Special Education Resource teacher at Rockwell Elementary School. Retiring at the end of the 2015-2016 school year.
8. Kathleen W. Clifford – Information Specialist at Millard West High School. Retiring at the end of the 2015-2016 school year.
9. Michael E. Hansen – Industrial Tech teacher at Millard Central Middle School. Retiring at the end of the 2015-2016 school year.
10. Lisa J. Perrone – Kindergarten teacher at Abbott Elementary School. Retiring at the end of the 2015-2016 school year.
11. Suzanne A. Behrns – Grade 5 teacher at Abbott Elementary School. Retiring at the end of the 2015-2016 school year.
12. Roy M. Anderson – Math teacher at Andersen Middle School. Retiring at the end of the 2015-2016 school year.
13. Cynthia F. Stigge – School Nurse for Millard Public Schools. Retiring at the end of the 2015-2016 school year.
14. Anna E. Runge – Special Education teacher at Millard South High School. Resigning at the end of the 2015-2016 school year to take a position with Lincoln Public Schools.
15. Loretta Klug – Special Education Resource teacher at Millard West High School. Retiring at the end of the 2015-2016 school year.
16. Sharon E. Epstein – Instructional Facilitator at Aldrich Elementary School. Retiring at the end of the 2015-2016 school year.
17. Doug R. Moody – Math teacher at Millard South High School. Retiring at the end of the 2015-2016 school year.
18. John A. Wilson – Science teacher at Millard North High School. Retiring at the end of the 2015-2016 school year.
19. Diane M. Mynster – Physical Education teacher at Andersen Middle School. Retiring at the end of the 2015-2016 school year.
20. Dave M. Noodell – Science teacher at Millard North High School. Retiring at the end the 2015-2016 school year.
21. Jane M. Southard – Grade 1 teacher at Abbott Elementary School. Retiring at the end of the 2015-2016 school year.
22. Jennifer L. Seeger – Special Education teacher at Wheeler Elementary School. Resigning at the end of the 2015-2016 school year for personal reasons.
23. Ellen C. Leahy – Family Consumer Science teacher at Millard South High School. Retiring at the end of the 2015-2016 school year.
24. Nancy A. Brosamle – Principal at Rohwer Elementary School. Retiring at the end of the 2015-2016 school year.

25. Susan L. Kelley – Principal at Willowdale Elementary School. Retiring at the end of the 2015-2016 school year.
26. Dr. Mark W. Feldhausen – Associate Superintendent of Educational Services. Retiring at the end of the 2015-2016 school year.
27. Dr. Nancy A. Johnston – Director of Educational Services. Retiring at the end of the 2015-2016 school year.
28. Dr. Suzanne R. Melliger – Principal at Aldrich Elementary School. Retiring at the end of the 2015-2016 school year.
29. Nancy M. Gilmore – Literacy Interventionist at Holling Heights Elementary School. Retiring at the end of the 2015-2016 school year.
30. Lacey M. Eddy – Early Childhood Special Education teacher at Disney Elementary School. Resigning at the end of the 2015-2016 school for family responsibilities.
31. Laura K. Robbins – Kindergarten teacher at Aldrich Elementary School. Resigning at the end of the 2015-2016 school year because of family responsibilities.
32. Nancy H. Nielsen – District Nurse Supervisor. Retiring at the end of the 2015-2016 school year.
33. Sugar L. Thiessen – Grade 3 teacher at Norris Elementary School. Retiring at the end of the 2015-2016 school year.
34. Debra A. Sheldon – Kindergarten teacher at Cody Elementary. Retiring at the end of the 2015-2016 school year.
35. Katherine M. Huerta Simpson – Vocal Music teacher at Millard West High School. Retiring at the end of the 2015-2016 school year.
36. Glen E. Wragge – Millard District Adaptive Physical Education teacher. Retiring at the end of the 2015-2016 school year.
37. Karen Beard – Grade 5 teacher at Willowdale Elementary School. Retiring at the end of the 2015-2016 school year.

December 7, 2015

Voluntary Separation Program (VSP)

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Separation Program.

3. Michael E. Hansen – Industrial Tech teacher at Central Middle School
~ 21 years of service
4. Betty A. Coppola – Special Education teacher at Rockwell Elementary School
~ 20 years of service
5. Cheryl L. Headley – Speech Pathologist at Sandoz Elementary School
~ 21 years of service
6. Kelly M. Selting – Special Education teacher at Sandoz Elementary School
~ 28 years of service
7. David M. Noodell – Science teacher at Millard North High School
~ 33 years of service
8. Diane M. Mynster – Physical Education teacher at Andersen Middle School
~ 31 years of service
9. Nancy M. Gilmore – Read teacher at Holling Heights Elementary School
~ 32 years of service
10. Dr. Mark Feldhausen – Associate Superintendent of Educational Services
~ 23 years of service
11. Dr. Nancy A. Johnston – Director of Educational Services
~ 28 years of service
12. Glen E. Wragge – Adaptive Physical Education teacher for the Millard District
~ 25 years of service

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

MEETING DATE: December 7, 2015

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Enrollment Report

BRIEF DESCRIPTION: Report states the district and building enrollment reflective of data pulled on November 20, 2015.

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. Darin Kelberlau, and Sharon Freeman

SUPERINTENDENT'S APPROVAL:

_____  _____

**November 20, 2015
Millard Public Schools
Total Enrollment**

								SpEd Cluster Prgm	Current Total	Current Change	YTD Change	Official 15/16 Enrollment
Elementary		K	1	2	3	4	5					
Abbott (3 unit)		65	68	81	65	64	68		411	-1	-2	413
Ackerman (4 unit)		75	80	72	72	86	72		457	1	1	456
Aldrich (3 unit)		69	73	72	93	71	81		459	-2	-3	462
Black Elk (4 unit)		73	86	88	57	80	79		463	0	0	463
Bryan (3 unit)		57	66	62	55	76	58		374	5	8	366
Cather (3 unit)		72	73	72	60	70	76		423	0	1	422
Cody (2 unit)		47	39	36	29	47	37	19	254	-3	-1	255
Cottonwood (3 unit)		44	47	44	49	50	71	7	312	-2	-2	314
Disney (3 unit)		55	49	45	46	47	43	16	301	1	5	296
Ezra Millard (3 unit)		91	72	78	67	71	64		443	-5	-7	450
Harvey Oaks (2 unit)		42	45	38	45	52	44		266	5	5	261
Hitchcock (2 unit)		40	47	46	36	45	38	13	265	-1	0	265
Holling Heights (3 unit)		57	60	70	63	56	56	12	374	2	10	364
Montclair (4 unit)		98	91	94	99	79	97		558	2	3	555
Morton (3 unit)		48	45	61	38	43	57		292	0	-2	294
Neihardt (4 unit)		108	111	101	96	88	88		592	-1	-4	596
Norris (3 unit)		62	65	57	60	57	62		363	4	3	360
Reagan (4 unit)		84	111	87	82	91	72		527	-2	-4	531
Reeder (4 unit)		125	106	102	102	93	102		630	3	0	630
Rockwell (3 unit)		37	49	43	46	47	51	18	291	3	1	290
Rohwer (3 unit)		62	93	96	95	99	107	17	569	5	5	564
Sandoz (3 unit)		55	64	54	49	53	50		325	3	4	321
Upchurch (3 unit)		86	97	106	93	96	98		576	-3	-3	579
Wheeler (4 unit)		76	78	75	88	97	79	21	514	-2	-2	516
Willowdale (3 unit)		64	61	76	71	75	66		413	-1	0	413
Totals		1692	1776	1756	1656	1733	1716	123	10,452	11	16	10,436

								SpEd Prgm*	Current Total	Current Change	YTD Change	Official 15/16 Enrollment
Middle		6	7	8								
Andersen MS		310	292	291				0	893	-1	-7	900
Beadle MS		346	355	387				28	1088	-2	-3	1091
Central MS		332	279	258				23	869	-3	-5	875
Kiewit MS		332	317	306				0	955	0	2	953
North MS		265	253	281				21	799	1	-3	802
Russell MS		290	288	284				0	862	1	-2	864
Totals		1875	1784	1807				72	5466	-4	-18	5485

								SpEd Prgm*	Current Total	Current Change	YTD Change	Official 15/16 Enrollment
High		Grads	YTD	9	10	11	12					
North HS		3		611	617	607	602	26	2437	-1	-9	2446
South HS				558	521	503	519	39	2101	0	-15	2116
West HS		7		674	620	607	560	24	2461	-13	-20	2481
Horizon HS		16		0	19	35	70	0	124	-7	-11	135
Totals		26		1843	1777	1752	1751	89	7123	-21	-55	7178

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

Itinerant & Contracted Pre-K included in Official 15/16 Enrollment: **53

Itinerant & Contracted Pre-K included in Current Enrollment: **59

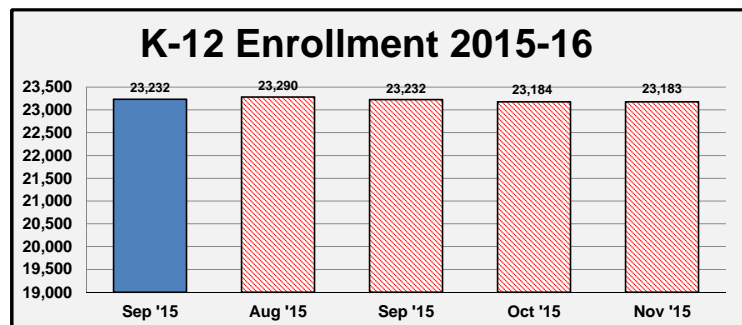
Preschool	SpEd	Not SpEd	Total	Official 15/16
Bryan	12	19	31	31
Cody	37	31	68	63
Disney	11	17	28	26
Harvey Oaks	29	21	50	47
Hitchcock	26	15	41	42
Holling Heights	4	11	15	15
Montclair Montessori	3	85	88	91
Neihardt	15	39	54	52
Norris	4	11	15	16
Norris Montessori	1	28	29	30
Rockwell	12	22	34	35
Sandoz	22	33	55	53
Wheeler	24	24	48	46
Homebased Infants	100	0	100	90
TOTAL			656	637

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	1	2	3		6
Education	4	16	27		47
Entrepreneurship	10	8	18		36
Health Sciences	6	21	45		72
Dist/Log Mgmt	6	9	16		31
Ombudsman	(Primary and Secondary Assignment)				41

Contracted SpEd	46	0	1	45
Rule 18 Interim	23	5	9	14
Young Adult Program	40	0	-2	42
Ombudsman (Primary)	33	8	12	21
Total District K-12	23,183	-1	-37	23,221
Total District PreK-12**	23,898	5	-13	23,911

11/20/2015	
Elementary	10,452
Middle School	5,466
High School	7,123
Contracted & Rule 18	69
Young Adult	40
Ombudsman (Primary)	33
TOTAL	23,183

09/21/2015	
Elementary	10,434
Middle School	5,487
High School	7,185
Contracted & Rule 18	61
Young Adult	43
Ombudsman (Primary)	22
TOTAL	23,232



Elementary Classroom Enrollment											105	Class Size w/out SpEd					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 15/16 Enrollment						
Abbott	22	22	21	22	22	23											
	22	23	20	21	21	22											
	21	23	20	22	21	23											
			20														
Total Students	65	68	81	65	64	68		411	-1	-2	413	411					
Total Teachers	3	3	4	3	3	3		19				19					
Classroom Avg	21.67	22.67	20.3	21.5	21.3	22.7		22				22					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 15/16 Enrollment						
Ackerman	18	19	24	24	22	25											
	18	21	25	24	21	24											
	20	19	23	24	21	23											
	19	21			22												
Total Students	75	80	72	72	86	72		457	1	1	456	457					
Total Teachers	4	4	3	3	4	3		21				21					
Classroom Avg	18.8	20.0	24.0	24.0	21.5	24.0		22				22					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 15/16 Enrollment						
Aldrich	22	24	22	24	25	27											
	25	25	25	25	23	27											
	22	24	25	21	23	27											
				23													
Total Students	69	73	72	93	71	81		459	-2	-3	462	459					
Total Teachers	3	3	3	4	3	3		19				19					
Classroom Avg	23.0	24.3	25.0	23.3	23.7	27.0		24				24					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 15/16 Enrollment						
Black Elk	24	22	21	18	26	20											
	24	22	23	20	27	21											
	25	20	21	19	27	19											
		22	23			19											
Total Students	73	86	88	57	80	79		463	0	0	463	463					
Total Teachers	3	4	4	3	3	4		21				21					
Classroom Avg	24.3	21.5	22.0	19.0	26.7	19.8		22				22					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 15/16 Enrollment						
Bryan	19	22	21	19	25	19											
	19	22	20	18	26	20											
	19	22	21	18	25	19											
Total Students	57	66	62	55	76	58		374	5	8	366	374					
Total Teachers	3	3	3	3	3	3		18				18					
Classroom Avg	19.0	22.0	20.7	18.3	25.3	19.3		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 15/16 Enrollment	
Cather				12	25	28	24	24	24	24	24	24					
							24	25	24	24	21	24					
							24	24	24								
Total Students	0	0	0	12	25	28	72	73	72	48	45	48	423	0	1	422	423
Total Teachers	0	0	0	1	1	1	3	3	3	2	2	2	18				18
Classroom Avg				12.0	25.0	28.0	24.0	24.3	24.0	24.0	22.5	24.0	24				24
	K	1	2	3	4	5		SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment					
Cody	24	19	17	15	23	17		9									
	23	20	19	14	24	20		10									
Total Students	47	39	36	29	47	37		19	254	-3	-1	255	235				
Total Teachers	2	2	2	2	2	2		2	14				12				
Classroom Avg	23.5	19.5	18.0	14.5	23.5	18.5		9.5	18				20				
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 15/16 Enrollment						
Cottonwood	22	23	22	24	26	22	4										
	22	24	22	25	24	24	3										
						25											
Total Students	44	47	44	49	50	71	7	312	-2	-2	314	305					
Total Teachers	2	2	2	2	2	3	2	15				13					
Classroom Avg	22.0	23.5	22.0	24.5	25.0	23.7	3.5	21				23					
	K	1	2	3	4	5		SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment					
Disney	19	14	23	23	24	21	7										
	19	17	22	23	23	22	9										
	17	18															
Total Students	55	49	45	46	47	43	16	301	1	5	296	285					
Total Teachers	3	3	2	2	2	2	2	16				14					
Classroom Avg	18.33	16.33	22.50	23.00	23.50	21.50	8.0	19				20					

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd
Ezra Millard	24	24	19	23	24	21						
	24	25	20	21	24	22						
	20	23	20	23	23	21						
	23		19									
Total Students	91	72	78	67	71	64		443	-5	-7	450	443
Total Teachers	4	3	4	3	3	3		20				20
Classroom Avg	22.8	24.0	19.5	22.3	23.7	21.3		22				22

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Harvey Oaks	21	22	20	22	26	22					
	21	23	18	23	26	22					
Total Students	42	45	38	45	52	44	266	5	5	261	266
Total Teachers	2	2	2	2	2	2	12				12
Classroom Avg	21.0	22.5	19.0	22.5	26.0	22.0	22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Hitchcock	19	24	22	18	24	19	6					
	21	23	24	18	21	19	7					
Total Students	40	47	46	36	45	38	13	265	-1	0	265	252
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	20.0	23.5	23.0	18.0	22.5	19.0	6.5	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Holling Heights	19	21	25	22	18	19	4					
	19	20	22	21	18	18	8					
	19	19	23	20	20	19						
Total Students	57	60	70	63	56	56	12	374	2	10	364	362
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	19.0	20.0	23.3	21.0	18.7	18.7	6.0	19				20

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Montclair	24	22	23	25	21	27	16	24	20					
	26	21	23	26	22	27	16	24	18					
							16	24	21					
								24	20					
								24						
								24						
Total Students	50	43	46	51	43	54	48	144	79	558	2	3	555	558
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	25.0	21.5	23.0	25.5	21.5	27.0	16.0	24.0	19.8	22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Morton	15	23	21	20	22	19						
	16	22	21	18	21	19						
	17		19			19						
Total Students	48	45	61	38	43	57		292	0	-2	294	292
Total Teachers	3	2	3	2	2	3		15				15
Classroom Avg	16.0	22.5	20.3	19.0	21.5	19.0		19				19

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Neihardt	22	22	25	24	21	23					
	23	22	25	24	23	22					
	21	22	26	24	22	21					
	23	23	25	24	22	22					
	19	22									
Total Students	108	111	101	96	88	88	592	-1	-4	596	592
Total Teachers	5	5	4	4	4	4	26				26
Classroom Avg	21.6	22.2	25.3	24.0	22.0	22.0	23				23

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Norris	19	21	16	21	21	21	12	20	19					
	19	20	17	22	19	21	12	22	18					
								23						
Total Students	38	41	33	43	40	42	24	65	37	363	4	3	360	363
Total Teachers	2	2	2	2	2	2	2	3	2	19				19
Classroom Avg	19.0	20.5	16.5	21.5	20.0	21.0	12.0	21.7	18.5	19				19

	K	1	2	3	4	5	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	
Reagan	21	23	22	20	23	23					
	21	22	22	20	22	25					
	20	21	22	20	23	24					
	22	23	21	22	23						
		22									
Total Students	84	111	87	82	91	72	527	-2	-4	531	527
Total Teachers	4	5	4	4	4	3	24				24
Classroom Avg	21.0	22.2	21.8	20.5	22.8	24.0	22				22

											SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment	Class Size w/out SpEd		
K	1	2	3	4	5													
Reeder	22	19	22	19	26	23							630	3	0	630	630	
	22	23	17	23	21	26												
	22	23	21	20	24	26												
	20	22	23	19	22	27												
	17	19	19	21														
22																		
Total Students	125	106	102	102	93	102						29					29	
Total Teachers	6	5	5	5	4	4						22					22	
Classroom Avg	20.8	21.2	20.4	20.4	23.3	25.5												
K	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment			
Rockwell	19	17	21	15	24	25						9						
	18	16	22	15	23	26						9						
		16	16	16														
Total Students	37	49	43	46	47	51						18	291	3	1	290	273	
Total Teachers	2	3	2	3	2	2						2	16				14	
Classroom Avg	18.5	16.3	21.5	15.3	23.5	25.5						9.0	18				20	
K	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment			
Rohwer	21	24	20	23	25	20						9						
	20	23	19	24	25	23						8						
	21	24	19	24	24	22												
		22	19	24	25	21												
			19			21												
Total Students	62	93	96	95	99	107						17	569	5	5	564	552	
Total Teachers	3	4	5	4	4	5						2	27				25	
Classroom Avg	20.7	23.3	19.2	23.8	24.8	21.4						8.5	21				22	
K	1	2	3	4	5							Current Total	Current Change	YTD Change	Official 15/16 Enrollment			
Sandoz	18	22	18	25	17	25												
	19	21	18	24	18	25												
	18	21	18		18													
Total Students	55	64	54	49	53	50							325	3	4	321	325	
Total Teachers	3	3	3	2	3	2							16				16	
Classroom Avg	18.3	21.3	18.0	24.5	17.7	25.0							20				20	
K	1	2	3	4	5							Current Total	Current Change	YTD Change	Official 15/16 Enrollment			
Upchurch	21	20	18	18	20	21												
	21	20	22	20	20	20												
	22	18	22	19	18	21												
	22	19	22	17	19	16												
		20	22	19	19	20												
Total Students	86	97	106	93	96	98							576	-3	-3	579	576	
Total Teachers	4	5	5	5	5	5							29				29	
Classroom Avg	21.5	19.4	21.2	18.6	19.2	19.6							20				20	
K	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment			
Wheeler	16	18	19	22	24	25						6						
	21	21	19	23	22	27						7						
	20	18	18	20	25	27						8						
	19	21	19	23	26													
Total Students	76	78	75	88	97	79						21	514	-2	-2	516	493	
Total Teachers	4	4	4	4	4	3						3	26				23	
Classroom Avg	19.0	19.5	18.8	22.0	24.3	26.3						7.0	20				21	
K	1	2	3	4	5							Current Total	Current Change	YTD Change	Official 15/16 Enrollment			
Willowdale	20	20	25	24	25	23												
	22	20	26	23	25	22												
	22	21	25	24	25	21												
Total Students	64	61	76	71	75	66							413	-1	0	413	413	
Total Teachers	3	3	3	3	3	3							18				18	
Classroom Avg	21.3	20.3	25.3	23.7	25.0	22.0							23				23	
											SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment			
Elementary Totals																		
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5							
Students	1692	1776	1756	1656	1733	1716	72	72	65	53	63	116	10452	11	16	10436	10329	
Teachers	83	80	79	75	74	74	9			6		17	497				480	
Classroom Avg	20.4	22.2	22.2	22.1	23.4	23.2						6.8	21.03				21.52	
6	7	8						SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment						
Andersen MS	310	292	291						0	893	-1	-7	900					
Beadle MS	346	355	387						28	1088	-2	-3	1091					
Central MS	332	279	258						23	869	-3	-5	874					
Kiewit MS	332	317	306						0	955	0	2	953					
North MS	265	253	281						21	799	1	-3	802					
Russell MS	290	288	284						0	862	1	-2	864					
Totals	1875	1784	1807						72	5466	-4	-18	5484					
											SpEd Cluster	Current Total	Current Change	YTD Change	Official 15/16 Enrollment			
			9	10	11	12						26	2437	-1	-9	2446		
North HS				611	617	607	602						39	2101	0	-15	2116	
South HS				558	521	503	519						24	2461	-13	-20	2481	
West HS				674	620	607	560							124	-7	-11	135	
Horizon HS				0	19	35	70											
Totals				1843	1777	1752	1751						89	7123	-21	-55	7178	
											Contracted SpEd	46	0	1	45			
											Rule 18 Interim	23	5	9	14			
											Young Adult Program	40	0	-2	42			
											Ombudsman (Primary Enrollment)	33	8	12	21			
											Total District Enrollment	23183	-1	-37	23220			

AGENDA SUMMARY SHEET

Agenda Item: Learning Community Update

Meeting Date: December 7, 2015

Department: Office of the Superintendent

Title & Brief Description: Learning Community Superintendents' Report – Executive Summary

Action Desired: Information Only

Background: Report to update current Learning Community Legislation

Options/Alternatives Considered:

Recommendations:

Strategic Plan Reference:

Implications of Adoption/Rejection:

Timeline:

Responsible Persons: Superintendent, Dr. Jim Sutfin

Superintendents Signature: _____



Learning Community Superintendents' Report

Executive Summary

November 2014 (Option 2, changes in red)

Section I. Learning Community Finances

The common levy has been in place since 2009-10, and there are three concerns. First, the common levy has failed to provide a necessary level of funding to address the education costs of an increasing number of children in poverty and English Language Learning (ELL) programs. Second, the common levy 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. Third, the pooling effect takes funds from some districts and gives it to neighboring school districts.

Recommendation: Increase TEEOSA funding for poverty and ELL students, eliminate the 95 cent common levy, redirect ESU #3 and ESU #19 core services dollars back to member school districts, and fund all open enrollment related transportation costs outside of TEEOSA. **The statewide poverty multiplier should be increased to ____ to support the increasing population of students receiving free lunch in the Learning Community and across the state. The ELL multiplier should be increased to .30 to support the increasing population of ELL students.**

Section II. Boundaries

Currently there is little support from superintendents or boards for any unilateral change of school district boundaries without the involvement and consent of the affected school district school boards.

Recommendation: Allow the process outlined by 79-413 which requires the approval of the school boards in each affected school district and approval of the State Reorganization Committee. Stated differently, allow school reorganizations to occur within the LC the same manner they occur elsewhere.

Section III. Open Enrollment Student Movement

A major goal of the Learning Community legislation was to create greater socioeconomic diversity in Learning Community schools. 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.

Recommendation: ~~Maintain the Open Enrollment program as is with full funding of open enrollment transportation by the state. Separate open enrollment transportation costs from TEEOSA so that additional funding will be available to Learning Community school districts for teaching and learning, not busing.~~ **Eliminate the cost of Open Enrollment transportation by returning to Option Enrollment.**

Section IV. Open Enrollment Student Achievement

One of the overarching goals of the Learning Community is closing the achievement gap. The belief was that open enrollment, by creating a more balanced socioeconomic school environment, would contribute to that goal. However, open enrollment does not 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).

Recommendation: See Recommendation in Section III above.

Section V. Transportation for Open Enrollment

Open enrollment transportation 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 transportation costs from \$1.89 million in 2010-11 to an estimated \$5.4 million in 2013-14.

Recommendation: ~~Remove open enrollment transportation costs from TEEOSA which would leave more dollars available for teaching and learning within Learning Community member school districts budgets.~~ **Open Enrollment transportation costs would become a non-issue if the recommendations in Section III are followed. Districts could continue to provide transportation to Option Enrollment students under current state guidelines.**

Section VI. Focus Schools

Focus programs, focus schools and magnet programs were included in the initial Learning Community legislation. Focus schools were designed to offer innovative programs with no formal attendance area in order 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.

Recommendation: Expand the commitment of state funding to build and open focus schools. State funding is currently insufficient for school districts to enter into this type of a venture. **The superintendents recommend increasing the current state aid Focus School factor from .1 to .2.**

Section VII. Early Childhood Education

Early childhood education is widely supported across the Learning Community. The superintendents from all eleven districts working in collaboration with the LCCC and the Buffet Early Education Institute drafted a two-county plan to address the needs of children living in high poverty areas across the LC.

Recommendation: Continue implementation of the Superintendents' Plan. Implement it, evaluate and modify it, expand it to all preschool children in poverty in the LC.

Section VIII. Elementary Learning Centers

The LCCC 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. The purpose of the ELCs is to offer services to address parent language barriers, parenting skills, readiness for school, and extended learning opportunities. Currently there are two ELCs, one in South Omaha (2302 M Street) and one in North Omaha (2400 Franklin Street).

Recommendation: Continue programs that have shown a significant positive impact on student learning and success in school and refocus or end those programs that fail to demonstrate such an effect.

Section IX. Governance Structure

The Learning Community is led by an 18-member Learning Community Coordinating Council (LCCC). The LCCC is comprised of twelve elected members and six appointed members. 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.

Recommendation: 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 required. Maintain the focus of the LCCC on early childhood, elementary learning centers, and programs for children in poverty that do not duplicate school district initiatives. **To streamline the governance structure, the six school board positions currently serving on the LCCC would be eliminated. The two elected positions per subdistrict would remain leaving a total of twelve (12) elected positions on the LCCC. Lastly, require the executive director of the LC to meet with the superintendents on a regular, ongoing basis to address issues associated with ELCs, early childhood education, and student attendance. The Executive Director of the LC would be appointed to serve on the GOALS student attendance board of directors.**

Section 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. 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 down with little or no input requested or desired.

Recommendation: Due to the relative success of collaborative efforts such as the MOEC, GOALS attendance center, 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. 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.

AGENDA SUMMARY SHEET

AGENDA ITEM: Poverty Plan Report

MEETING DATE: December 7, 2015

DEPARTMENT: Educational Services: Assessment, Research, and Evaluation

TITLE AND BRIEF DESCRIPTION: Poverty Plan Report

ACTION DESIRED: X Information

BACKGROUND: Pursuant to Nebraska Revised State Statutes 79-1007.06 and 79-2117, each year Millard Public Schools submits to the Nebraska Department of Education a District Poverty Plan. Included in the Plan's requirements is an evaluation component. The following report addresses the evaluation commitment found in the approved plan and summarizes the impact of the Poverty Plan. The report is divided into four main sections:

- Demographic trend comparison of Millard Public Schools to the state of Nebraska,
- Identification of Millard Public Schools financial support to remediate the effects of poverty,
- Summative NeSA testing trends of whole-District compared to State, and
- Kindergarten cohort analysis baseline for continued monitoring of long-term District performance trends comparing poverty and non-poverty.

RECOMMENDATIONS: None

STRATEGIC PLAN REFERENCE: None

RESPONSIBLE PERSONS: Dr. Mark Feldhausen, Dr. Pat Crum, and Dr. Darin Kelberlau

SUPERINTENDENT APPROVAL: _



BOARD ACTION:

- I. Background
- II. Poverty Plan Evaluation Questions
- III. Glossary of Poverty Plan Report Terms
- IV. Question One (page 5)

How has poverty changed over time within the district? How is this change similar to the State change in poverty?

- The MPS Poverty Rate (Percent of students with FRPL classification compared to the Total MPS Student Population) has been lower than the Poverty Rate for students in all Nebraska schools throughout the years as reported by the Nebraska Department of Education, (1998-1999 through 2014-2015).
- The rate at which poverty has increased in MPS since the State Poverty Plan was put in place (2008-2009) is greater than the rate at which poverty has increased for Nebraska schools as a whole during this time.

- V. Question Two (pages 6 - 7)

What has the district done to remediate the effects of poverty?

- MPS financial support toward the instructional needs for Students of Poverty has exceeded the State Statutory Requirement of 117.65%. During the 2014-2015 school year the combined State and MPS expenditure was 148.13% of State Aid. [The State provided \$994,500, MPS provided \$478,680 for a total expenditure of \$1,473,180.]

- VI. Question Three (pages 8 - 11)

How has academic achievement for students in poverty changed over time? Is the academic rate of growth for students in poverty similar to the District rate of growth?

- The results of the Nebraska Department of Education Assessments for Reading, NeSA-R, and Mathematics, NeSA-M both show a higher percent proficient for MPS Students of Poverty than for Students of Poverty in Nebraska as a whole.
- The gaps in reading and mathematics performances between All Students and Students of Poverty in MPS are very similar to those gaps for the State of Nebraska.
 - For reading, as measured by NeSA-R, this gap has been narrowing for both MPS and the State since the NeSA-R was initiated in 2009-2010.
 - For mathematics, as measured by NeSA-M, this gap has fluctuated slightly, but remained nearly the same for MPS and the State since first tested in 2010-2011.

- VII. Additional Insight with Kindergarten Cohort Review of Benchmarks (pages 12 – 52)
- District benchmark assessments, Fountas and Pinnell Text Level and Scholastic Mathematics Inventory add detail to the picture of MPS student achievement.
 - Millard Public Schools’ district reading benchmark assessment, Fountas and Pinnell Text Level Inventory, data indicates the majority of MPS students of poverty as well as all MPS students gained one or more years of growth from third grade to fourth grade and for fourth grade to fifth grade for the populations studied.
 - Millard Public Schools’ district benchmark assessment for mathematics, Scholastic Mathematics Inventory (SMI), scores for MPS students of poverty as well as all MPS students are near the On-level Target Scores provided by SMI for the winter administration of that benchmark measure and consistently above the On-Level Target Scores for the spring administration.
- VIII. Summary (page 53)

Background:

Poverty in Nebraska has experienced an increase since the 2000-2001 school year. This shift became most noticeable in Millard Public Schools in 2008-2009. The 2008-09 school year was also the implementation year for the Millard Public School's first Poverty Plan as required by the Nebraska Department of Education (NDE) to receive funding for activities included within the plan. [The 2008-2009 application was completed in November, 2007]. The State Poverty Plan requirements include an evaluation component. The Department of Education has never requested an evaluation report. However, MPS Poverty Plans include updated summary information about the criteria of the plan. This is the second annual Poverty Plan Report focusing on Academic Achievement and Growth for students of poverty.

In accordance with District Strategic Plan (2013) Strategy 2: [We will develop and implement plans utilizing instructional best practice, formative and summative assessments and student data designed to ensure that all students are college and career ready.], Action Plan 5 Specific Result: [Examine demographic trends and develop strategies to address the unique needs of each student.] and Action Steps 1-5 the district is charged with examining demographic trends, developing strategies and allocating resources to meet the unique needs of each student. The District Poverty Plan is one area to focus that attention. As seen through the lens of the 2013 Strategic Plan, the primary purpose of the Poverty Plan is to support and enhance the school experience of students in poverty.

Poverty Plan Evaluation Questions:

1. How has poverty changed over time within the District? How is this change similar to the State change in poverty?
2. What has the District done to remediate the effects of poverty?
 - a. What has been the financial commitment to this work?
 - b. Proportionally, what has been the district's financial effort over time?
3. How has academic achievement for students in poverty changed over time? Is the academic rate of growth for students in poverty similar to the District rate of growth?

Glossary of Poverty Plan Report Terms:

NeSA-R (Nebraska State Assessment of Reading)	Reading assessment administered by the State in the spring of the school year at grades 3-8 and 11
NeSA-M (Nebraska State Assessment of Mathematics)	Mathematics assessment administered by the State in the spring of the school year at grades 3-8 and 11
SMI (Scholastic Math Inventory)	Mathematics benchmark assessment administered by the District in fall, winter and spring at grades two through eight.
FRPL (Free and Reduced Price Lunch)	Indicator of Poverty as used by the Nebraska Department of Education
ELL (English Language Learner)	Classification by Nebraska Department of Education Rule 15
Text Level (Fountas and Pinnell Text Level Inventory)	Reading benchmark assessment administered by the District in fall, winter and spring at grades Kindergarten through five.

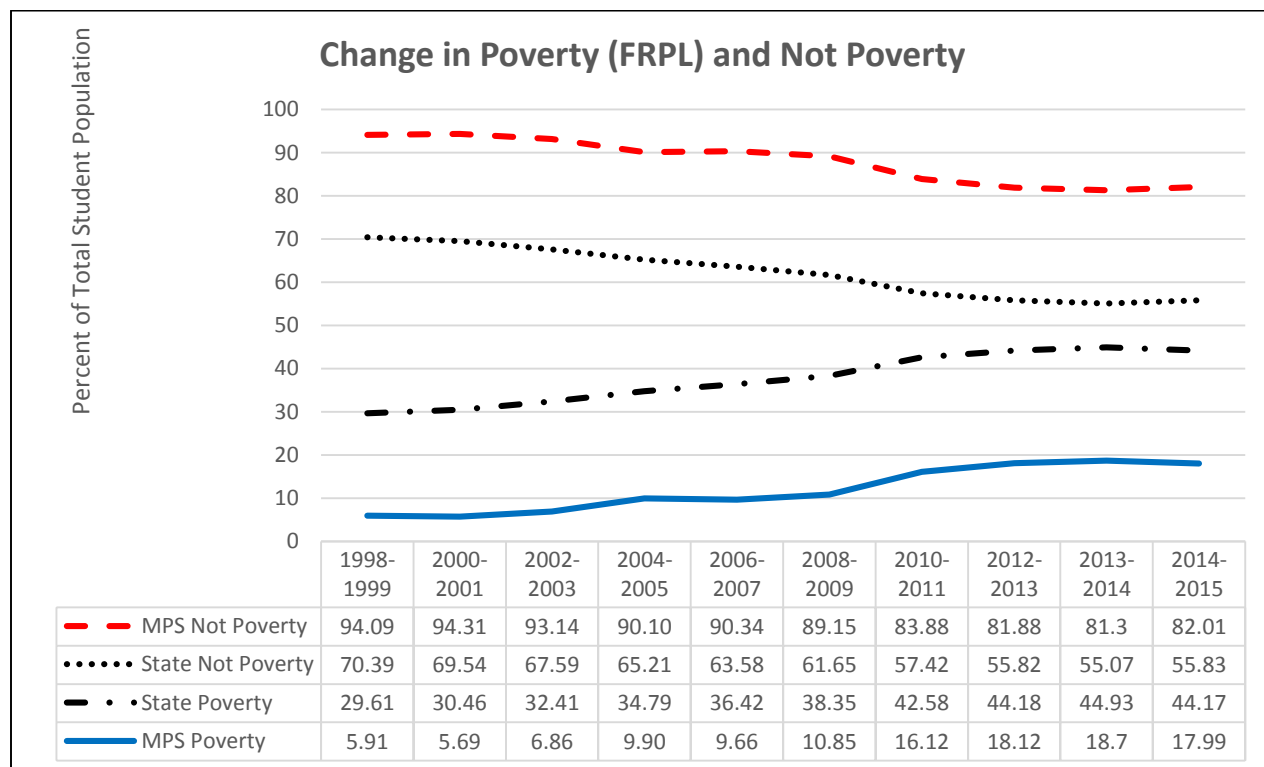
Kindergarten Cohort	Students attending MPS Kindergarten during the same school year with a 75% or higher attendance rate. The populations studied in this evaluation are true cohorts based on the year that the students attended Kindergarten in Millard Public Schools. The data evaluated over the years of this study (2009-2010 through 2014-2015) has a natural attrition of students over time. However, no new students are added to the study. On average the decrease in student counts is 5% per year for the selected populations. This attrition may have an impact on the interpretation of data for the small populations being studied.
Salaries	Salary and benefit expenses for teachers assigned to specific schools with higher poverty rates.
Transportation	Reimbursement to the buildings for transportation provided to students that qualify for free and reduced price lunches.
Reteaching	A portion of the special funds used to provide additional instructional support for students that qualify for free and reduced priced lunches.
Summer School	Funds used to waive summer school class fees and transportation costs for students that qualify for free and reduced price lunches.
Student Entry Fees	Reimbursement to the buildings for athletic, activity and field trip fees paid for students that qualify for free and reduced price lunches.
Poverty	Students with Free and Reduced Price Lunch (FRPL) status any time during Kindergarten through 2 nd grade years: This parameter is intended to assure most students of poverty are included in this study, while recognizing all families do not complete necessary paperwork for FRPL in the first year. Although a family may discontinue their FRPL designation in later years the impact of poverty is likely to exist.
Special Education	Students with Special Education (SPED) status for two consecutive years during their K-12 school experience: This two consecutive year requirement is a means to exclude students from the SPED classification should they be involved in SPED for a short period of time as occurs for speech. These short term classifications typically do not have the impact nor have the duration seen with academic special education needs.
ELL	Students with “Eligible” (inclusive of attending and not attending district ELL sites), or “Redesignated English Fluent < 2 years” status any time during Kindergarten through 2 nd grade years: This ELL requirement is consistent with Nebraska Department of Education Rule 15 guidelines for ELL services.
Attendance	Students with 75% or greater attendance in Millard Public Schools over their Kindergarten through 2 nd grade years: The purpose of this parameter is to assure the cohort population studied has experienced a sufficient portion of their primary education in Millard Public Schools.

Evaluation Question One:

How has poverty changed over time within the district? How is this change similar to the State change in poverty?

The following data is taken from the State of the Schools Report. The top two lines show the percent of students (for MPS and All Students in the State) who do not have Free and Reduced Lunch (FRPL) classification. This data allows us to see how the “Not Poverty” populations are changing. The bottom two lines show the percent of students (for MPS and All Students in the State) who do have FRPL classification. **The MPS Poverty Rate (Percent of students with FRPL classification compared to the Total MPS Student Population) has been lower than the Poverty Rate for students in all Nebraska schools throughout the years as reported by the Nebraska Department of Education (1998-1999 through 2014-2015).**

These data do indicate a shift toward higher percentages of students in poverty in Millard Public Schools from 1998-1999 through the 2013-14 school year and throughout the State from 1998-1999 through the 2012-2013 school year. A slight shift back to lower rates occurred in 2014-2015 and 2013-2014 respectively. The state level of poverty has increased from 29.61% to 44.17%, which translates to a 49.17 percent change. The MPS level of poverty has increased from 5.91% to 17.99%, which is a 204.40 percent change and a significantly higher change in poverty than the State during this time period.

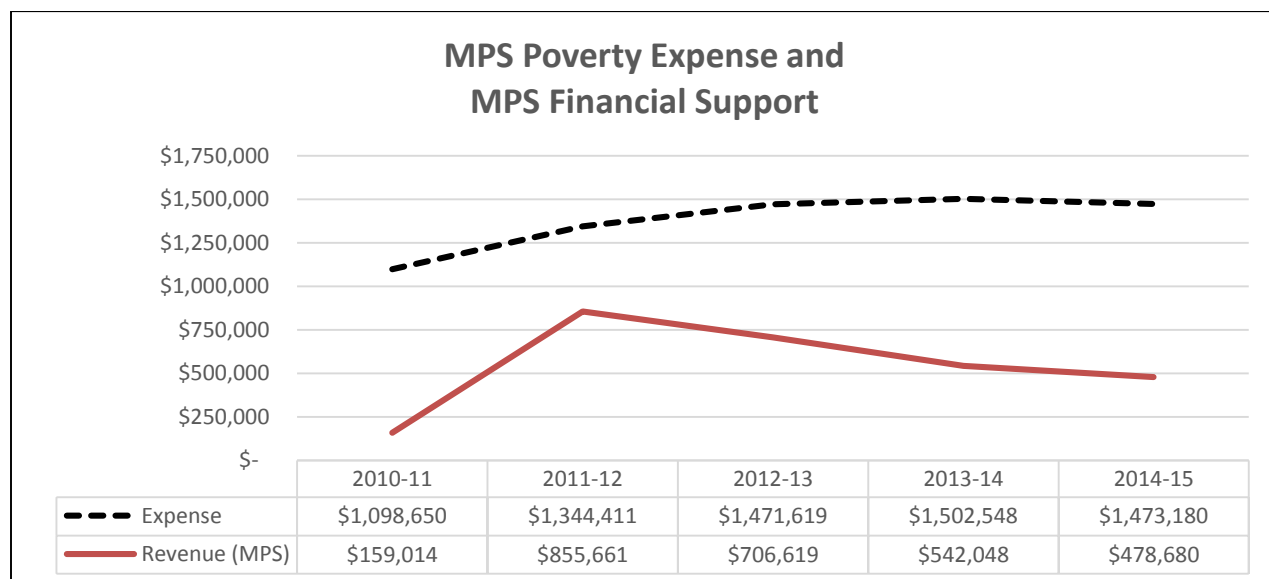
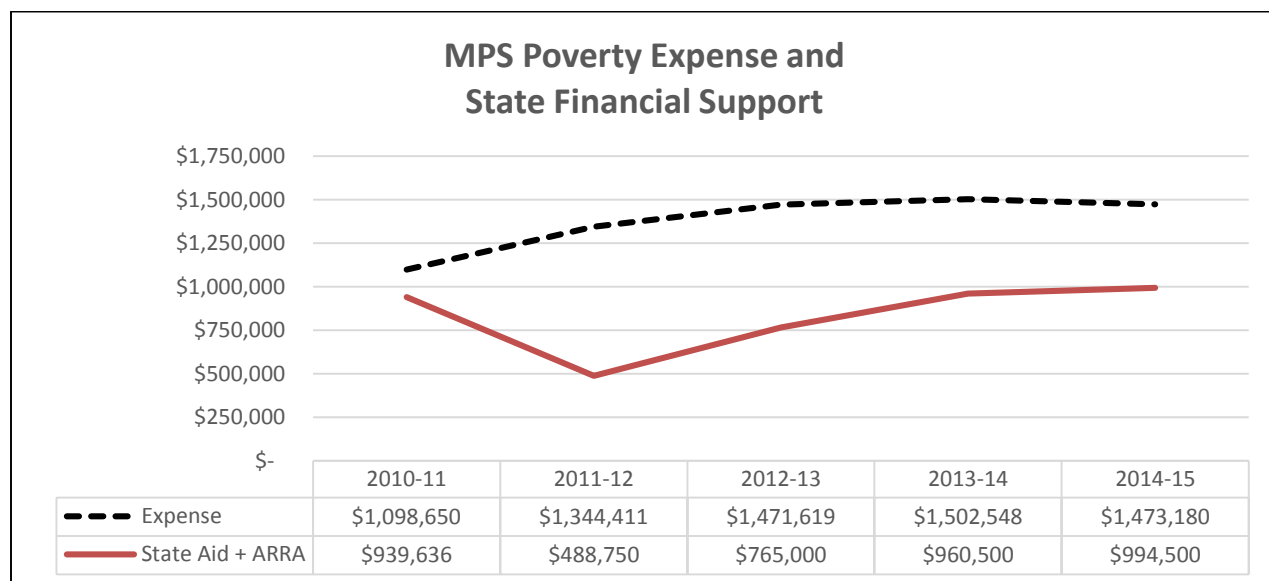


Evaluation Question Two:

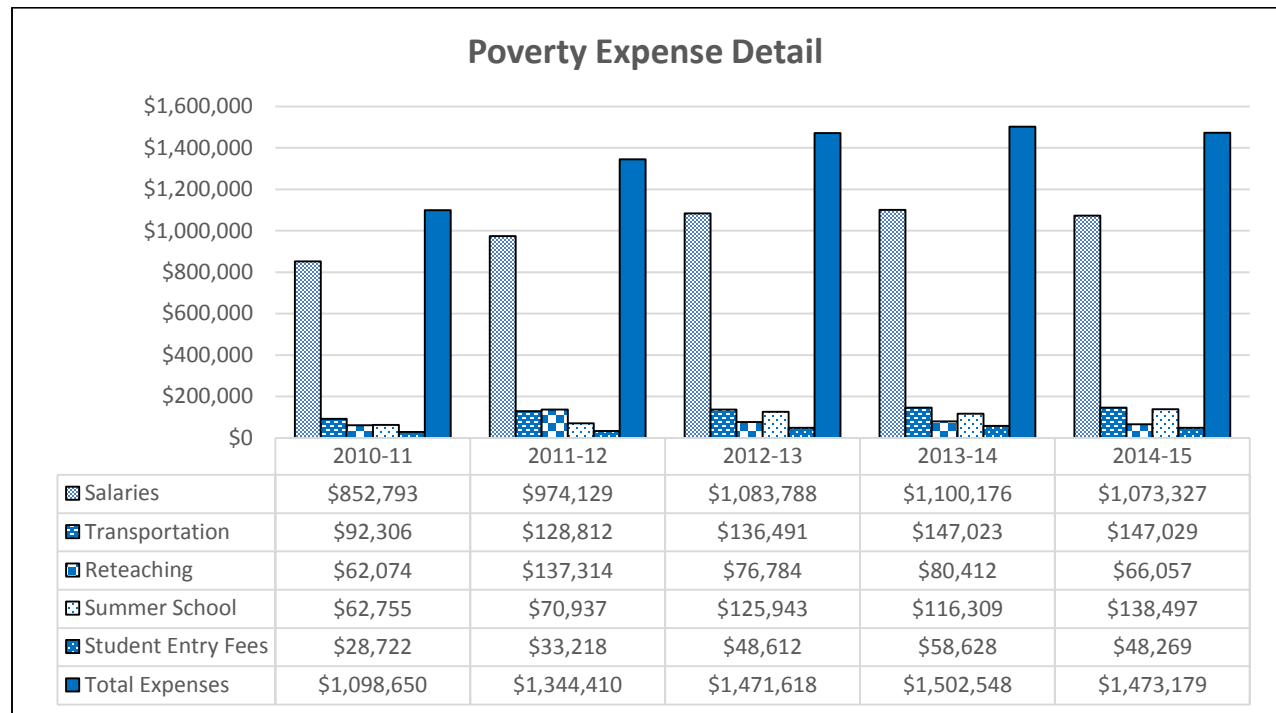
What has the district done to remediate the effects of poverty?

- What has been committed to this work?**
- Proportionally, what has been the district's financial effort over time?**

The following financial data is taken from Millard Public Schools budget records and displays the shift of State and MPS financial support since 2010-2011. The charts below compare expenses used to support instructional needs for students of poverty against financial support by those two sources.



In Nebraska, pursuant to Nebraska State Statute § 79-1007.07 (3) in accordance with the Federal No Child Left Behind Act-Title I Program, the requirement has been set for schools to support their district plans with 117.65% of the state funds. These funds are intended for the additional instructional needs of students in poverty. The following chart details the distribution of these funds from the MPS General Fund over the past five years.



The following definitions help to clarify each of the expenses detailed above.

Salaries - Salary and benefit expenses for teachers assigned to specific schools with higher poverty rates.

Transportation - Reimbursement to the buildings for transportation provided to students that qualify for free and reduced price lunches.

Reteaching – A portion of the special funds used to provide additional instructional support for students that qualify for free and reduced priced lunches.

Summer School –Funds used to waive summer school class fees and transportation costs for students that qualify for free and reduced price lunches.

Student Entry Fees - Reimbursement to the buildings for athletic, activity and field trip fees paid for students that qualify for free and reduced price lunches.

A 1.87 percent increase of Poverty (FRPL) from 2010-2011 (16.12%) to 2014-2015 (17.99%) has been supported by a \$319,666 (201.03%) increase in revenue from MPS during that time. In 2014-2015 revenue directed to instructional needs of students of poverty was 148.13% of State Aid. This exceeds the State requirement of 117.65% of State Aid. The portion of the total Millard Public Schools General Budget that has been dedicated to these poverty expenses has increased from 0.51% of the total budget in 2010-2011 to 0.67% of the total budget in 2014-2015.

Evaluation Question Three:

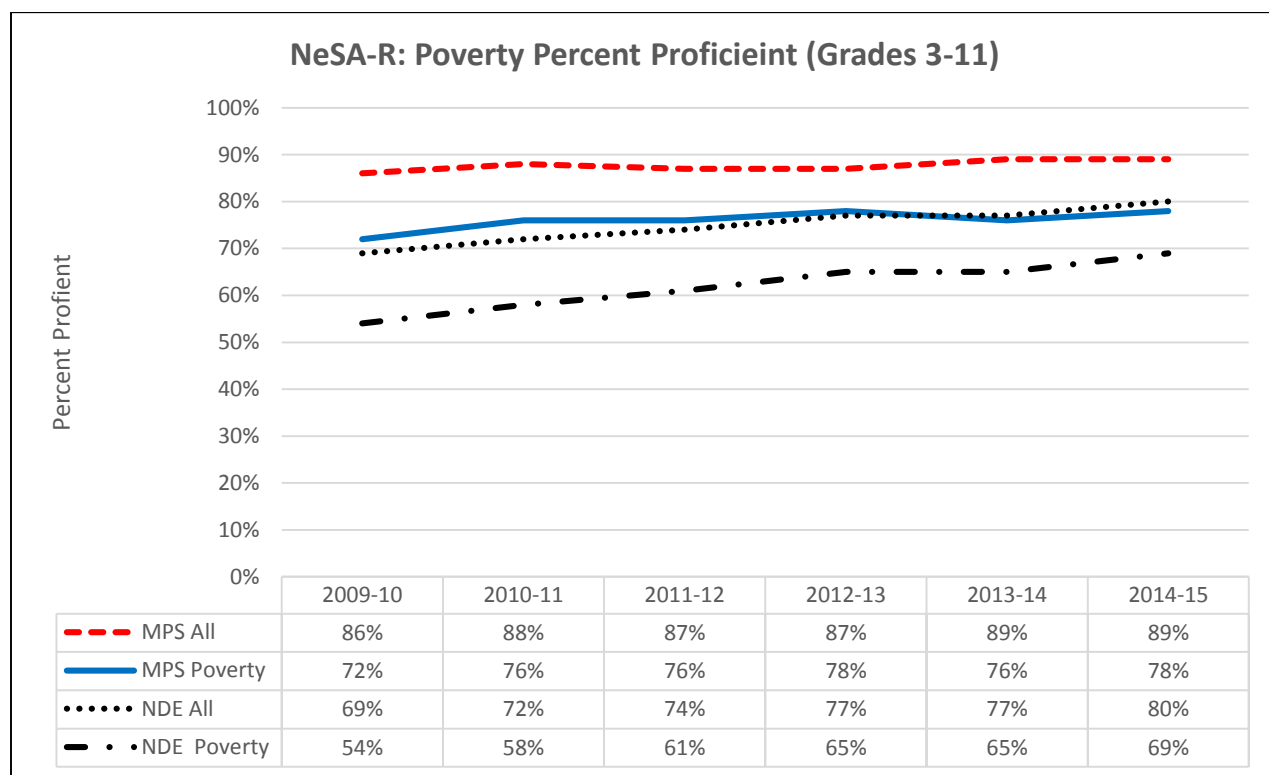
How has student achievement for students in poverty changed over time? Is the academic rate of growth for students in poverty similar to the District rate of growth?

Information Based on the State of the Schools Report:

The following information focuses on the big picture view of Millard Public Schools data for students of poverty compared to data from the State as a whole. Scores for Reading (NeSA-R) are combined for grades 3-11 representing all students with FRPL classification who have taken these state assessments since their origin in the State of Nebraska. The same view is provided for Mathematics (NeSA-M). Grade level breakdowns by year are provided for both reading and mathematics.

Reading:

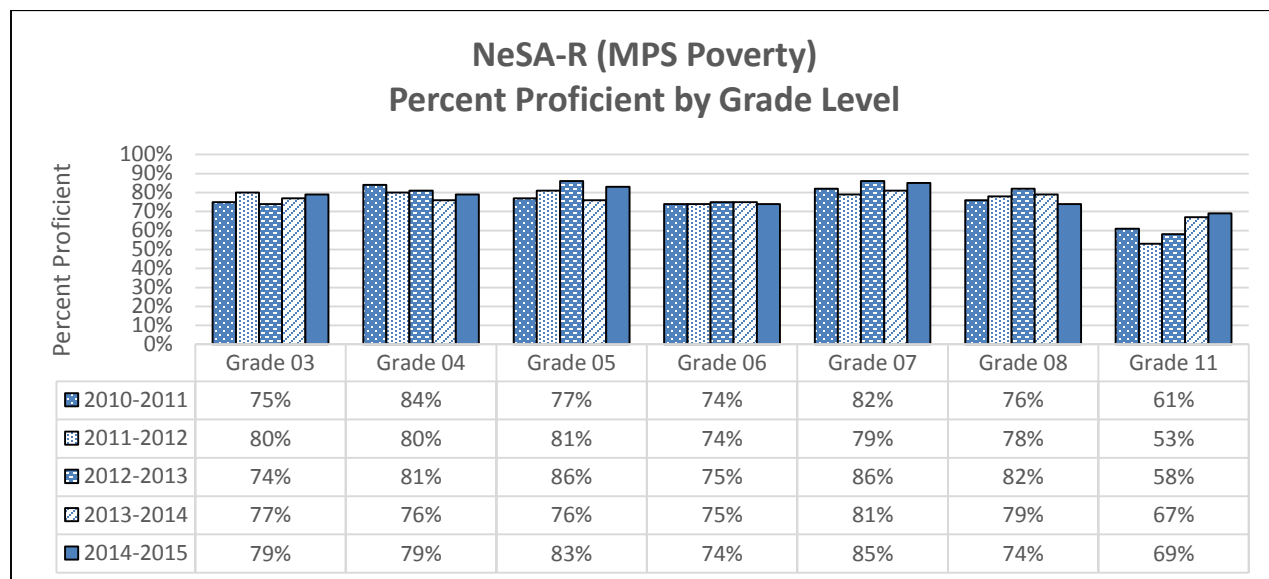
The NeSA-R Percent Proficient chart below displays information for both the “All Students” and “Poverty Students” (according to FRPL designation) that achieved Proficiency with Met or Exceeds performances. Test scores of students (grades 3-11) are combined into a single percent proficient for each demographic.



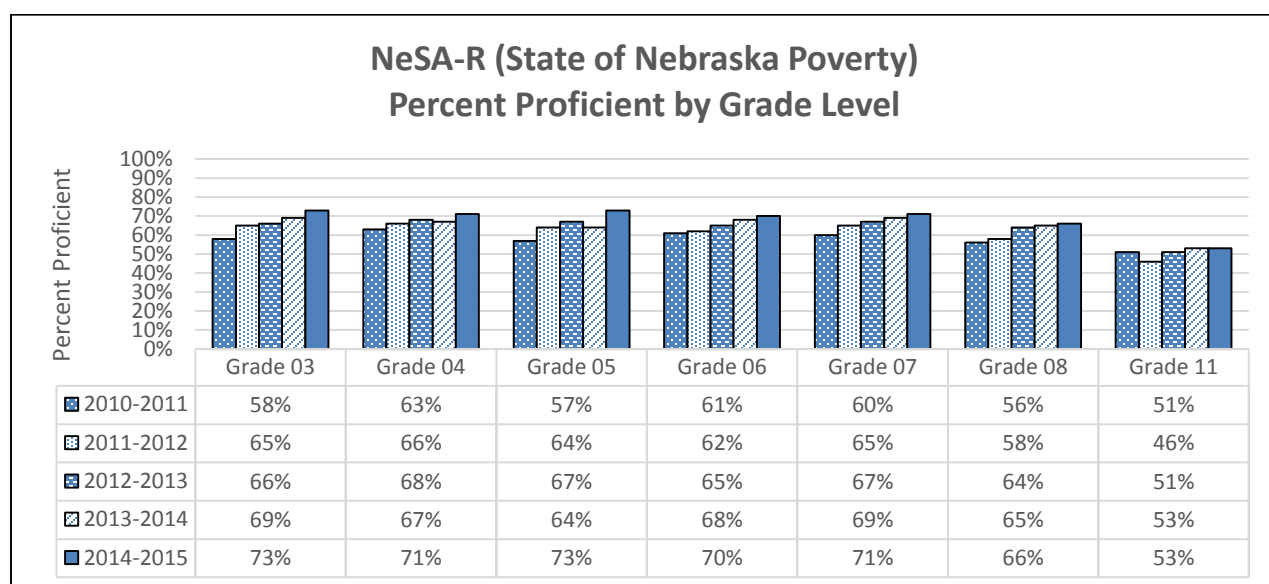
These data show a greater rate of increase in percent of students with proficient performance for the State as a whole than for MPS alone. However, the percent of MPS students, both “MPS All” and “MPS Poverty” with proficient scores on the NeSA-R are higher than the State average for these groups. **The gaps in reading performances between All Students and Students of Poverty in MPS are very similar to those gaps for the State of Nebraska as a whole. For reading, as measured by NeSA-R, this gap has been narrowing for both MPS and the State since the NeSA-R was initiated in 2009-2010.**

The following charts present the Millard Public School reading data and State of Nebraska reading data for “Poverty Students” split out by grade level. The NeSA Reading data by grade level in the charts below do not reflect the same population of students. One cannot evaluate student achievement by looking at a single grade level. However, grade level scores do inform about MPS student performance and student performance across the State of Nebraska at those grade levels in reading from 2009-2010 to 2014-2015.

For MPS in grades 03 through 08, 74% to 86% of students in poverty had proficient scores during the years represented in this chart. In grade 11 that percentage ranges from 53% to 69%.

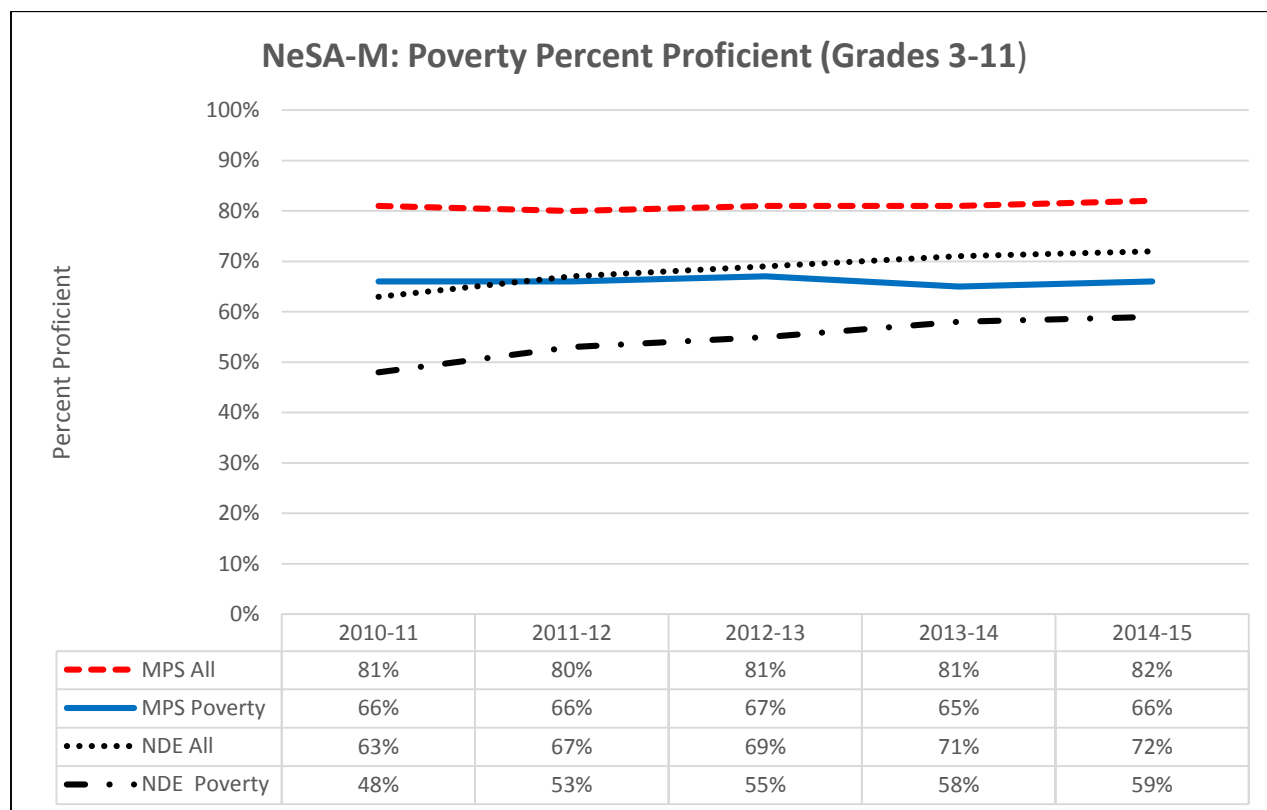


Comparison of the MPS Poverty view above with the State of Nebraska Poverty View below displays the MPS Poverty Percent Proficient variation across grade levels in 2014-15 and comparison growth seen in the State of Nebraska as a whole.



Mathematics:

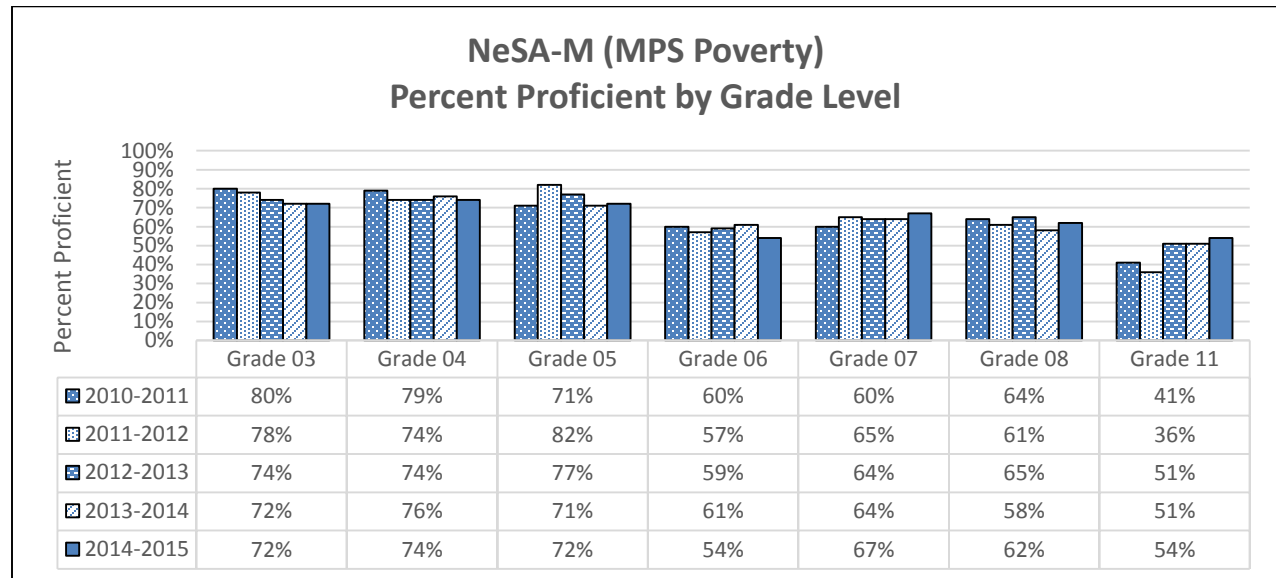
The NeSA-M Percent Proficient chart below displays information for both the “All Students” and “Poverty Students” (according to FRPL designation) that achieved Proficiency with Met or Exceeds performances. Test scores of students (grades 3-11) are combined into a single percent proficient for each demographic.



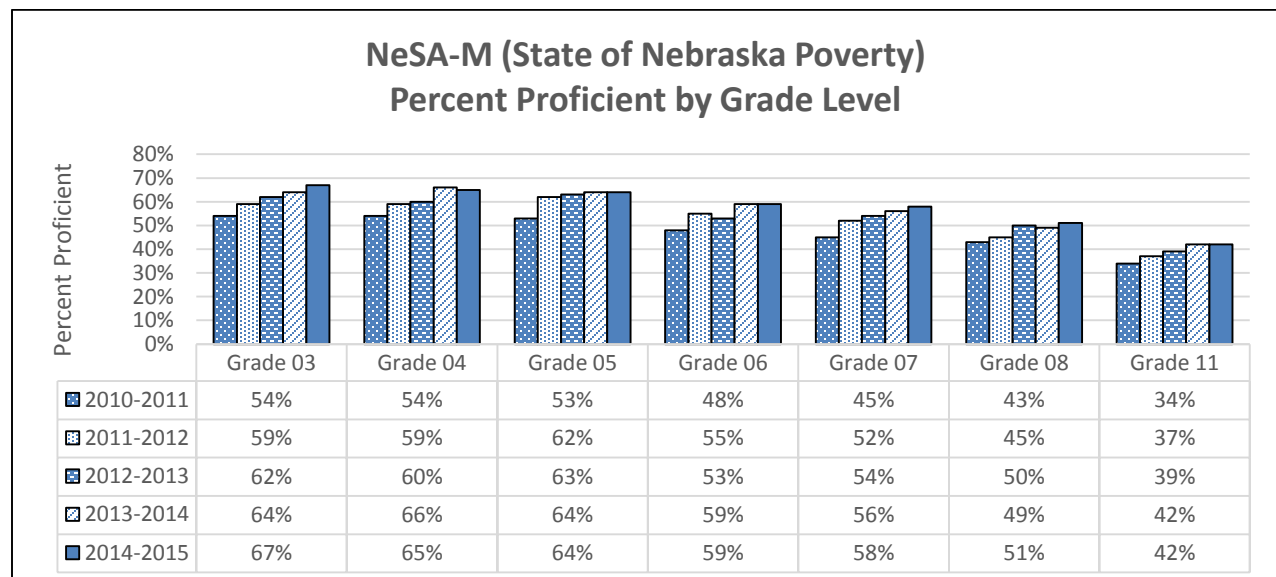
These data show a stable percent of all MPS students proficient ranging from 80% to 82% from the first year of this state test through 2014-15. The NDE All students ranged from 63% to 72% during this time period. The percent of “MPS All” students with proficient scores on the NeSA-M remains higher than the state average of those scores. The “MPS Poverty” student scores are slightly higher than the “NDE Poverty” student scores. However, that gap has narrowed during the past three years from 12% in 2012-2013 to 7% in 2014-2015. This is reflected in a drop in “MPS Poverty” percent proficient from 67% to 66%. **The gap in mathematics performances between All Students and Students of Poverty in MPS for 2014-2015 (16%) were slightly higher than those gaps for the State of Nebraska (13%) at that time.** The chart on the following page presents the Millard Public School data for “Poverty Students” split out by grade level.

The NeSA Mathematics data by grade level above do not reflect the same population of students. One cannot evaluate student achievement by looking at a single grade level. However, grade level scores do inform about MPS student performance at those grade levels in mathematics from 2010-2011 to 2014-2015.

For MPS in grades 03 through 08, 54% to 82% of students in poverty had proficient scores during the seven years represented in this chart. In grade 11 that percentage ranges from 36% to 54%. Seventh grade and eleventh grade show upward trends over the past five years.



Comparison of the MPS Poverty view above with the State of Nebraska Poverty View below displays the MPS Poverty Percent Proficient variation across grade levels in 2014-15 and comparison growth seen in the State of Nebraska as a whole.



Information Based on State and District Data with the Lens of Kindergarten Cohorts

The following charts display student achievement in Reading and Mathematics by cohort using the parameters for poverty, special education, ELL and attendance set forth in the Definitions of Populations Studied. The following visualizations compare “All Students” to “Poverty Students”. For the purpose of this report, the sample referred to as “All Students” includes all of the students in each Kindergarten Cohort. Therefore, the “Poverty Students” in these cohorts are included in both the “All Students” and “Poverty Students” groups. A small decrease in n (n= total count of students) over time is due to students that did not remain in Millard Public Schools throughout the time period studied. This attrition of students may impact interpretation of the data, especially where the differences in the data are relatively small.

Reading:

The measures used to provide insight into reading skill for students of poverty include the State Reading Test, NeSA-R, and the district benchmark assessment, Fountas and Pinnell Text Level (referred in this document as Text Level). Both of these measures will be represented in two views: Proficiency Levels and a more global view that gives us an insight into academic growth. A difference to be noted is whereas almost every student takes the NeSA-R, Millard Elementary School Buildings select which students are assessed for Text Level and at what time of the year they are assessed. The data from the Text Level measure must be viewed with caution as the number of students taking this assessment does not include the total cohort population and tends to represent students identified for additional assistance. Occasions in the fall, winter and spring exist for Text Level administration. Data from Winter Text Level administration were selected for this report based on the quantity of data available.

For NeSA-R, the more global view is provided through average scale scores. A scale score represents each student’s unique score and is based on a 200 point scale with 200 being a perfect score on the test. For scale scores, a year’s growth is demonstrated by similar scores in consecutive years.

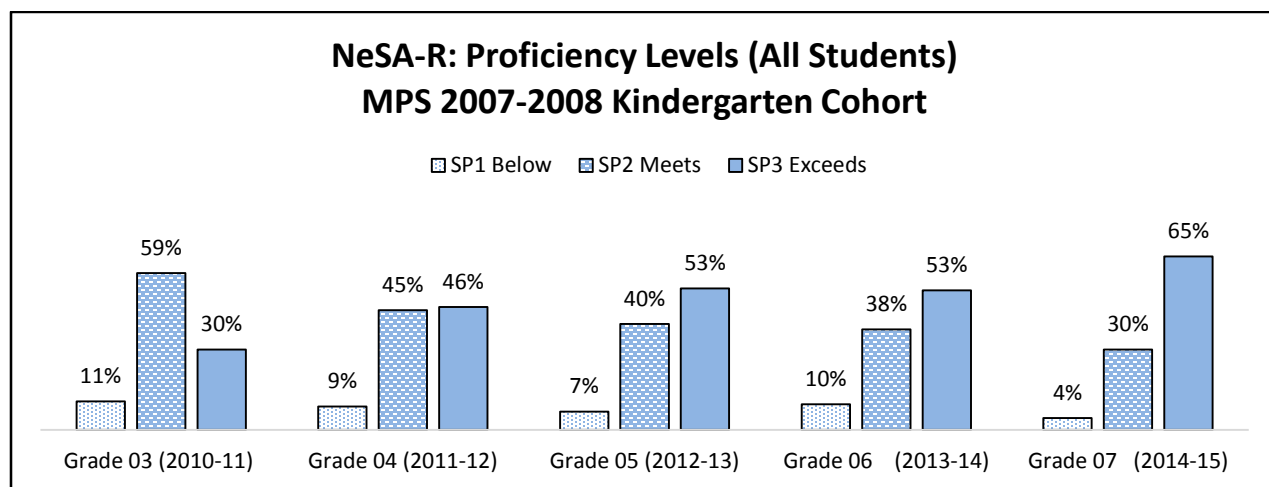
For Text Level, the more global view is represented in a visualization that shows what percent of individual students who took the test during winter of consecutive years. The data allows us to view grades 03 to 04 and grades 04 to 05. This view provides information on number of students who’s Text Levels are higher, lower, or the same for consecutive years.

The Text Level visualization in this report does not display average data nor does it indicate whether students are above or below grade level, but rather notes the difference in individual Text Level scores. A change of zero in Text Level indicates that the students demonstrated one year’s growth in one year’s time. Positive changes in Text Level indicate more than one year’s growth in one year’s time and negative Text Level changes indicate less than one year’s growth in one year’s time. **Millard Public Schools’ district reading benchmark assessment, Fountas and Pinnell Text Level Inventory, data indicates the majority of MPS students of poverty as well as all MPS students gained one or more years of growth from third grade to fourth grade and fourth grade to fifth grade for the populations studied.**

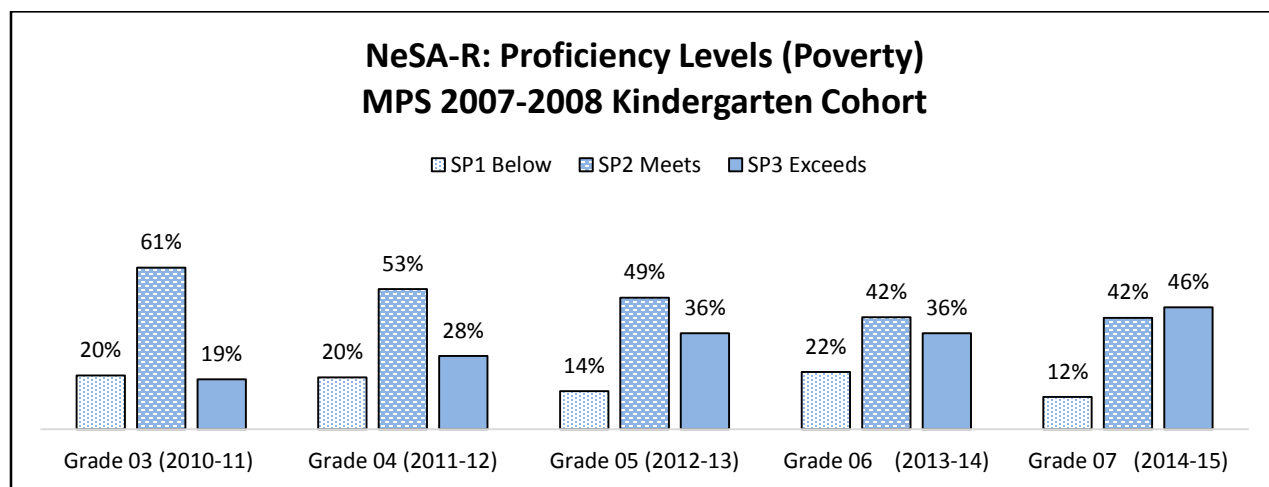
The information from these measures is separated into the five cohorts (Kindergarten 2007-2008, Kindergarten 2008-2009, Kindergarten 2009-2010, Kindergarten 2010-2011, Kindergarten 2011-2012) to provide a more accurate picture of achievement over time for each of these specific groups of students.

MPS 2007-2008 Kindergarten Cohort

The following charts provide information about reading skills for students who were in Kindergarten during the 2007-2008 school year. As noted in the charts below, these students were in Grade 03 in 2010-2011, Grade 04 in 2011-2012, Grade 05 in 2012-2013, Grade 06 in 2013-14, and Grade 07 in 2014-15. Similarities are demonstrated for the following two groups of students: 1) All students in the 2007-2008 Kindergarten Cohort, 2) Students with FRPL classification in the 2007-2008 Kindergarten Cohort.



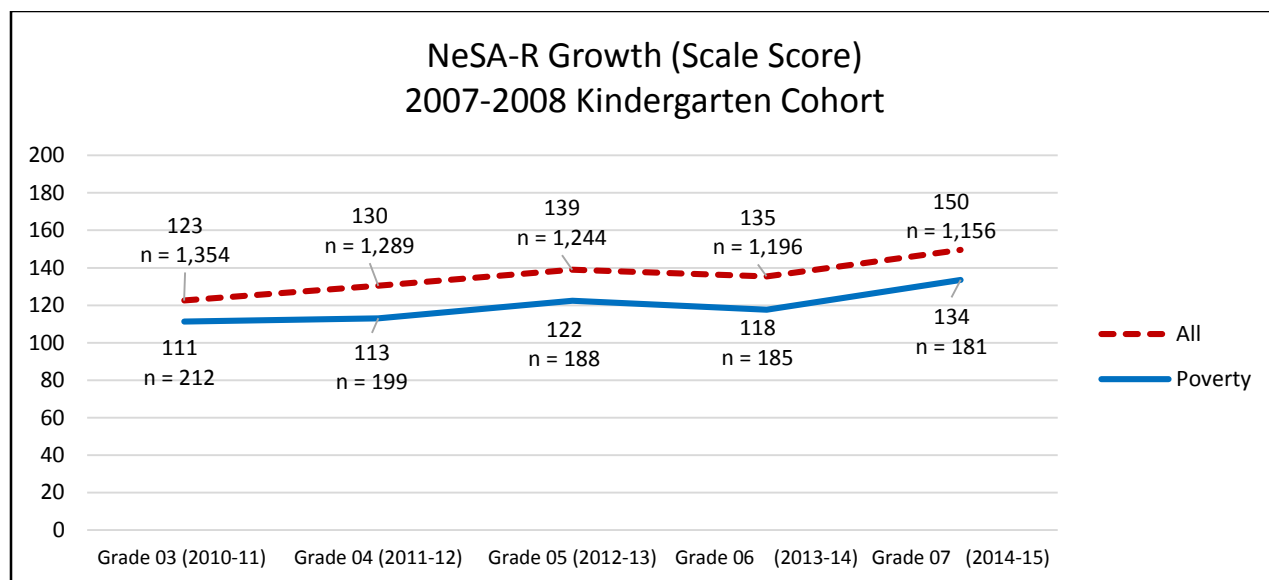
The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 11% in 2010-11 to 4% in 2014-15. The increase in students who performed at the Exceeds Level was from 30% to 65% during that time.



The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 20% in 2010-11 to 12% in 2014-15. The increase in students who performed at the Exceeds Level was from 19% to 46% during that time.

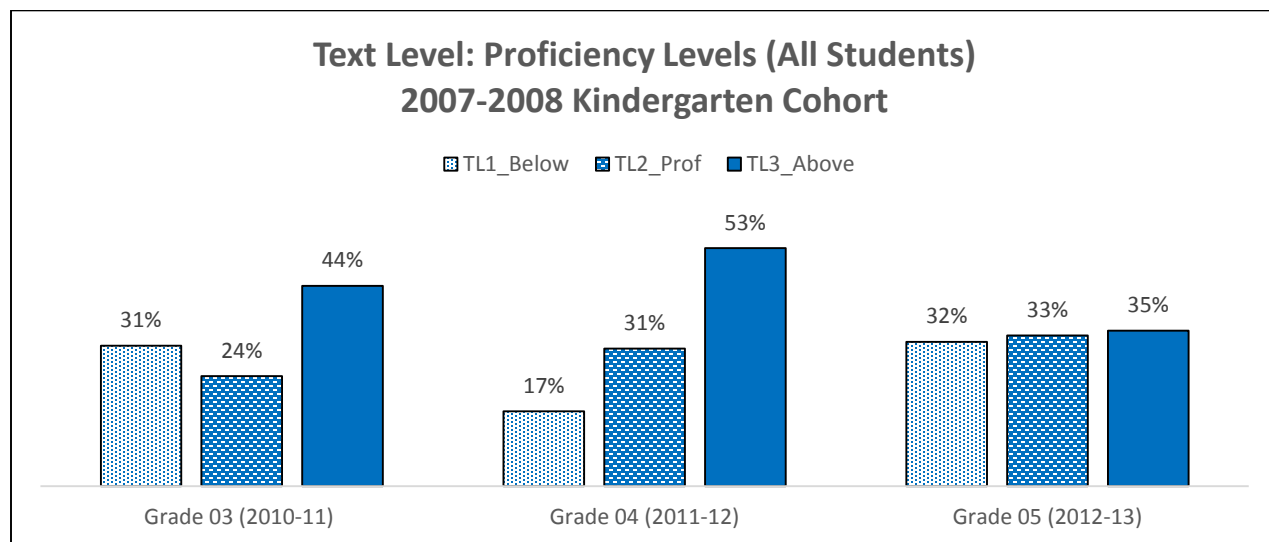
Academic Growth for the NeSA-R is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”. For scale scores, one year’s growth is represented by the same scale score for both years. An increase in scale score represents more than a year’s growth during one academic year. The chart below shows more than one year growth at fourth, fifth grade, and seventh grade and overall growth of more than one year throughout the years represented in the chart below.

For NeSA Scale Scores, one year’s growth is represented by the same scale score for consecutive years. An increase in scale score represents more than a year’s growth during one academic year. The chart below shows more than one year growth on an average at fourth grade, fifth grade, and seventh grade.

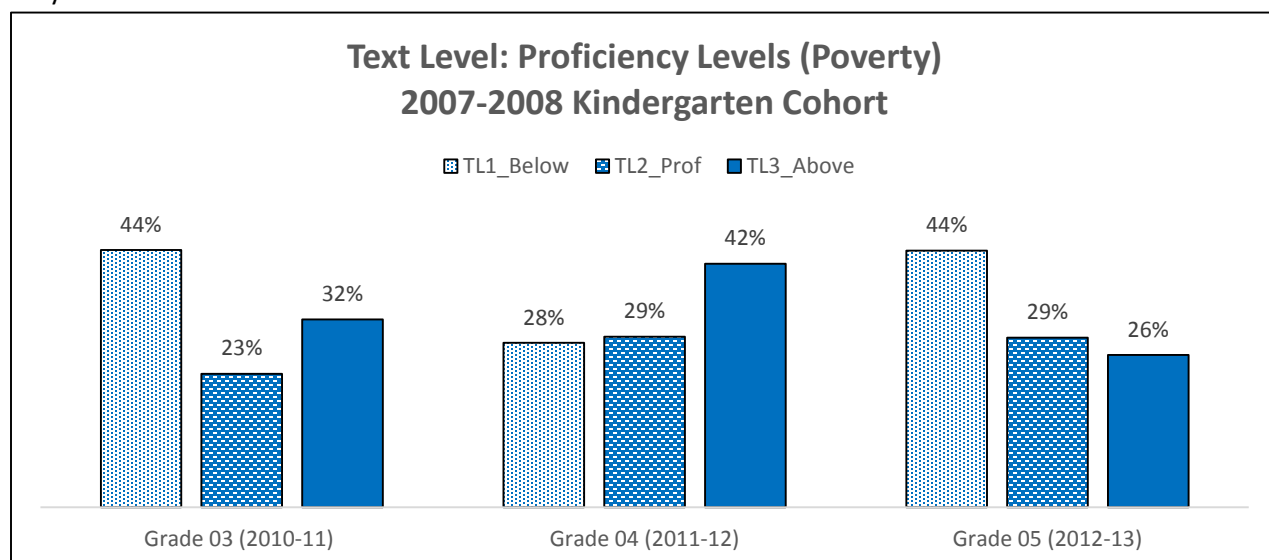


The gap between “All Students” and “Poverty Students” has been relatively consistent from 2010-11 to 2014-15 for this 2007-2008 Kindergarten Cohort of students. For both groups of students, the average scale score has shown an upward trend during this time.

The following charts display data for the sample of students that have been assessed using the Fountas and Pinnell Text Level measure during the winter administration of this measure. These data include approximately 45% of “All Students” over these three years. However, less than one fourth of “All Students” were tested at all three grade levels.



The “All Students” chart above details the percent of students (tested) who performed at each proficiency level. This data shows variation with the Below Proficient changing from 31% in 2010-11 to 17% in 2011-12 and 32% in 2012-13. The percent of students who performed at the Exceeds Level changed from 44% up to 52% and back to 34%. A similar pattern is seen in the Text Level Data for “Poverty Students” in the chart below. The lack of consistency of students assessed during these times may be a cause for this variation.

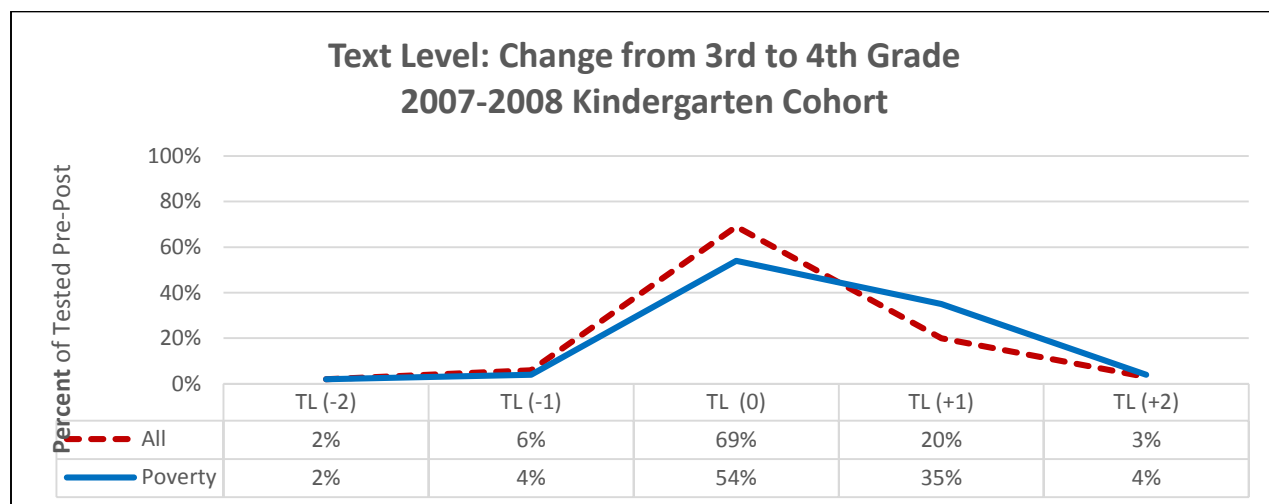


These data represent approximately 57% of “Poverty Students” at these grade levels. However, approximately one third of “Poverty Students” were tested at all three grade levels.

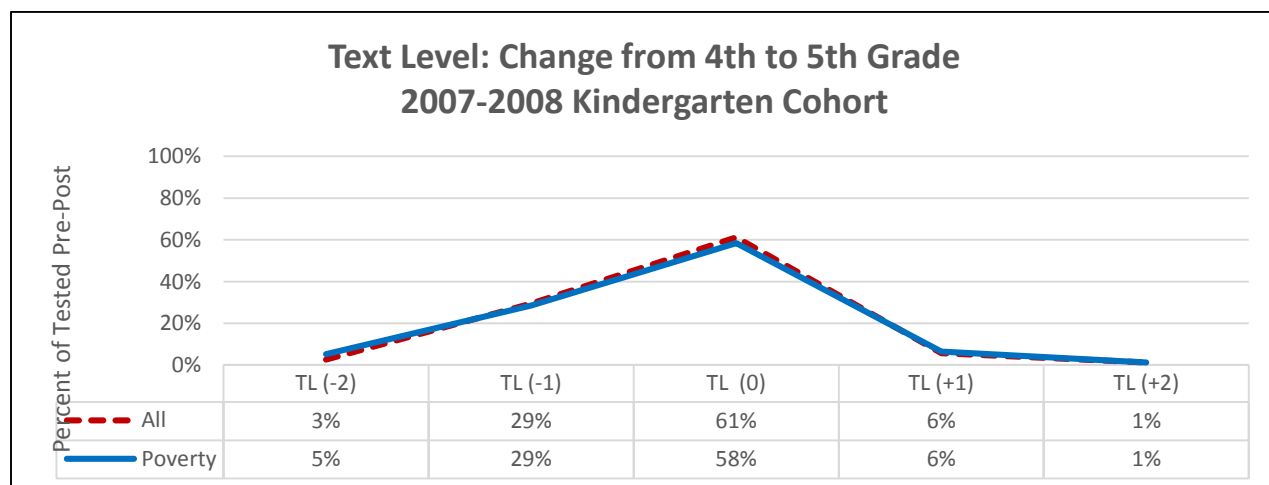
The purpose of this section is to note any difference in Text Level growth between “All Students” in the 2007-2008 Kindergarten Cohort and the “Poverty Students” in that group.

What is displayed in the graph below, is one or more years of growth for 92 percent of “All Students” and 94 percent of “Poverty Students” from 3rd grade to 4th grade for this small sample of the cohort. Of the 1,289 students in this cohort, 380 students took both the 03 and 04 Text Level Assessments during the winter administrations. For the “Poverty Students” 46 out of 199 took both assessments.

The difference in the lines on this graph indicates a large percentages of both “Poverty Students” and “All Students in this sample experienced one year of growth in one year **TL(0)**. Both groups experienced two or three years of growth **TL(+1)** and **TL(+2)** in that year and that percentage is 14% higher for “Poverty Students” than it is for “All Students”.

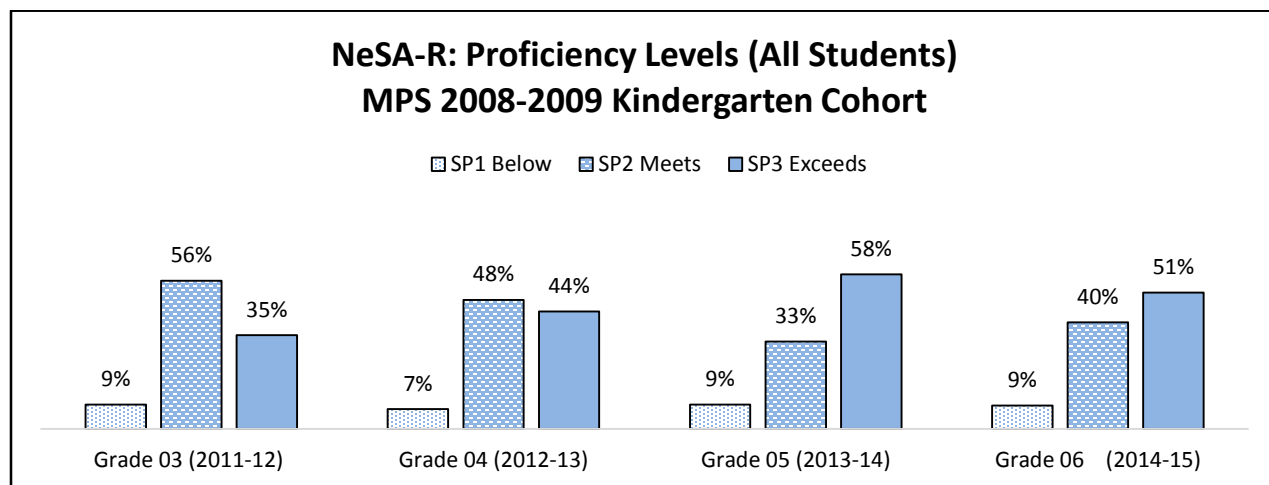


The following graph shows the same view for Text Level changes from 4th grade to 5th grade. The number of “All Students” that took both assessments was 391 out of 1,244 and the number of “Poverty Students” was 77 out of 188. The similarity of the lines indicates similar rates of Text Level growth for the two groups.

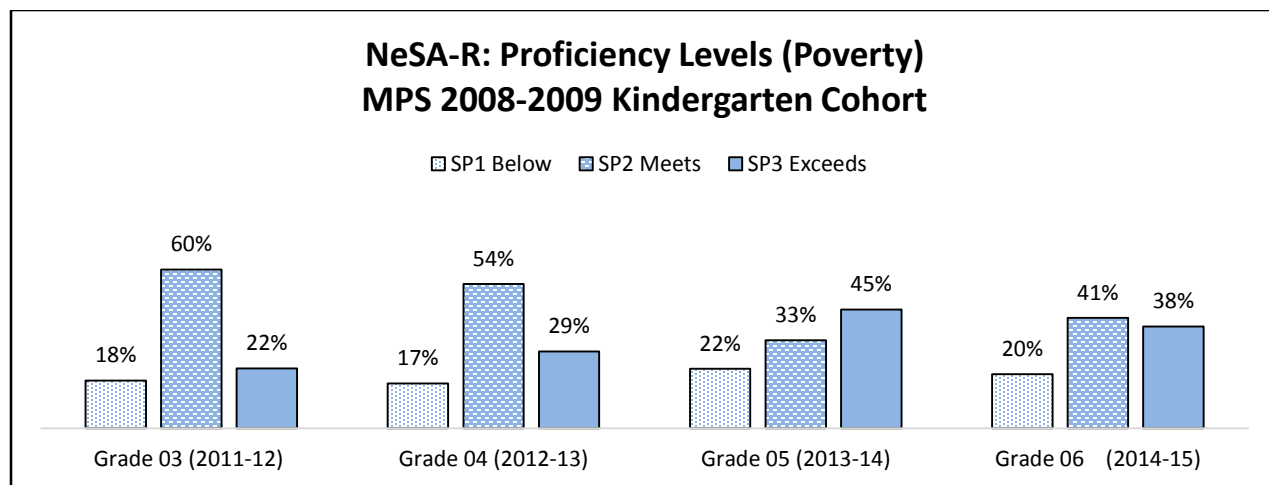


MPS 2008-2009 Kindergarten Cohort

The following charts provide information about reading skills for students who were in Kindergarten during the 2008-2009 school year. As noted in the charts below, these students were in Grade 03 in 2011-12, Grade 04 in 2012-13, Grade 05 in 2013-14, and Grade 06 in 2014-15. Similarities are demonstrated for the following two groups of students: 1) All students in the 2008-2009 Kindergarten Cohort, 2) Students with FRPL classification in the 2008-2009 Kindergarten Cohort.



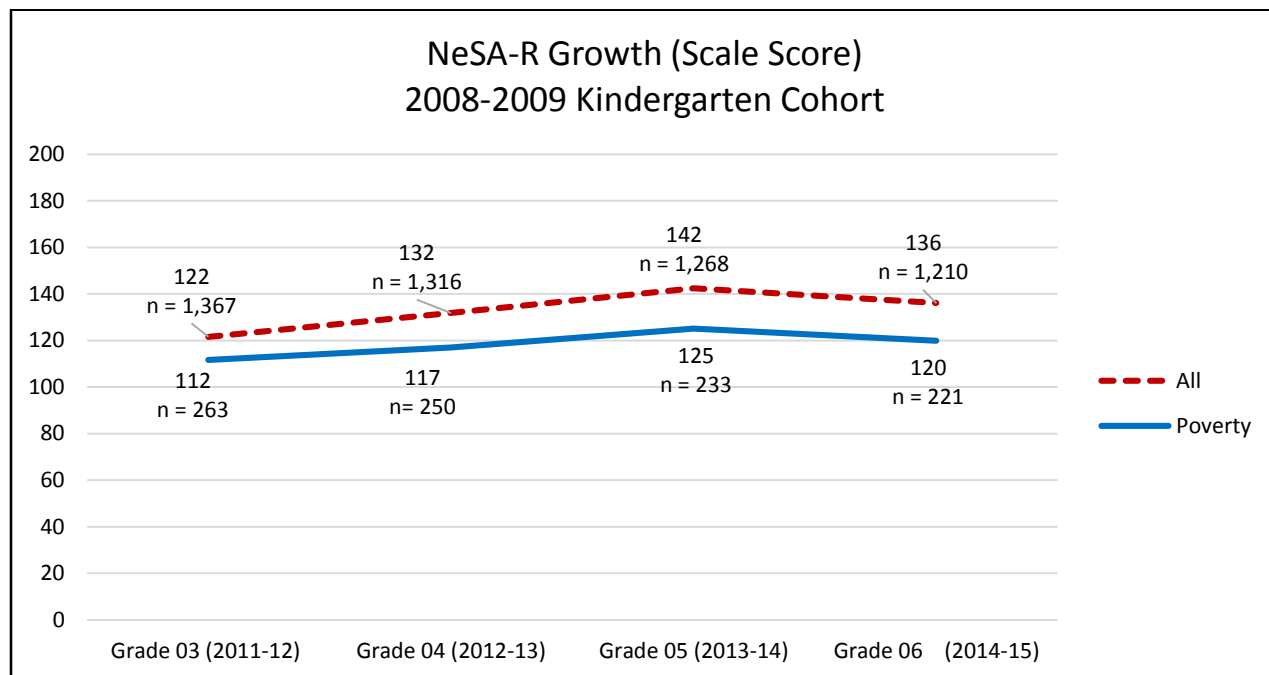
This “All Students” chart details the percent of students who performed at each proficiency level. It demonstrates a stable percentage of students performing at the Below Proficient Level with 7% to 9% during the five years displayed here. There is an upward trend for number of students who performed at the Exceeds Level as this cohort of students progressed from third grade to sixth grade.



This “Poverty Students” chart details the percent of students who performed at each proficiency level. It demonstrates a stable percentage of students performing at the Below Proficient Level with 17% to 22% during the four years displayed here. There is an upward trend for number of students who performed at the Exceeds Level as this cohort of students progressed from third grade to fifth grade and a slight decline at sixth grade.

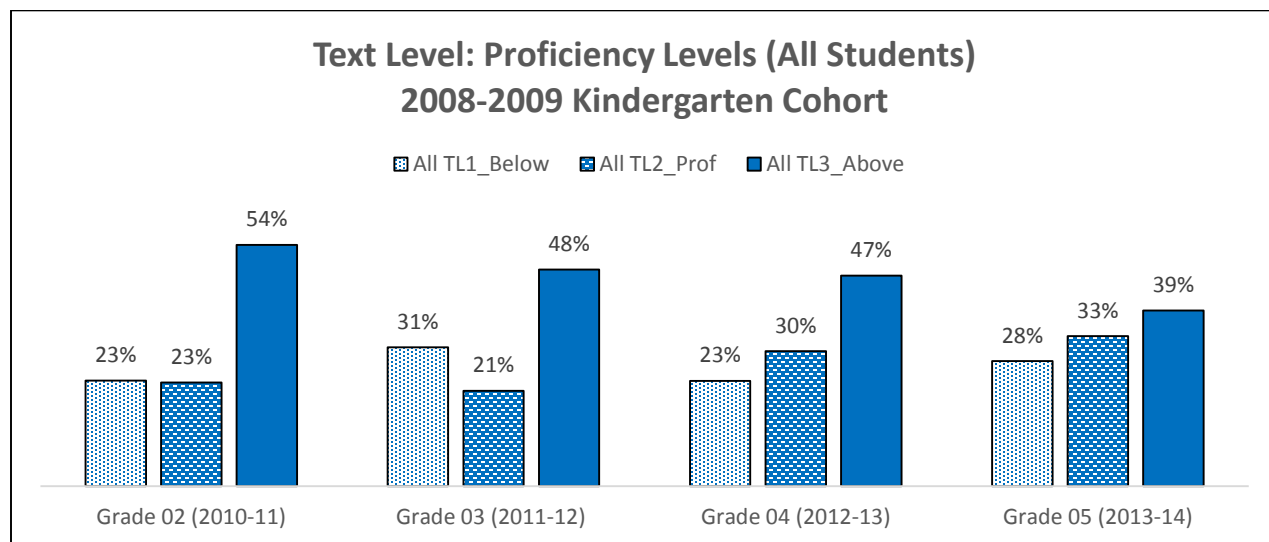
Academic Growth for the NeSA-R is based on scale scores. A scale score represents each student's unique score and is based on a 200 point scale with 200 being a perfect score on the test. The following chart displays data based on the average scale score of "All Students" and the average scale score of "Poverty Students". For scale scores, one year's growth is represented by the same scale score for both years.

For NeSA Scale Scores, one year's growth is represented by the same scale score for consecutive years. An increase in scale score represents more than a year's growth during one academic year. The chart below shows more than one year growth on an average at both fourth grade and fifth grade.

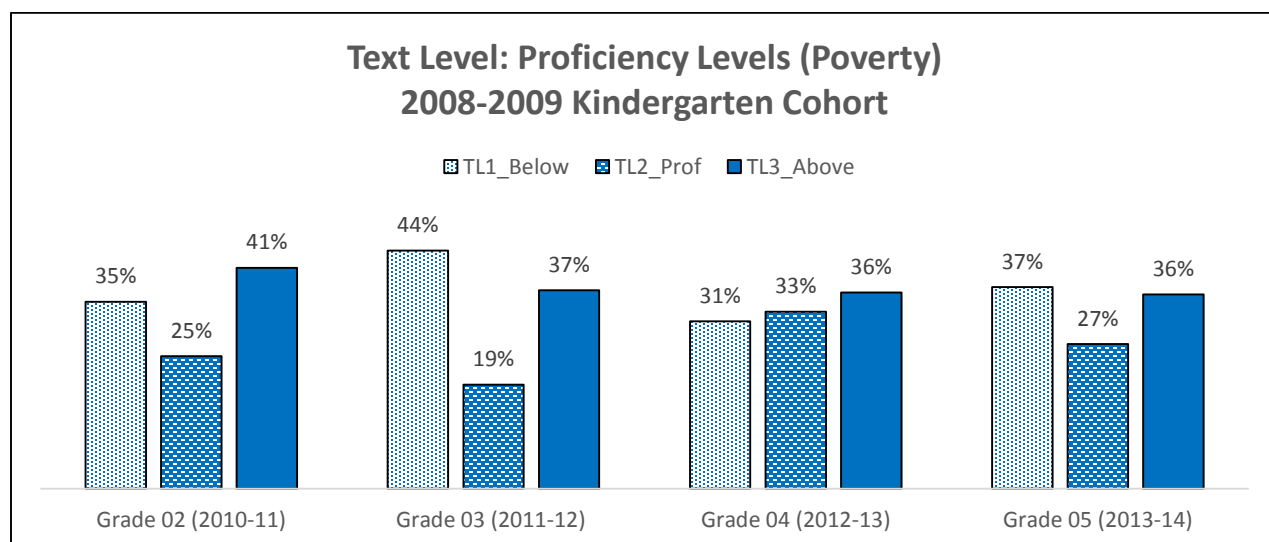


The gap between "All Students" and "Poverty Students" was lowest in 2011-12 and stable at approximately 16 scale score points since that year for this 2008-2009 Kindergarten Cohort of students. For both groups of students the average scale score shows an overall increase during this time.

The following charts display data for the sample of students that have been assessed using the Fountas and Pinnell Text Level measure used during its winter administration. These data include approximately 45% of “All Students” and 70% of “Poverty Students” over these four assessments. The number of students who were tested during the winter administrations during all four years was much lower.

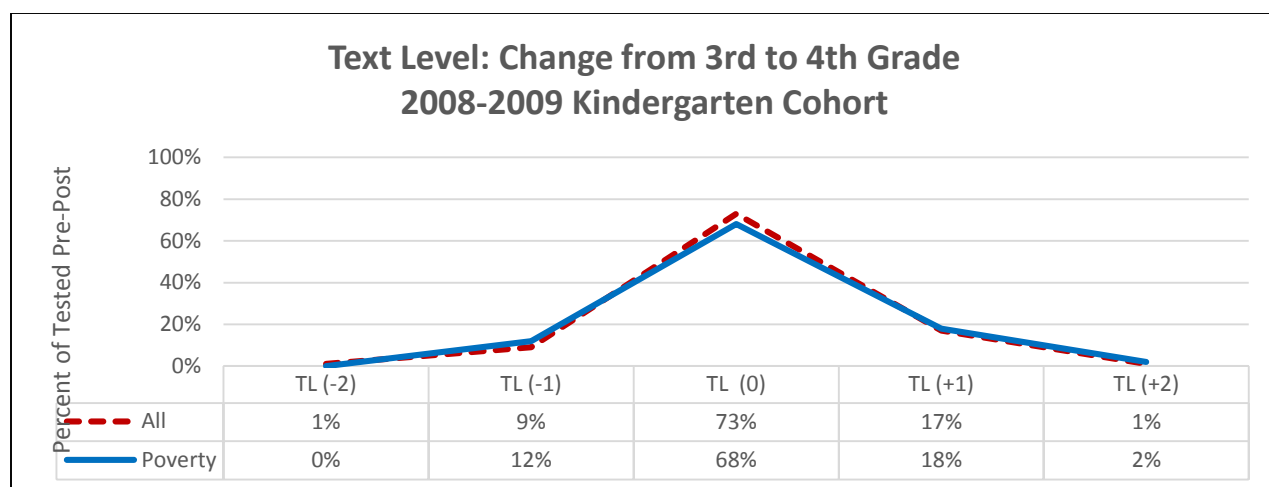


The “All Students” chart above details the percent of students (tested) who performed at each proficiency level. This data shows slight variation with Below Proficient changing from 23% in 2010-11 to 28% in 2013-14. The percent of students who performed at the Exceeds Level changed from 54% down to 39%. A similar pattern is seen in the Text Level data for “Poverty Students” in the chart below. The lack of consistency of students assessed during these times is a probable cause for this variation.

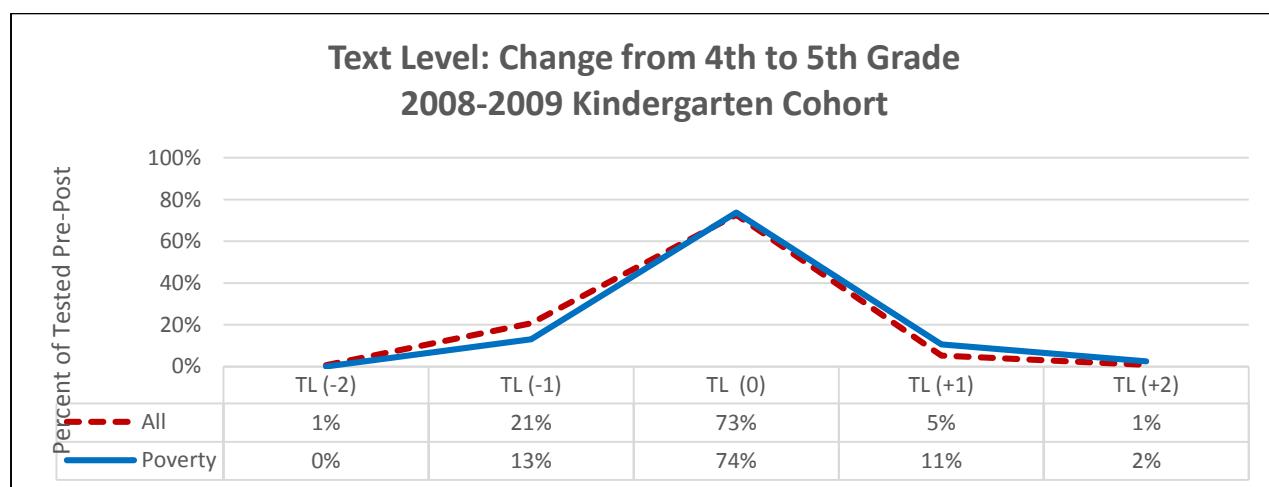


The purpose of this section is to note any difference in Text Level growth between “All Students” in the 2008-2009 Kindergarten Cohort and the “Poverty Students” in that group. What is displayed is one or more years of growth for 90 percent of “All Students” and 88 percent of “Poverty Students” in this sample of the cohort. Of the 1,316 students in this cohort, 376 students took both the 03 and 04 Text Level assessments during the winter administration. For the “Poverty Students” 91 out of 199 took both assessments.

The similarity of the lines on this graph represents a similar pattern of growth for the two groups. A large number of students from both groups experienced one year of growth **TL(0)** in one year and a moderate number of students gained two or more years of growth **TL(+1)** and **TL(+2)** in one year.

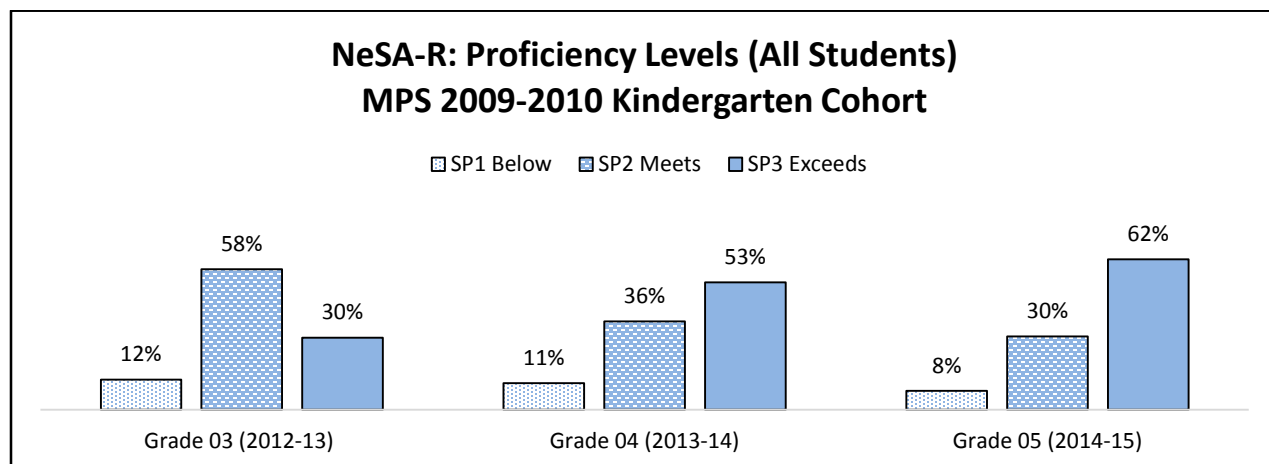


The following graph shows the same view for Text Level changes from 4th grade to 5th grade. The number of “All Students” that took both assessments was 483 out of 1,268 and the number of “Poverty Students” was 122 out of 188. Similar percentages of “All Students” and “Poverty Students” demonstrated one to three year’s growth **TL(0)**, **TL(+1)**, **TL(+2)** in one year.

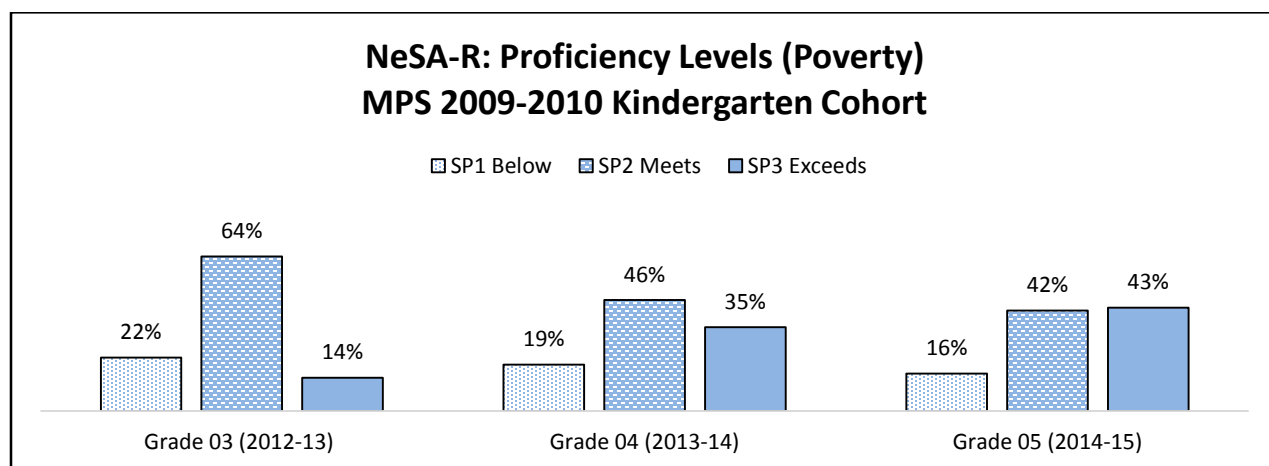


MPS 2009-2010 Kindergarten Cohort

The following charts provide information about reading skills for students who were in Kindergarten during the 2009-2010 school year. As noted in the charts below, these students were in Grade 03 in 2012-2013, Grade 04 in 2013-2014, and Grade 05 in 2014-2015. Similarities are demonstrated for the following two groups of students: 1) All students in the 2009-2010 Kindergarten Cohort, 2) Students with FRPL classification in the 2009-2010 Kindergarten Cohort.



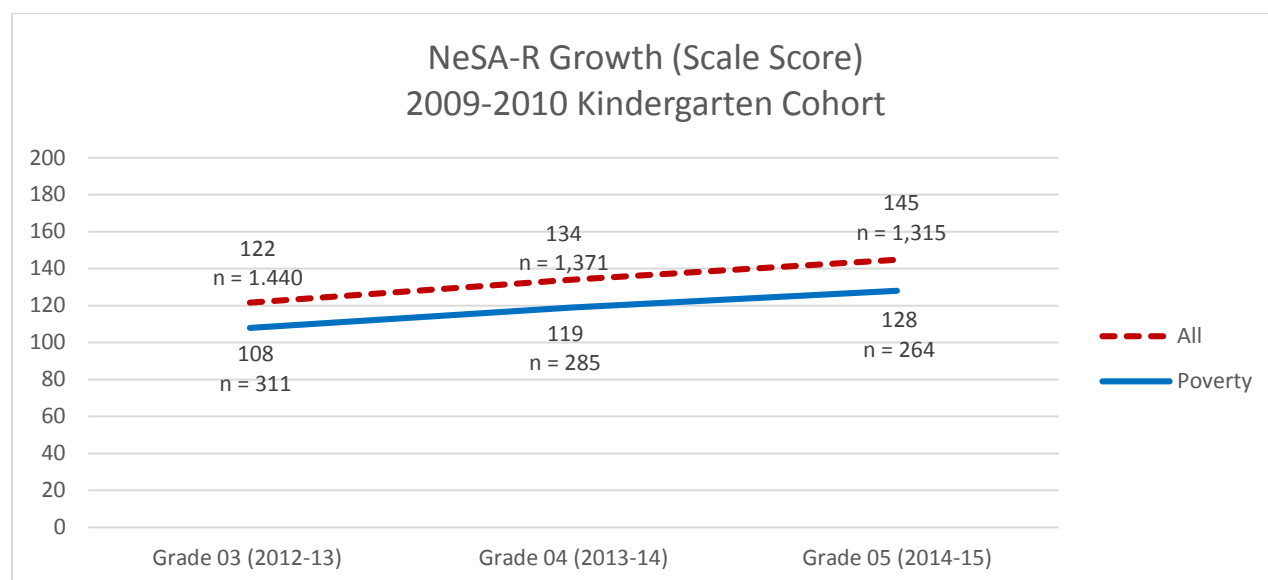
This “All Students” chart details the percent of students who performed at each proficiency level. It demonstrates a slow, but steady decrease in the percentage of students performing at the Below Proficient Level with 12% to 8% during the three years displayed here. There is an upward trend from 30% to 62% for number of students who performed at the Exceeds Level as this cohort of students progressed from third grade to fifth grade.



This “Poverty Students” chart details the percent of students who performed at each proficiency level. It demonstrates a small, but steady decreasing percentage of students performing at the Below Proficient Level with 22% to 16% during the three years displayed here. There is an upward trend for number of students who performed at the Exceeds Level from 14% to 43% as this cohort of students progressed from third grade to fifth grade.

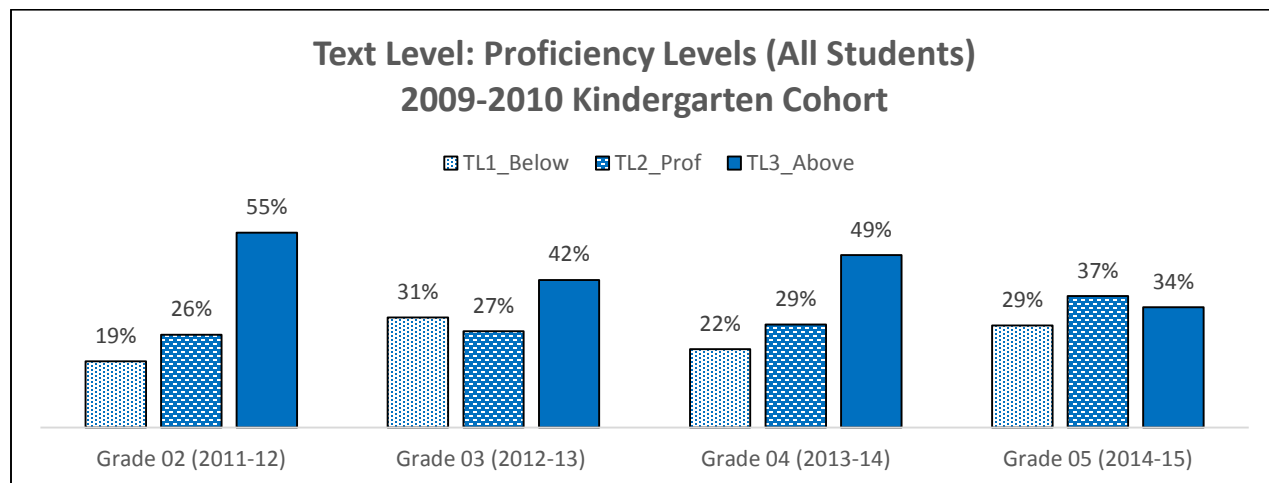
Academic Growth for the NeSA-R is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”.

For NeSA Scale Scores, one year’s growth is represented by the same scale score for consecutive years. An increase in scale score represents more than a year’s growth during one academic year. The chart below shows more than one year growth on an average at both fourth grade and fifth grade.

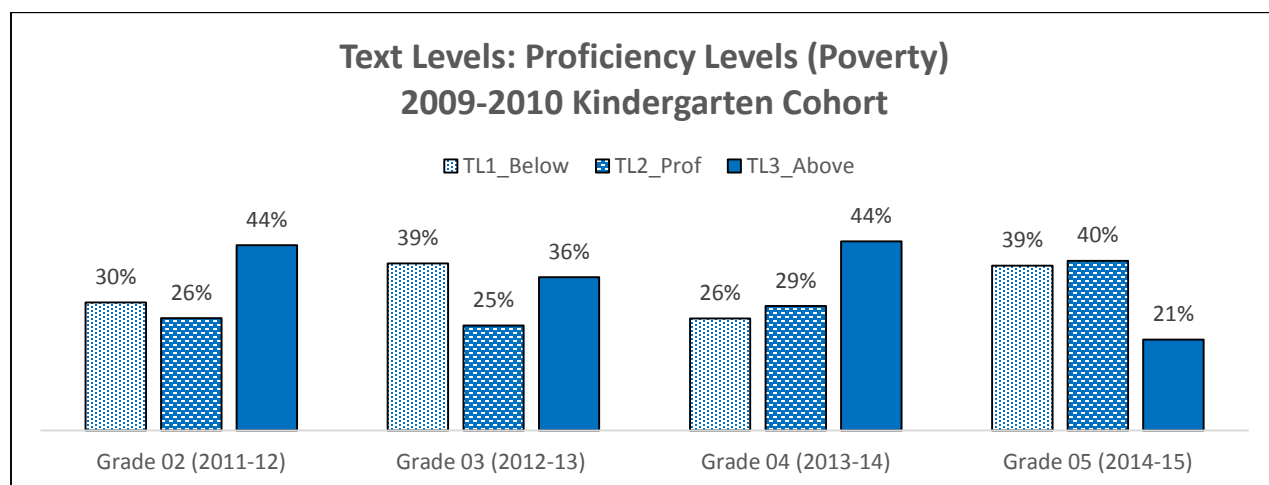


The gap between “All Students” and “Poverty Students” remains fairly consistent for this 2009-2010 Kindergarten Cohort of students

The following charts display data for the sample of students that have been assessed using the Fountas and Pinnell Text Level during the winter administration of this measure. These data include approximately sixty percent of “All Students” and fifty percent of “Poverty Students” over these three years. The number of students who were tested during the winter administrations during all three years was much lower.



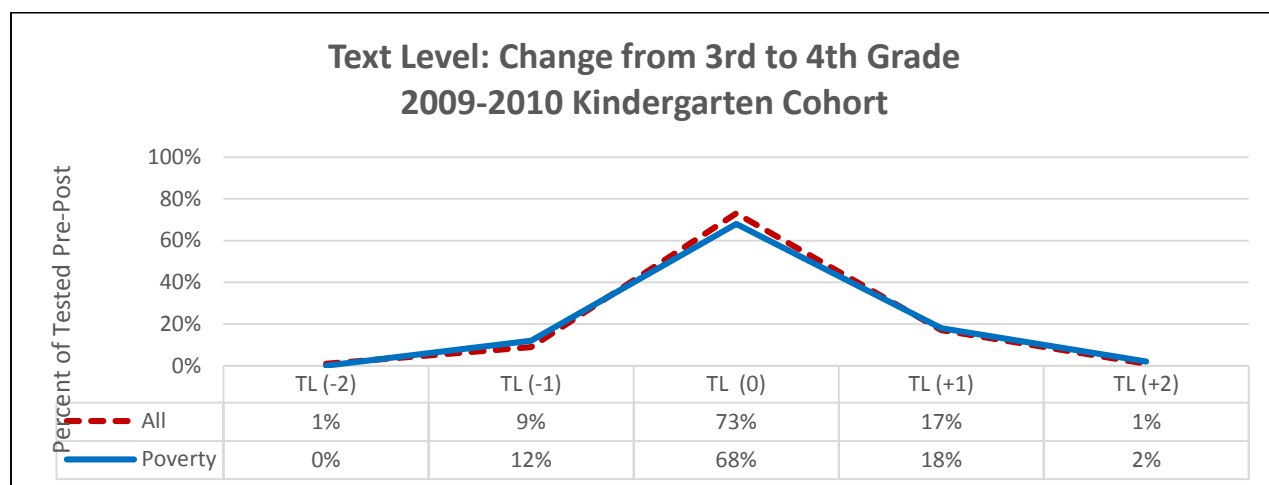
The “All Students” chart above details the percent of students (tested) who performed at each proficiency level. This data shows variation with the Below Proficient changing from 19% in 2011-12 to 31% in 2012-13, 22% in 2013-14, and back to 29% in 2014-15. The percent of students who performed at the Exceeds Level changed from 55%, down to 42%, up to 49%, and down to 34%. A similar pattern is seen in the Text Level Data for “Poverty Students” in the chart below. The lack of consistency of students assessed during winter administration is a probable cause for this variation.



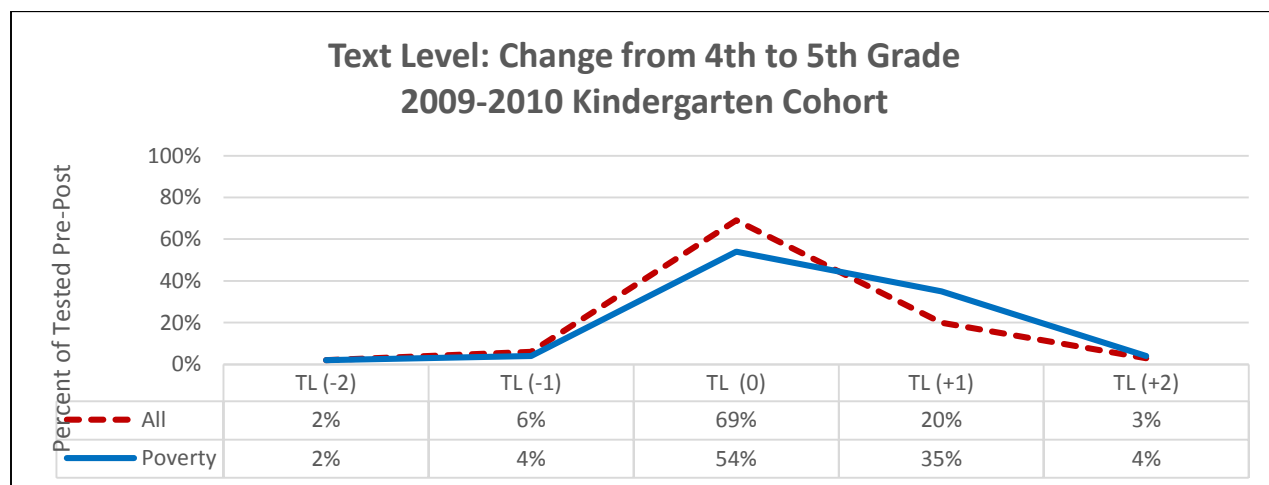
The purpose of this section is to note any difference in Text Level growth between “All Students” in the 2009-2010 Kindergarten Cohort and the “Poverty Students” in that group.

What is displayed in the 3rd to 4th grade graph is one or more years of growth for 91percent of “All Students” and 88 percent of “Poverty Students” in this sample of the cohort. Of the 1,371 students in this cohort, 547 students took both the 03 grade and 04 grade Text Level Assessments during the winter administration. For the “Poverty Students” 152 out of 285 took both assessments.

The similarity in the lines on this graph indicates that a large number of “All Students” and large number of “Poverty Students” in this sample experienced one **TL(0)**, two **TL(+1)**, or three **TL(+2)** years of growth in one year from 3rd grade to 4th grade.

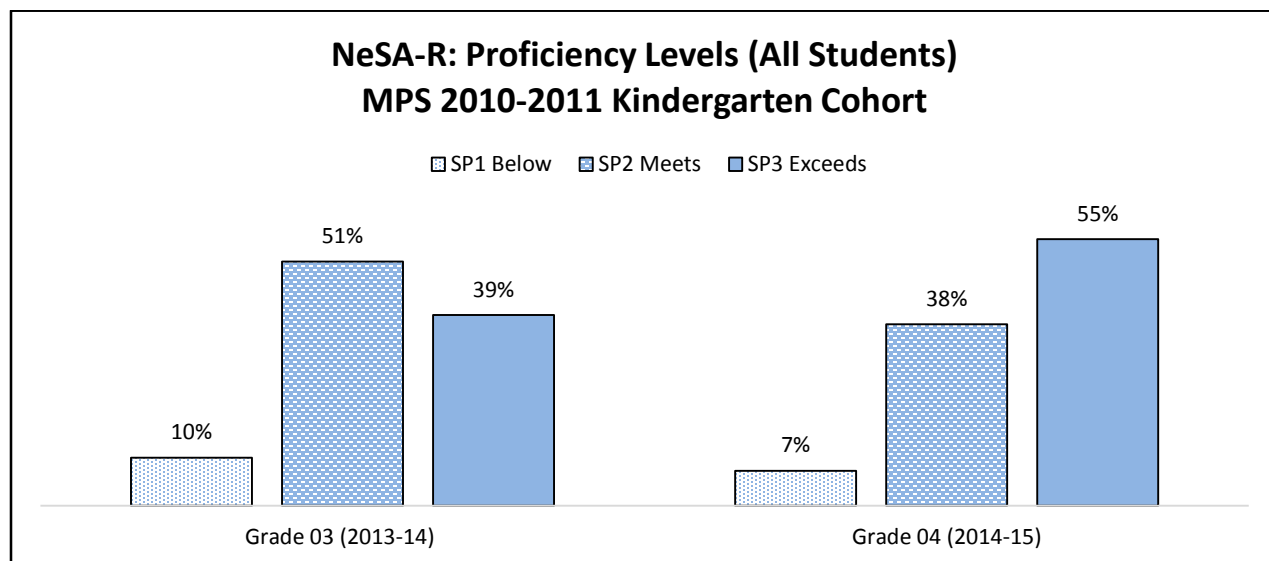


The 4th to 5th grade graph shows one or more years of growth for 92percent of “All Students” and 94 percent of “Poverty Students” in this sample of the cohort. The difference in the lines on this graph indicates that a larger percentage of “Poverty Students” in this sample experienced two years of growth in one year **TL(+1)** and a larger percentage of the “All Students” in this sample experienced one year of growth **TL(0)** in one year.

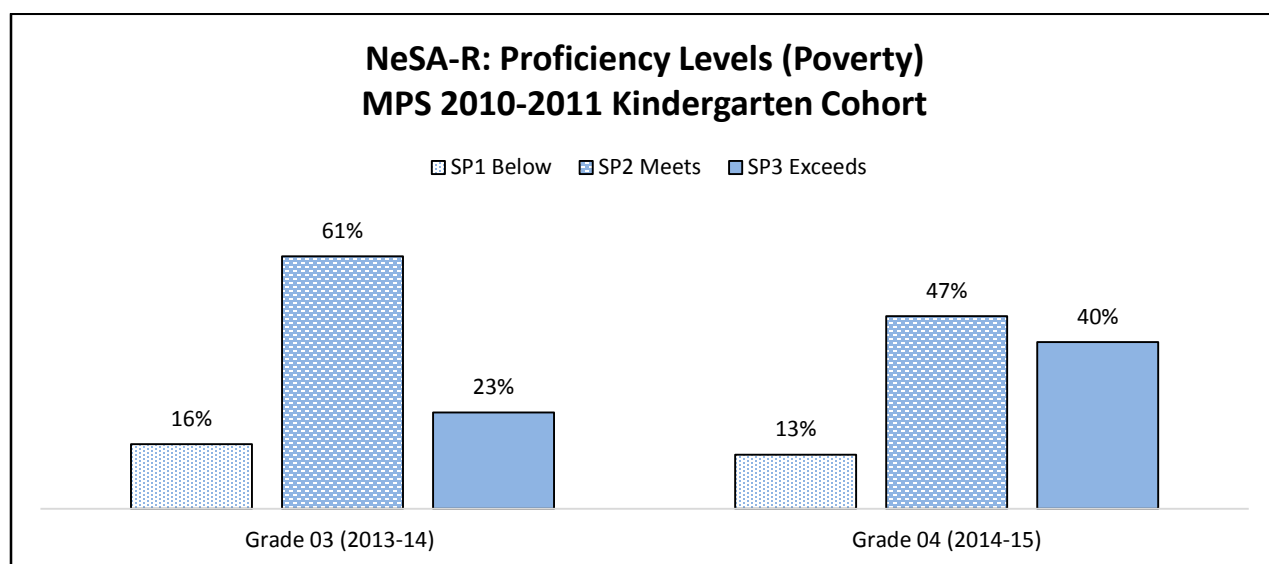


MPS 2010-2011 Kindergarten Cohort

The following charts provide information about reading skills for students who were in Kindergarten during the 2010-2011 school year. As noted in the charts below, these students were in Grade 03 in 2013-2014 and Grade 04 in 2014-2015. Similarities are demonstrated for the following two groups of students: 1) All students in the 2010-2011 Kindergarten Cohort, 2) Students with FRPL classification in the 2010-2011 Kindergarten Cohort



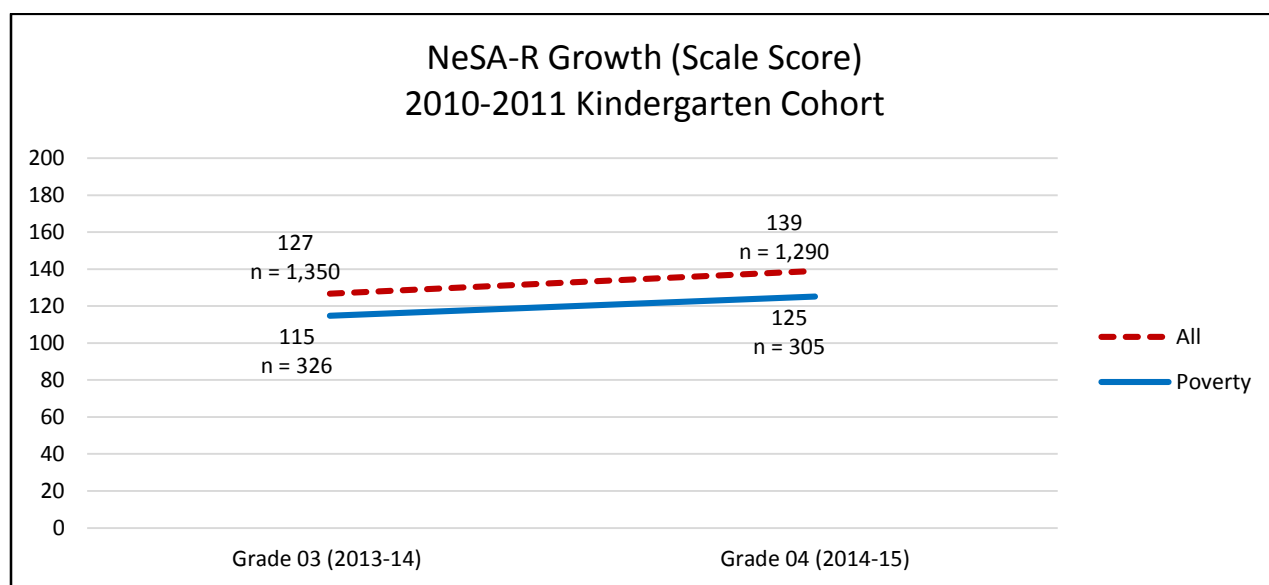
This “All Students” chart details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 10% in 2013-14 to 7% in 2014-15. The increase in students who performed at the Exceeds Level was from 39% to 55%.



This “Poverty Students” chart details the percent of students who performed at each proficiency level. It demonstrates a decrease in students performing at the Below Proficient Level from 16% in 2013-14 to 13% in 2014-15. The increase in students who performed at the Exceeds Level was from 23% to 40%.

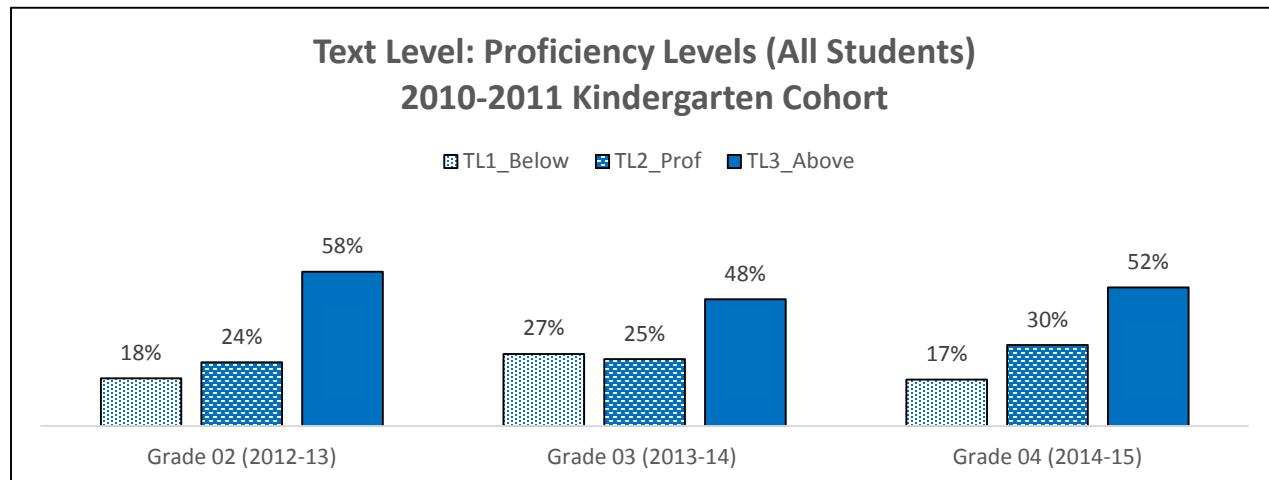
Academic Growth for the NeSA-R is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”. For NeSA scale scores, one year’s growth is represented by the same scale score for both years. The chart below shows more than one year growth in one year from 3rd grade to 4th grade for both groups of students.

For NeSA Scale Scores, one year’s growth is represented by the same scale score for consecutive years. An increase in scale score represents more than a year’s growth during one academic year. The chart below shows more than one year growth on an average at fourth grade.

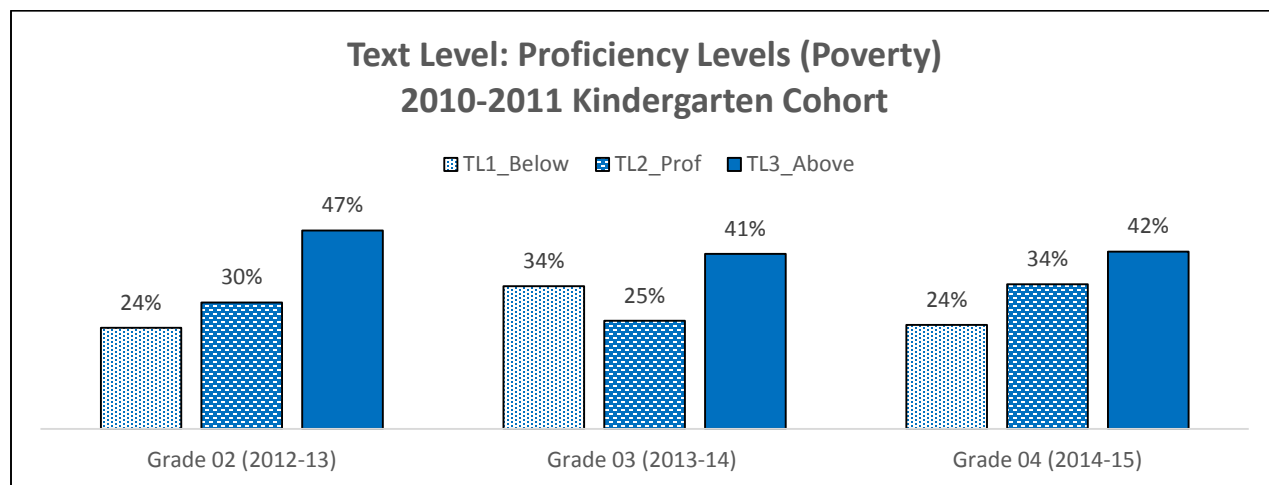


The gap between “All Students” and “Poverty Students” is fairly consistent from 2013-14 to 2014-15 for this 2010-2011 Kindergarten Cohort of students.

The following charts display data for the sample of students that have been assessed using the Fountas and Pinnell Text Level measure during the winter administration of this measure. These data include approximately sixty percent of “All Students” and fifty percent of “Poverty Students” over these three years. The number of students who were tested during the winter administrations during all three years was much lower.

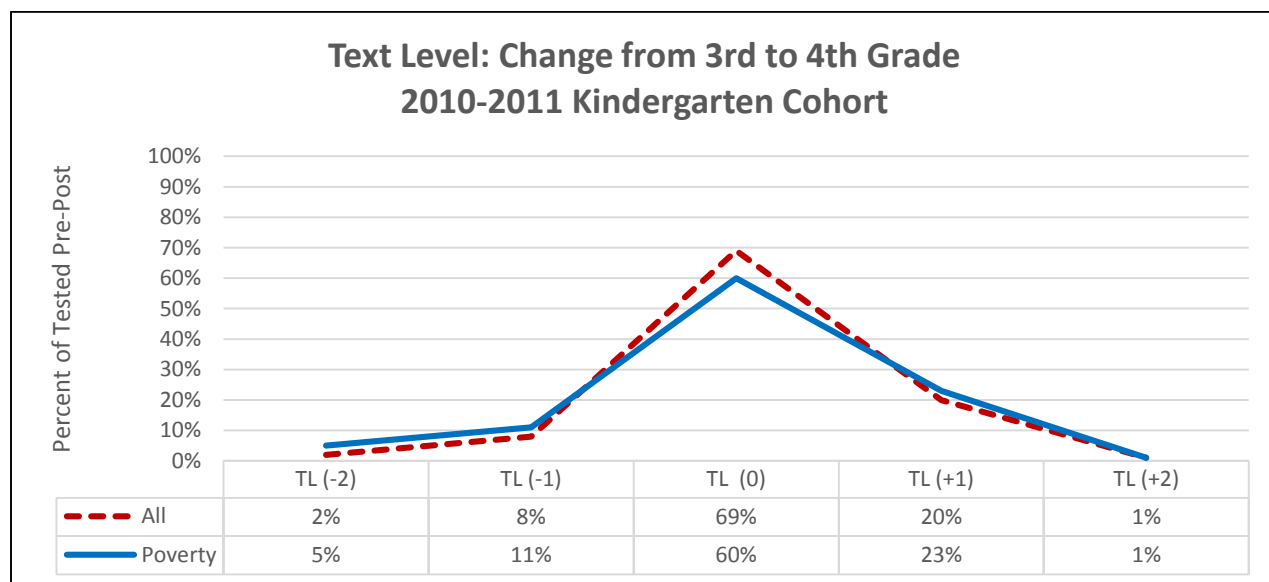


The “All Students” chart above details the percent of students (tested) who performed at each proficiency level. This data shows variation with the Below Proficient changing from 18% in 2012-13 to 27% in 2013-14 and 17% in 2014-15. The percent of students who performed at the Exceeds Level changed from 58% down to 48% and back up to 52%. A similar pattern is seen in the Text Level Data for “Poverty Students” in the chart below. The lack of consistency of students assessed during these times is a probable cause for this variation.



The purpose of this section is to note any difference in Text Level growth between “All Students” in the 2010-2011 Kindergarten Cohort and the “Poverty Students” in that group. What is displayed is one or more years of growth for 90 percent of “All Students” and 84 percent of “Poverty Students” in this sample of the cohort. Of the 1,290 students in this cohort, 454 students took both the 03 and 04 Text Level Assessments during the winter administrations. For the “Poverty Students” 130 out of 305 took both assessments.

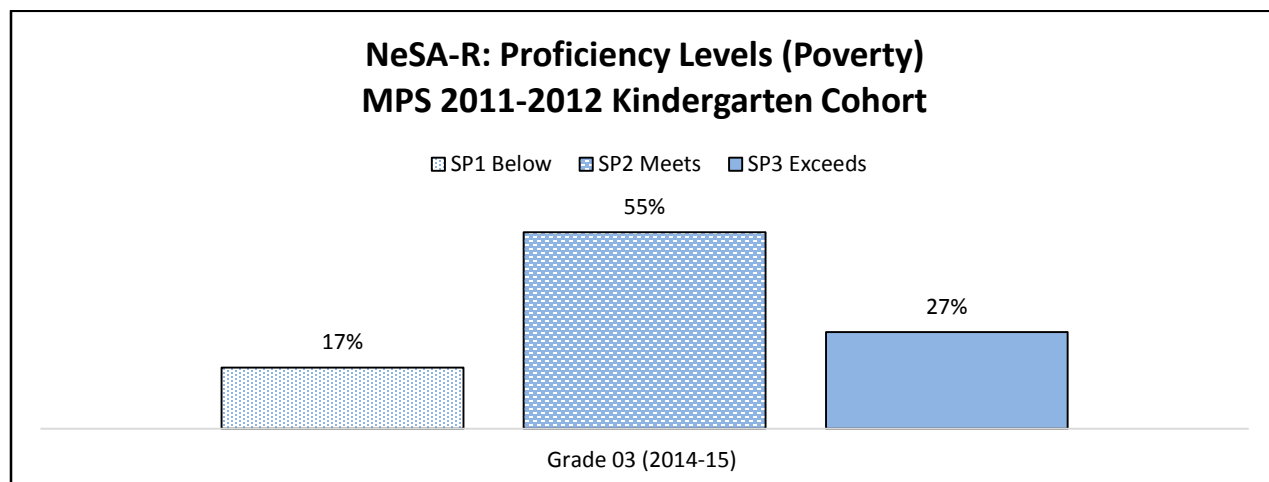
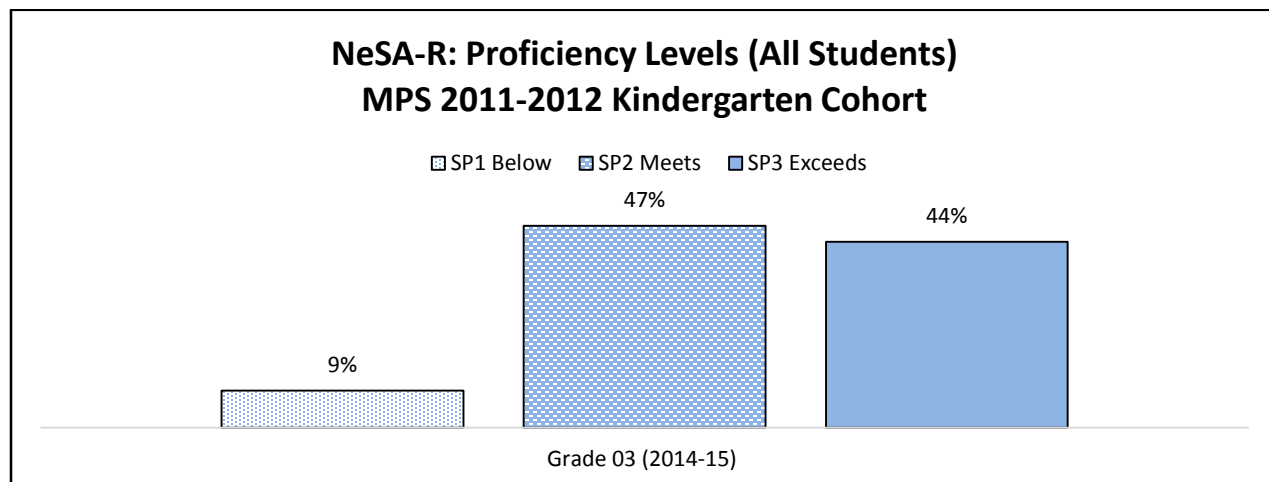
The similarity of the lines on this graph represents a similar pattern of growth for the two groups. A large number of students from both groups experienced one year of growth **TL(0)** in one year and a moderate number of students gained two or more years of growth **TL(+1)** and **TL(+2)** in one year.



MPS 2011-2012 Kindergarten Cohort

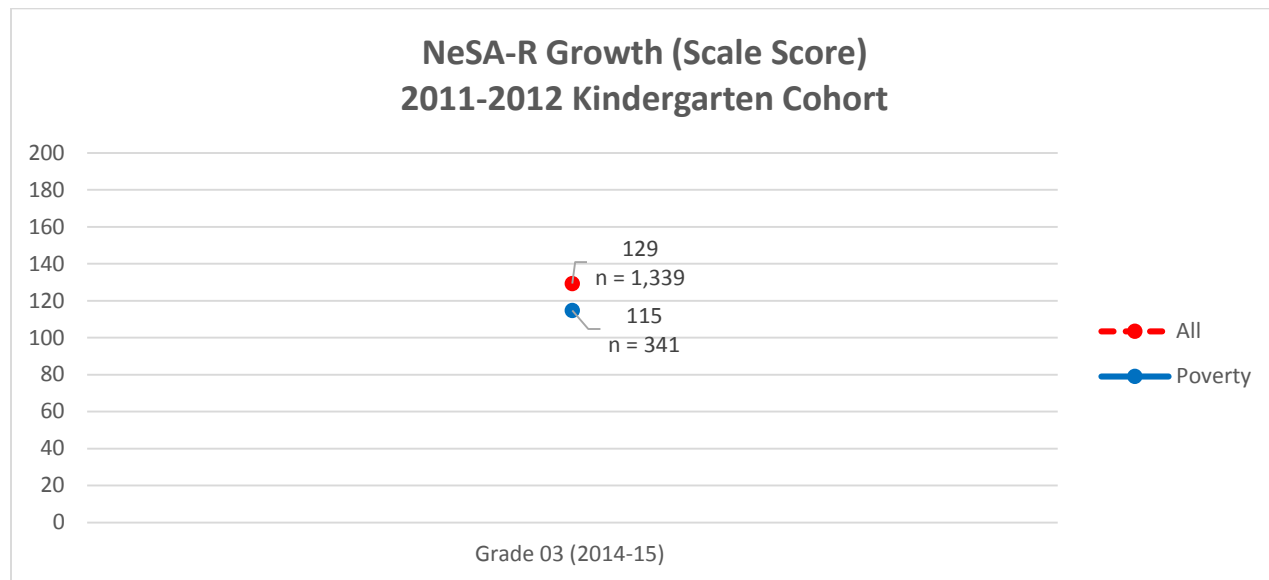
The following charts provide information about reading skills for students who were in Kindergarten during the 2011-2012 school year. As noted in the charts below, these students were in Grade 03 in 2014-2015. Similarities are demonstrated for the following two groups of students: 1) All students in the 2011-2012 Kindergarten Cohort, 2) Students with FRPL classification in the 2011-2012 Kindergarten Cohort.

This cohort only completed the third grade by the end of the 2014-2015 school year, and therefore has a limited amount of data available to make assumptions about achievement and growth.

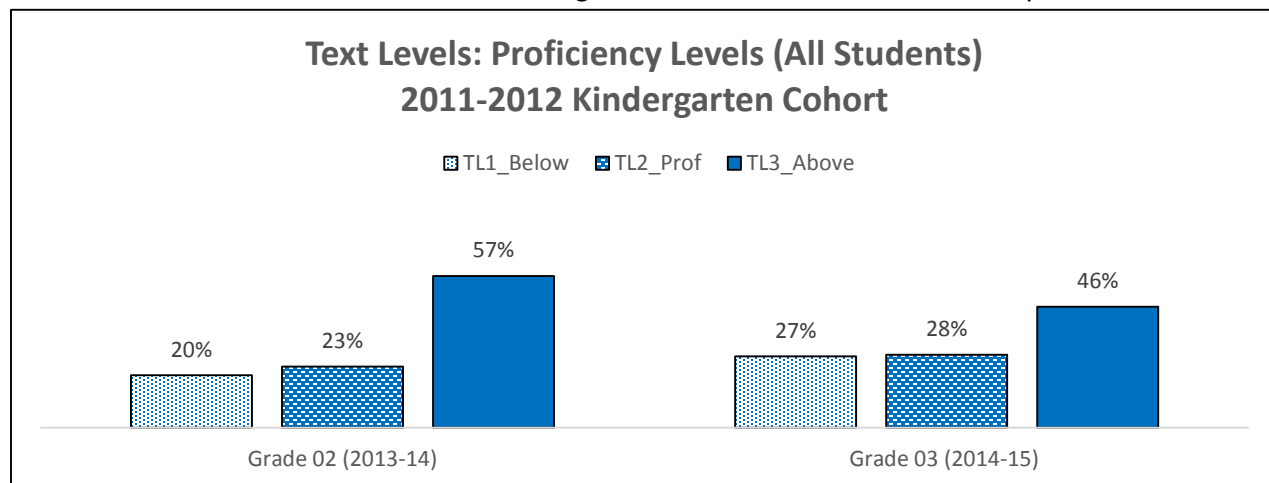


These charts detail the percent of students who performed at each proficiency level. It demonstrates the difference in “All Students” and “Poverty Students” in terms of percent at each proficiency level.

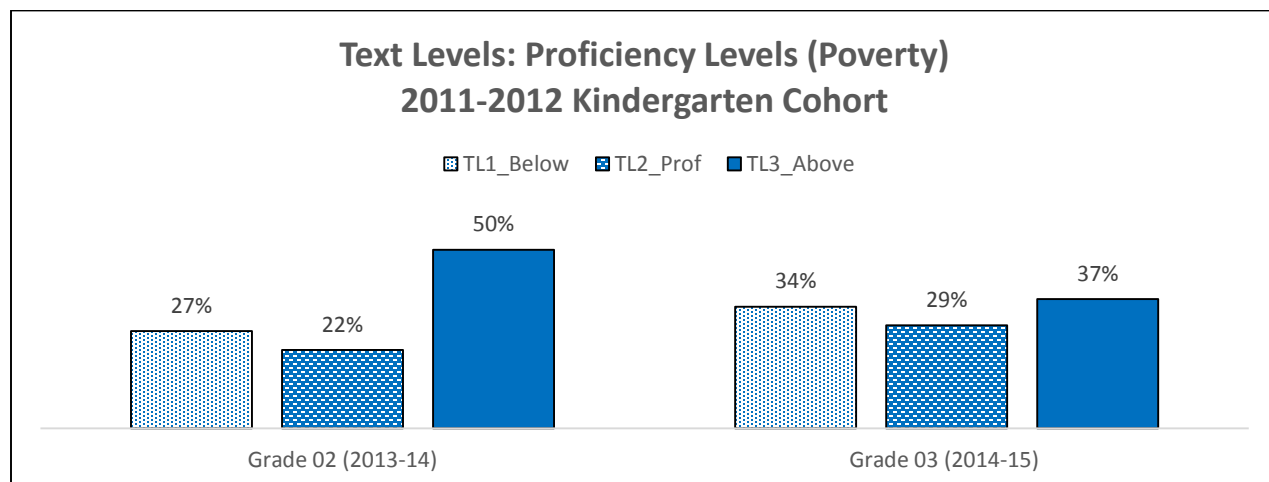
Academic Growth for the NeSA-R is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”. The gap between “All Students” and “Poverty Students” for one year is similar to that seen at third grade for the other Kindergarten Cohorts.



The following charts display data for the sample of students that have been assessed using the Fountas and Pinnell Text Level during the winter administration of this measure. These data include approximately seventy percent of “All Students” and sixty percent of “Poverty Students” over two years. The number of students who were tested during the winter administrations for both years was lower.



The “All Students” chart above details the percent of students (tested) who performed at each proficiency level. This data shows variation with the Below Proficient changing from 20% in 2013-14 to 27% in 2014-15. The percent of students who performed at the Exceeds Level changed from 57% to 46%. A similar pattern is seen in the Text Level Data for “Poverty Students” in the chart below. The lack of consistency of students assessed during these times is a probable cause for this variation.



Mathematics:

The measures used to provide insight into mathematics skill for students of poverty include the State reading test, NeSA-M, and the district benchmark assessment, Scholastic Math Inventory (referred in this document as SMI). Both of these measures will be represented by two views: Proficiency Levels and a more global view that gives insight into academic growth. Most of the students in the District take both the NeSA-M and SMI. Occasions in the fall, winter and spring exist for SMI administration. Data from winter and spring administration were selected for this report.

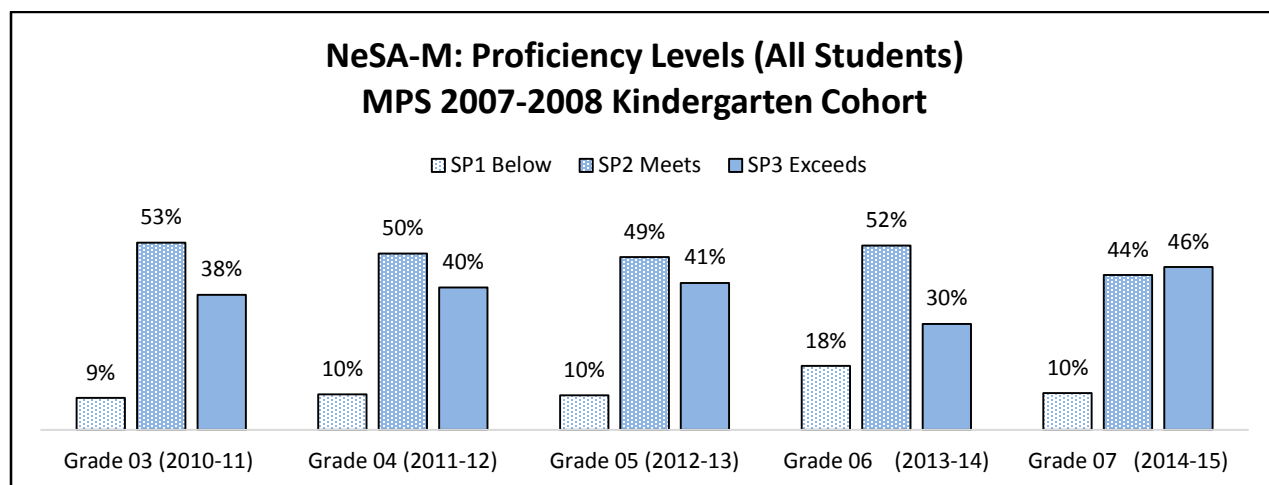
For NeSA-M, the more global view is provided through average scale scores. A scale score represents each student's unique score and is based on a 200 point scale with 200 being a perfect score on the test. For scale scores, a year's growth is demonstrated by similar scores in consecutive years.

For SMI, the more global view is represented by average Quantile Scores. A Quantile Score is similar to a scale score. However, to show a year's growth scores should increase according to the standard set by Scholastic. To interpret the meaning of the Quantile Scores the MPS average Quantile scores are compared to SMI On-Level Quantile Scores in the visualization of these data. **Millard Public Schools' district benchmark assessment for mathematics, Scholastic Mathematics Inventory (SMI), scores for MPS students of poverty as well as all MPS students are near the On-level Target Scores provided by SMI for the winter administration of that benchmark measure and consistently above the On-Level Target Scores for the spring administration.**

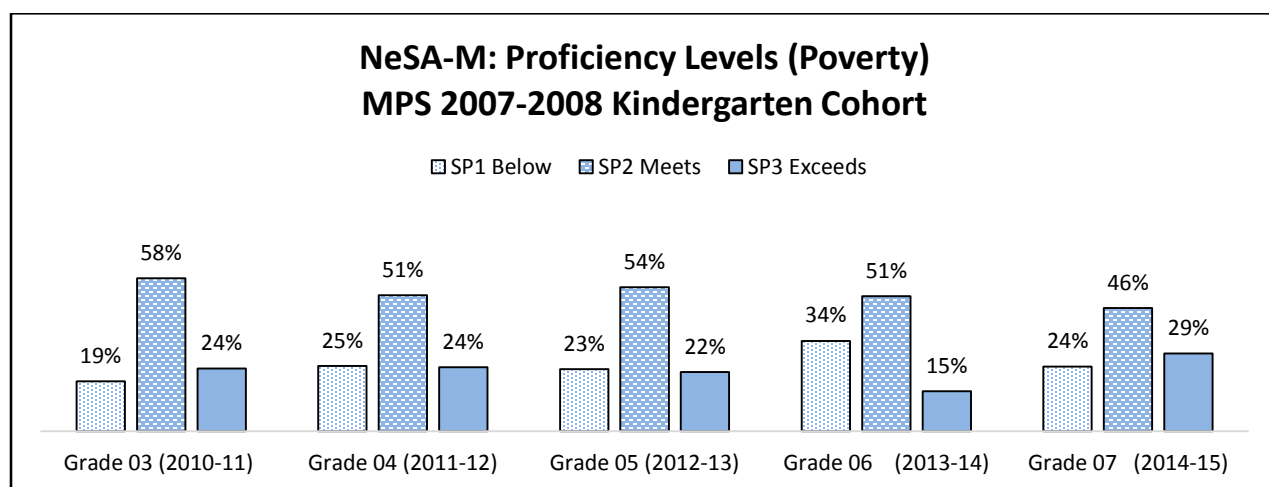
The information from these measures is separated into the five cohorts (Kindergarten 2007-2008, Kindergarten 2008-2009, Kindergarten 2009-2010, Kindergarten 2010-2011, and Kindergarten 2011-2012) to provide a more accurate picture of achievement over time for each of these specific groups of students.

MPS 2007-2008 Kindergarten Cohort

The following charts provide information about mathematics skills for students who were in Kindergarten during the 2007-2008 school year. As noted in the charts below, these students were in Grade 03 in 2010-2011, Grade 04 in 2011-2012, Grade 05 in 2012-2013, Grade 06 in 2013-14, and Grade 07 in 2014-15. Similarities are demonstrated for the following two groups of students: 1) All students in the 2007-2008 Kindergarten Cohort, 2) Students with FRPL classification in the 2007-2008 Kindergarten Cohort.

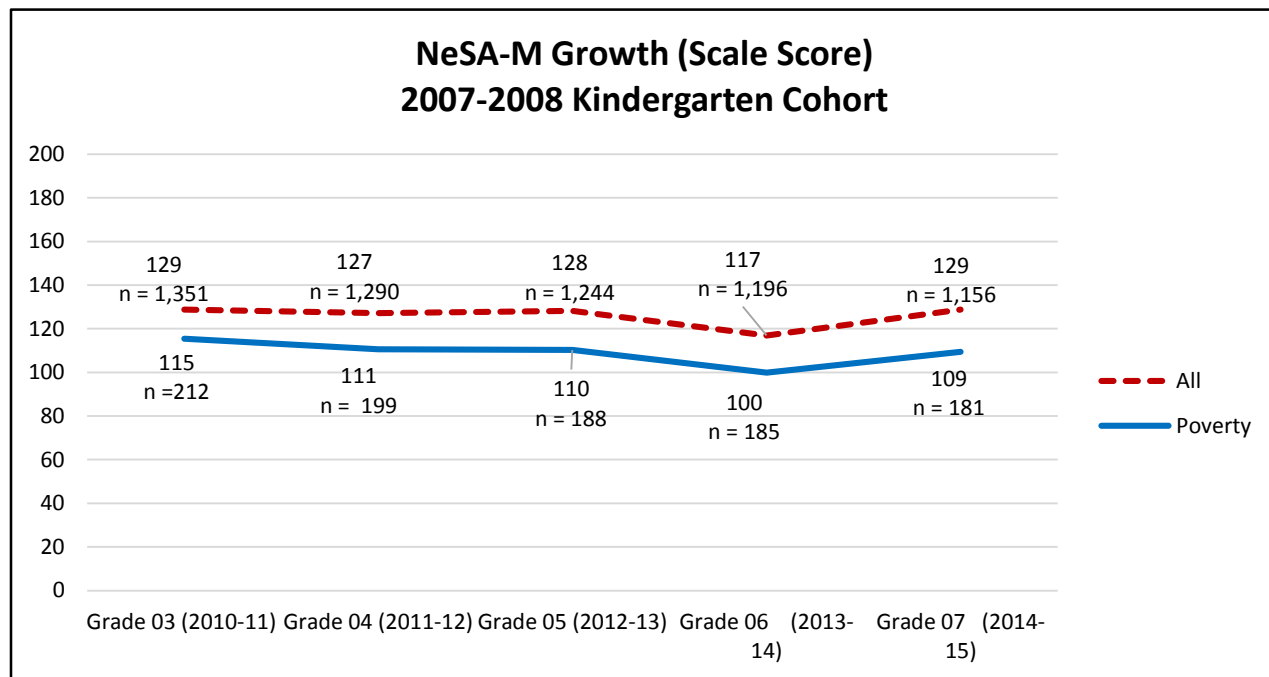


The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates consistency in students performing at the Below Proficient Level from 9% to 10% with the exception of 6th grade in 2013-14. A positive trend is shown by the students who performed at the Exceeds Level changing from 38% in 2010-11 to 46% in 2014-15 with a sixth grade dip in 2013-14.



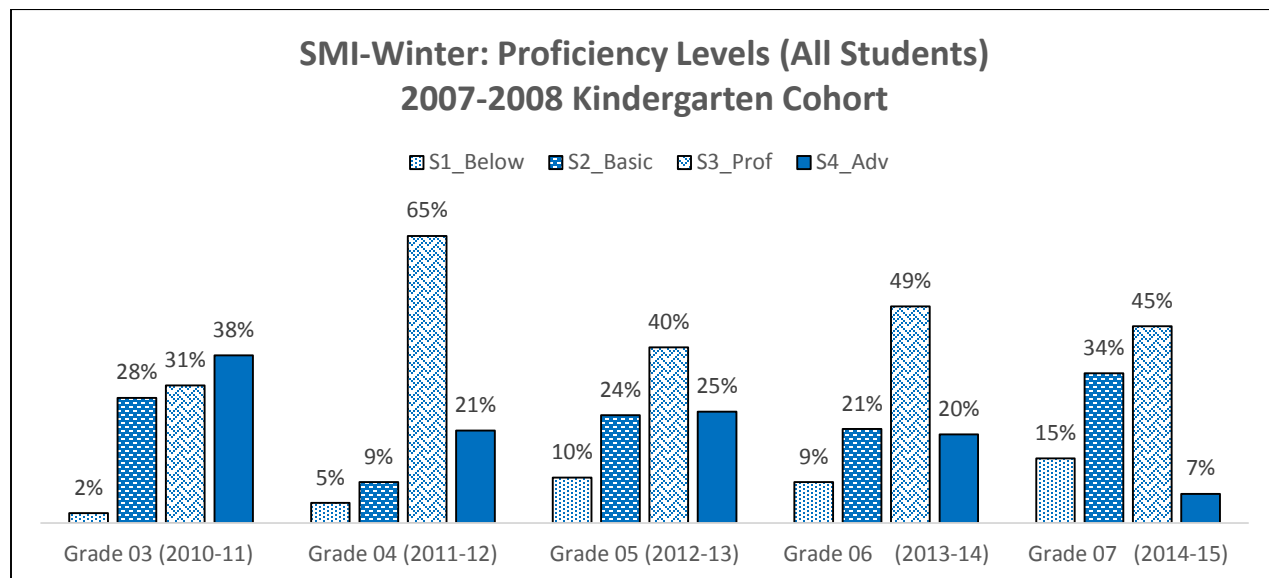
The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight increase in students performing at the Below Proficient Level from 20% in 2010-11 to 24% in 2014-15. A slight decrease in students who performed at the Exceeds Level was from 24% to 29%. As with “All Students” sixth grade scores are not consistent with other years.

Academic Growth for the NeSA-M is based on scale score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”. For NeSA scale scores, one year’s growth is represented by the same scale score for both years. For the five years represented in this chart, approximately one year growth per each year is reported.

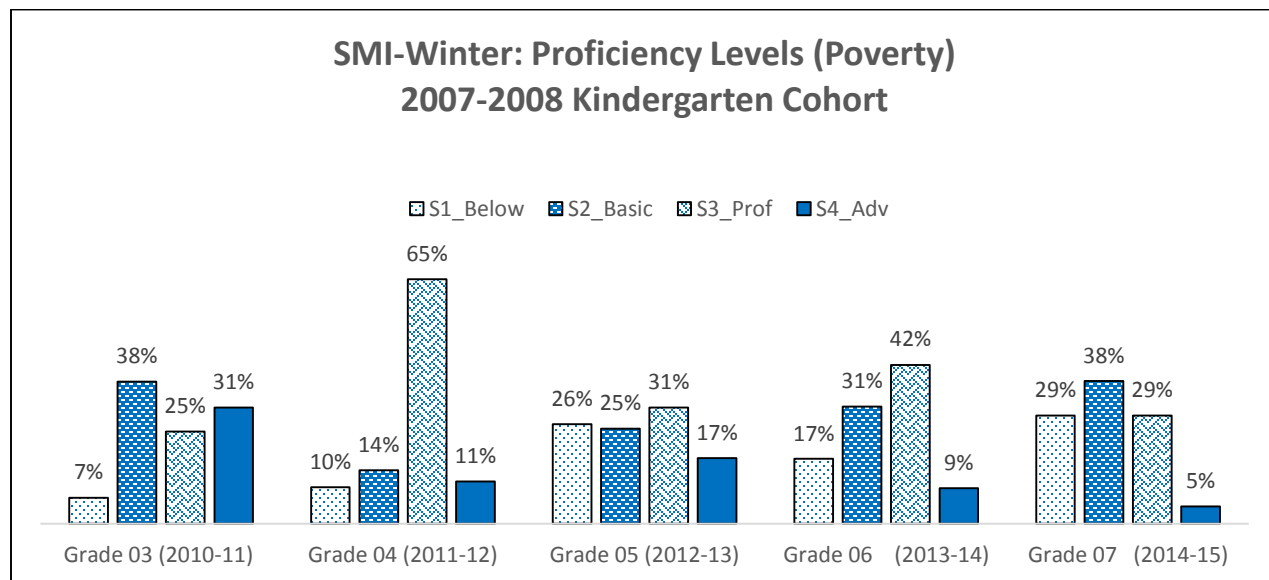


The gap between “All Students” and “Poverty Students” increased slightly from 2010-11 to 2014-15 for this 2007-2008 Kindergarten Cohort of students. For both groups of students the average scale score stayed nearly the same during this time.

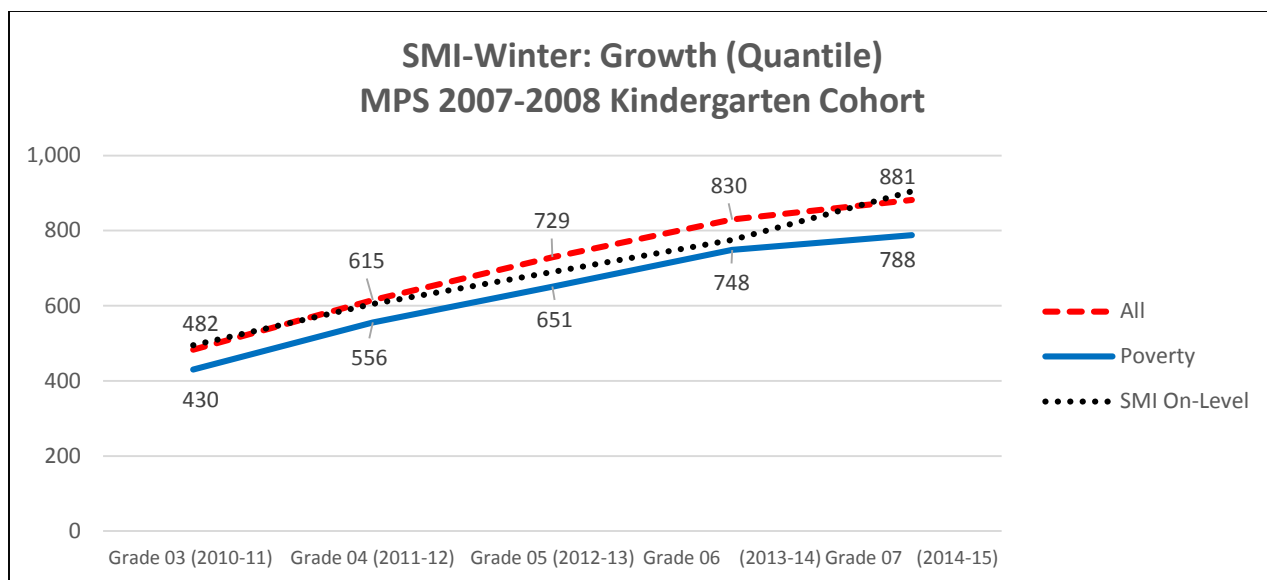
The SMI has been taken by almost all MPS elementary students since the 2010-2011 school year. Data is available for grades three through seven for the 2007-2008 Kindergarten Cohort.



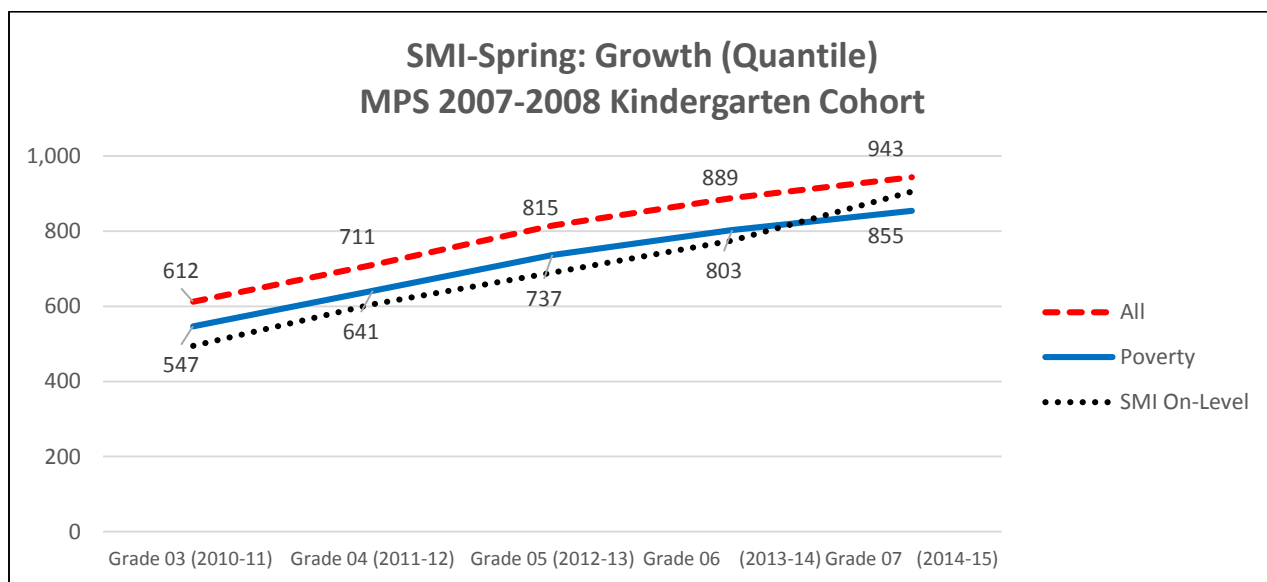
The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates an increase in students performing at the Below Proficient Level from 3% in 2010-11 to 15% in 2014-15. The students who performed at the Exceeds Level decreased from 38% to 7% during that time.



The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates an increase in students performing at the Below Proficient Level from 7% in 2010-11 to 29% in 2014-15. The students who performed at the Exceeds Level decreased from 31% to 5% during that time. The pattern of change is the same for “All Students” and “Poverty Students” for this Cohort.

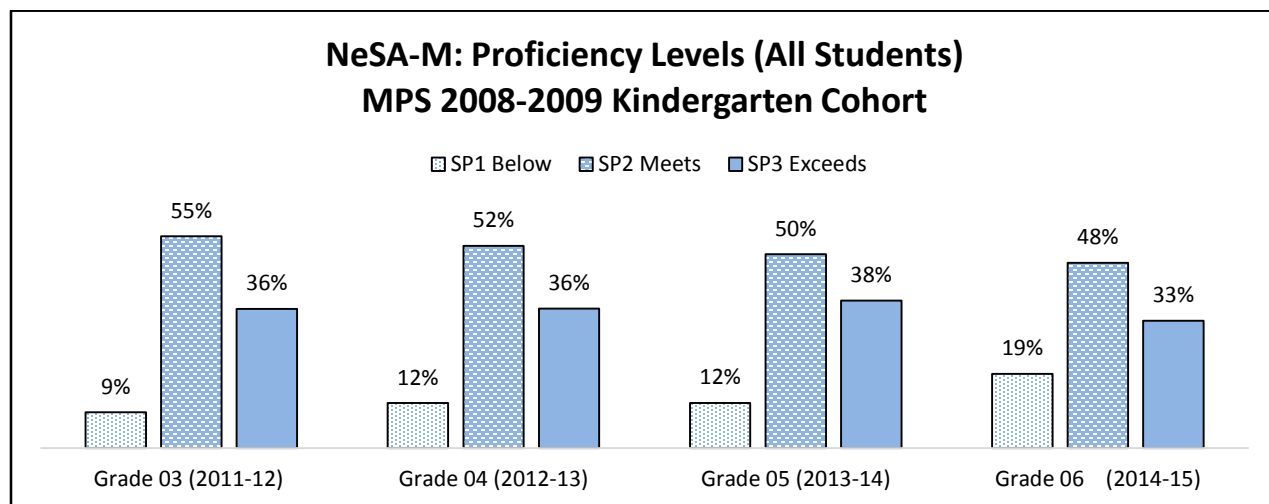


The winter measure (above) and spring measure (below) are provided to show the mathematics growth seen through the SMI. SMI Quantile scores for “All Students” are right around the SMI On-Level line for the winter measure and above that line for the spring measure at all grade levels. The “Poverty Students” are below the SMI On-Level line for the winter measure and above the On-Level line for all grades except 7th grade for the spring measure.

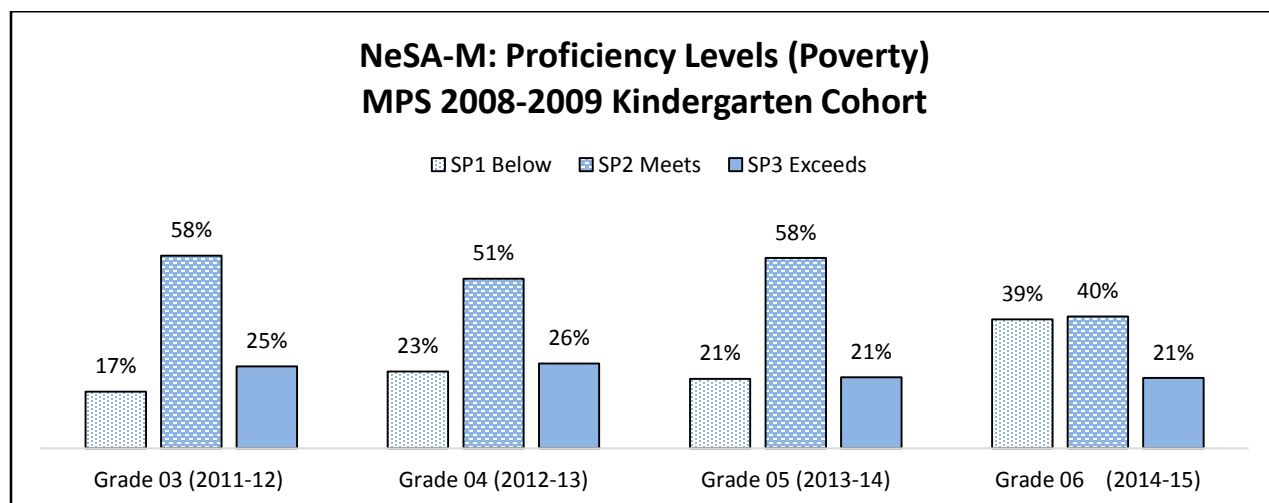


MPS 2008-2009 Kindergarten Cohort

The following charts provide information about mathematics skills for students who were in Kindergarten during the 2008-2009 school year. As noted in the charts below, these students were in Grade 03 in 2011-12, Grade 04 in 2012-13, Grade 05 in 2013-14, and Grade 06 in 2014-15. Similarities are demonstrated for the following two groups of students: 1) All students in the 2008-2009 Kindergarten Cohort, 2) Students with FRPL classification in the 2008-2009 Kindergarten Cohort.

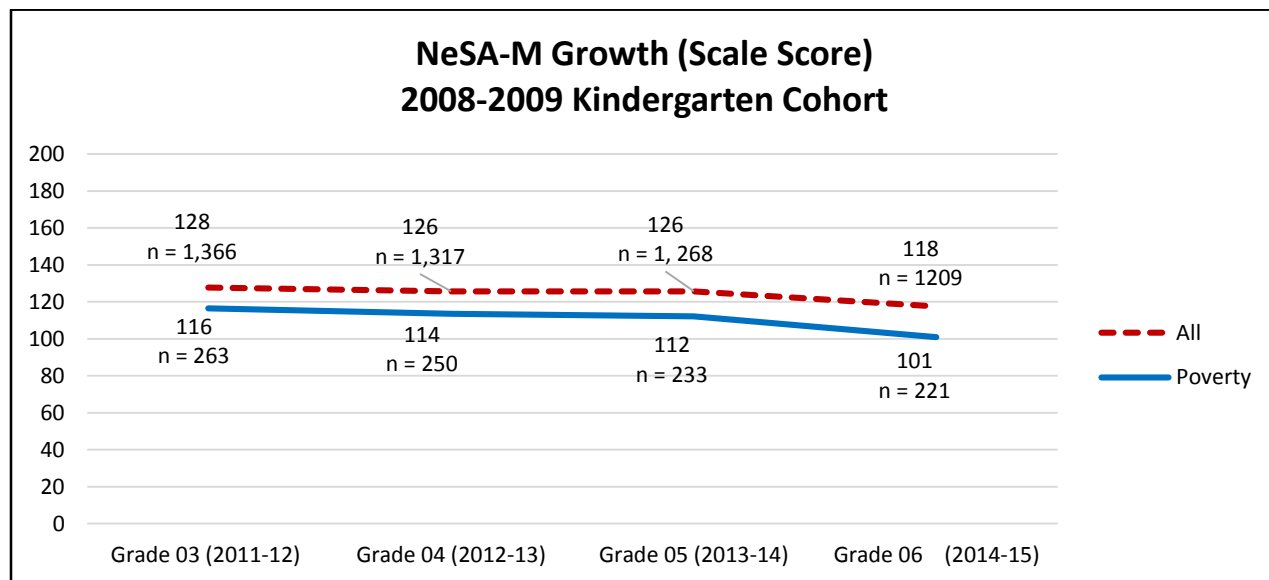


The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates an increase in students performing at the Below Proficient Level from 9% in 2011-12 to 19% in 2014-15. The percent of students performing at the Exceeds Level has remained relatively constant.



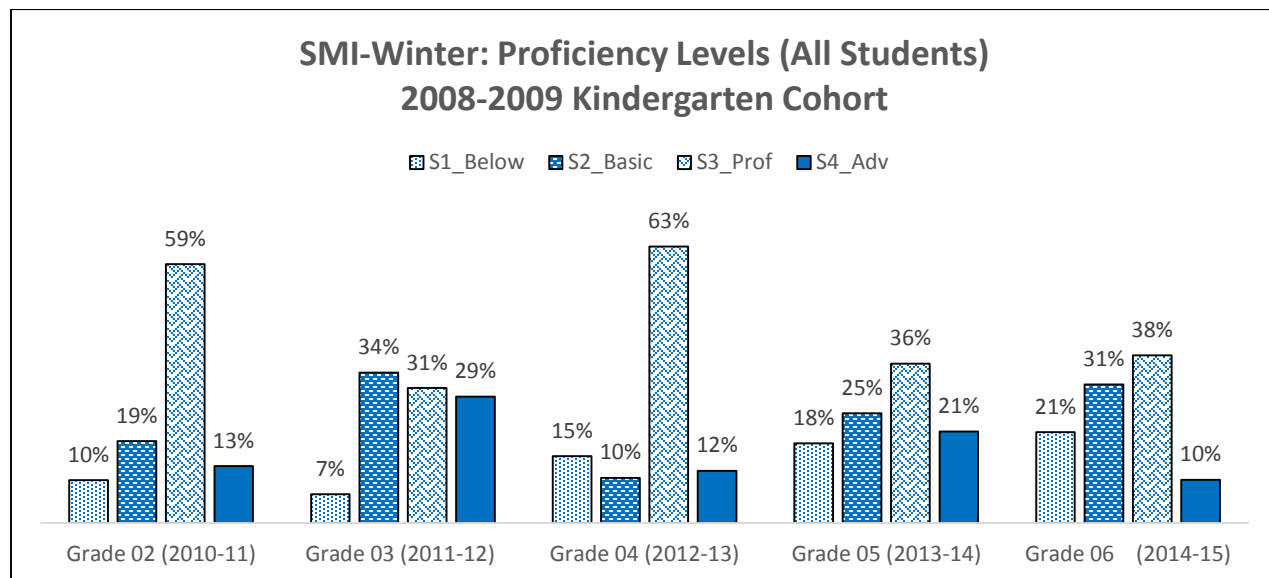
The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It shows relatively consistent scores for students performing at the Below Proficient Level with the exception of sixth grade where it rose to 39% in 2014-15. The number of students who performed at the Exceeds Level has been relatively consistent.

Academic Growth for the NeSA-M is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”. For scale scores, one year’s growth is represented by the same scale score for both years. The scale scores for both groups are fairly consistent with the exception of sixth grade where a dip in average scale scores is seen for both groups.

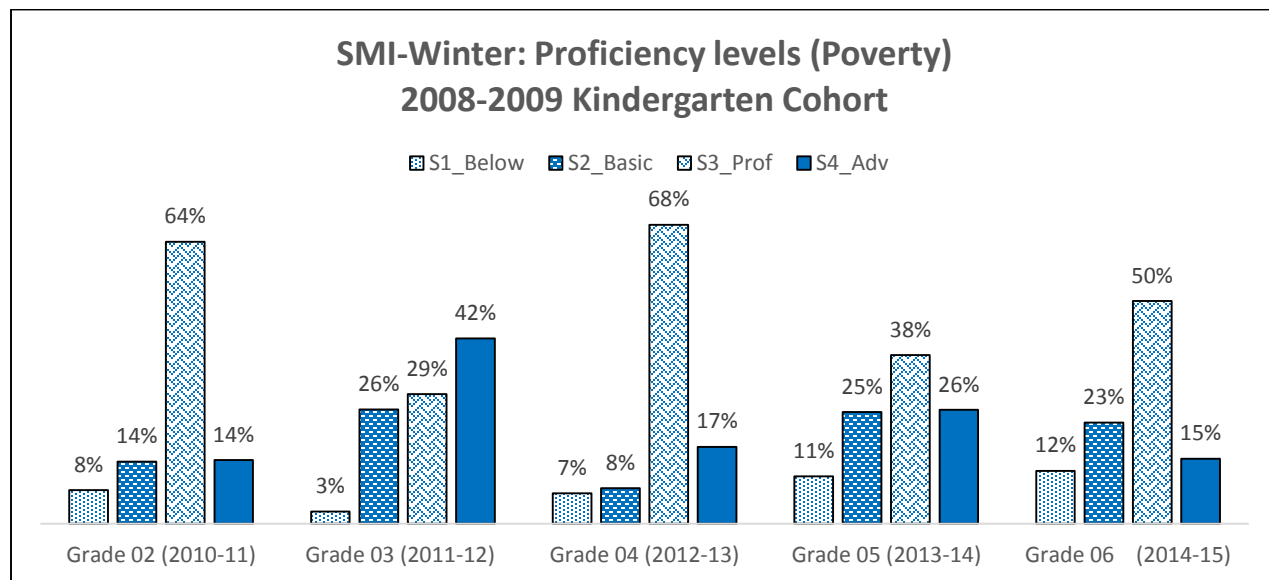


The gap between “All Students” and “Poverty Students” was similar from 2011-12 to 2013-14 with a bit of an increase in 2014-15 for this 2008-2009 Kindergarten Cohort of students. For both groups of students the average scale score decreased during this time.

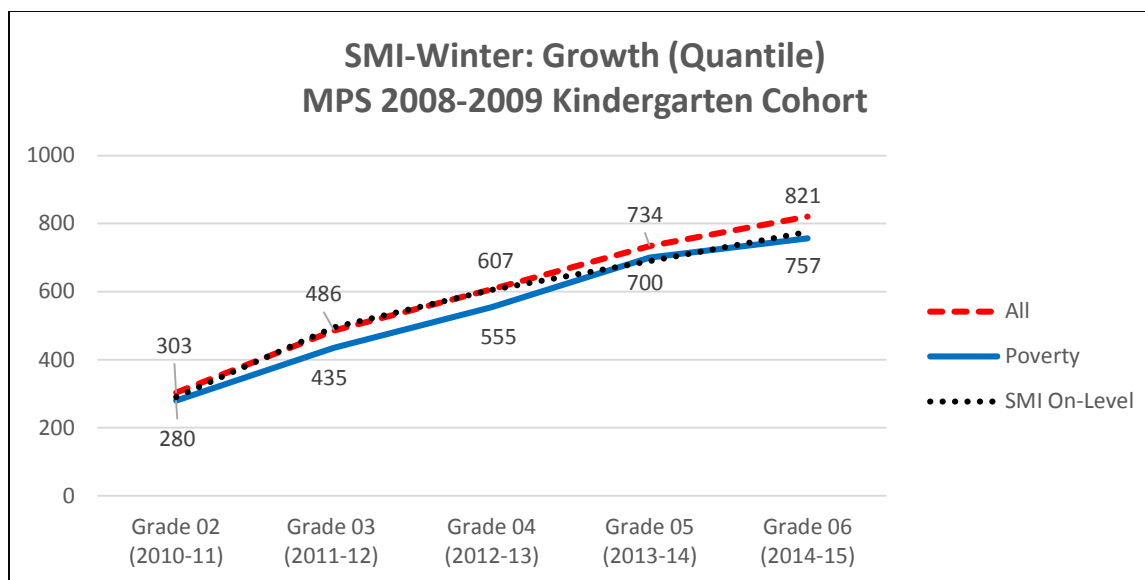
The SMI has been taken by almost all MPS elementary students since the 2010-2011 School Year. Data is available for grades second grade through sixth grade for the 2008-2009 Kindergarten Cohort.



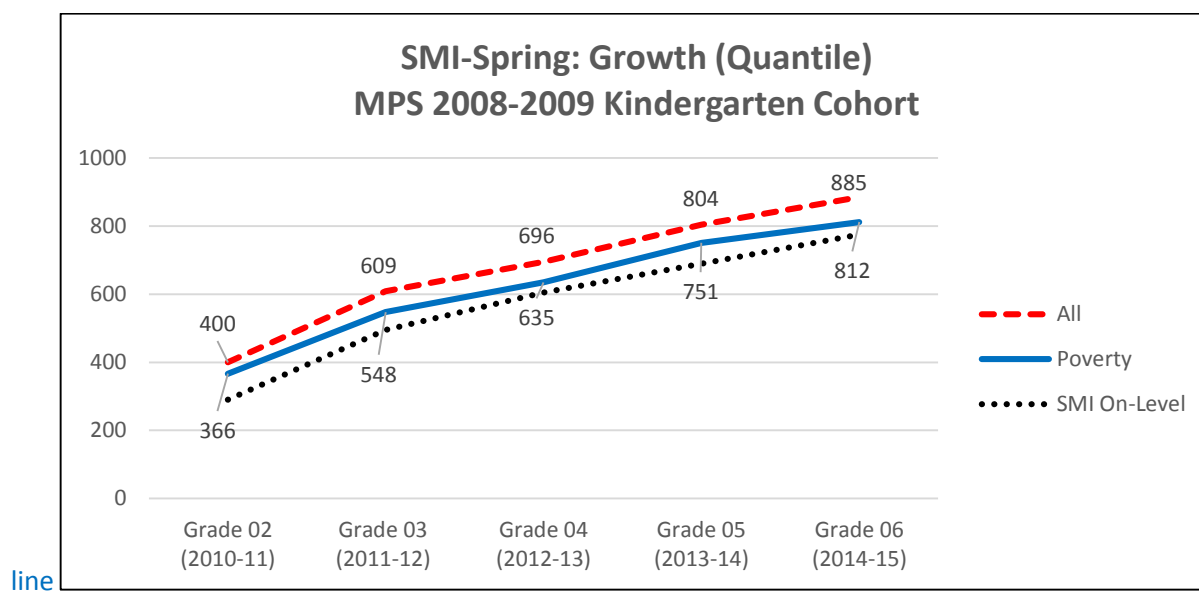
The “All Students” chart above details the percent of students who performed at each proficiency level. It shows a decrease followed by an increase in students performing at the Below Proficient Level from 10% in 2010-11 to 7% in 2011-12 and up each year after that. The percent of students who performed at the Exceeds Level also fluctuated significantly during that time.



The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight overall increase in students performing at the Below Proficient Level from 8% in 2010-11 to 12% in 2014-15. The percent of students who performed at the Exceeds Level fluctuated significantly during that time. The pattern of change is the same for “All Students” and “Poverty Students” for this Cohort.

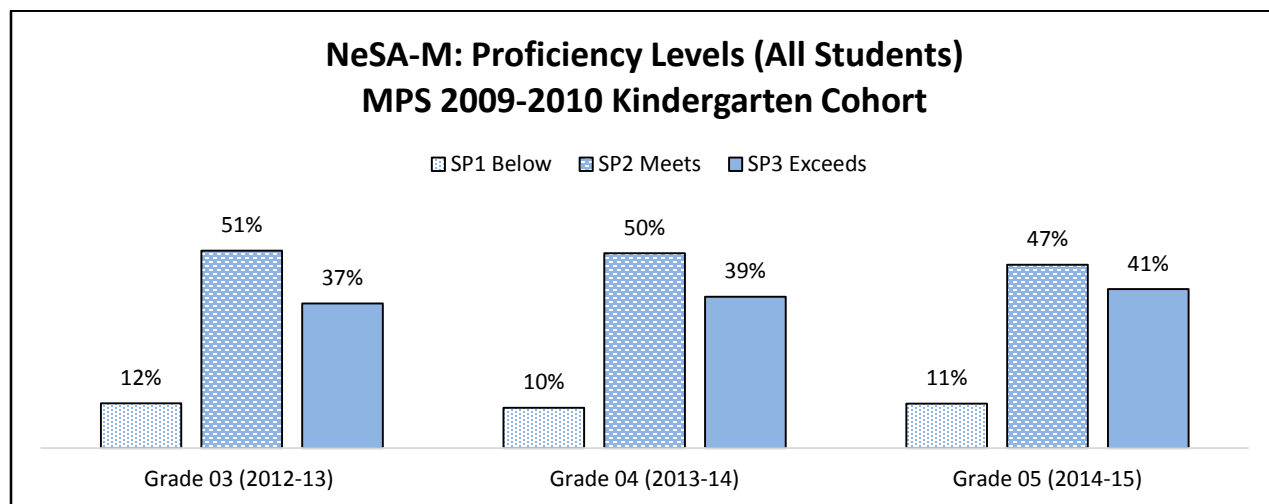


For the winter administration, the SMI Quantile scores for “All Students” were near or above the SMI On-Level line. Scores for “Poverty Students” were below the SMI On-Level line until grade 5. The past two years average poverty student scores are very near the SMI On-Level line in the winter. The spring SMI data for both “All Students” and “Poverty Students” show the MPS students performing above the SMI On-Level line for all five years.

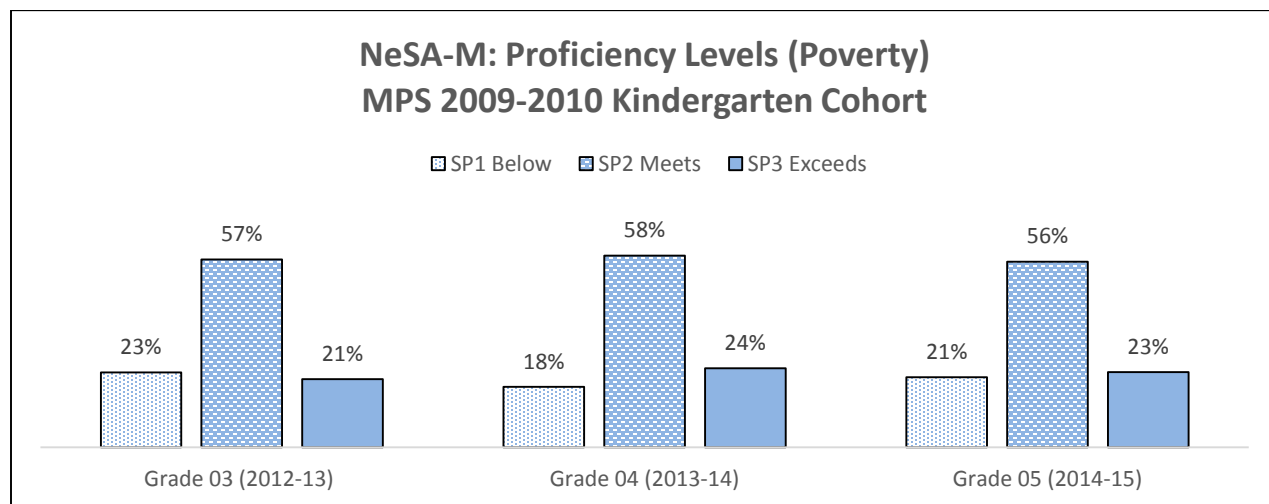


MPS 2009-2010 Kindergarten Cohort

The following charts provide information about mathematics skills for students who were in Kindergarten during the 2009-2010 school year. As noted in the charts below, these students were in Grade 03 in 2012-2013, Grade 04 in 2013-14 and Grade 05 in 2014-15. Similarities are demonstrated for the following two groups of students: 1) All students in the 2009-2010 Kindergarten Cohort, 2) Students with FRPL classification in the 2009-2010 Kindergarten Cohort.

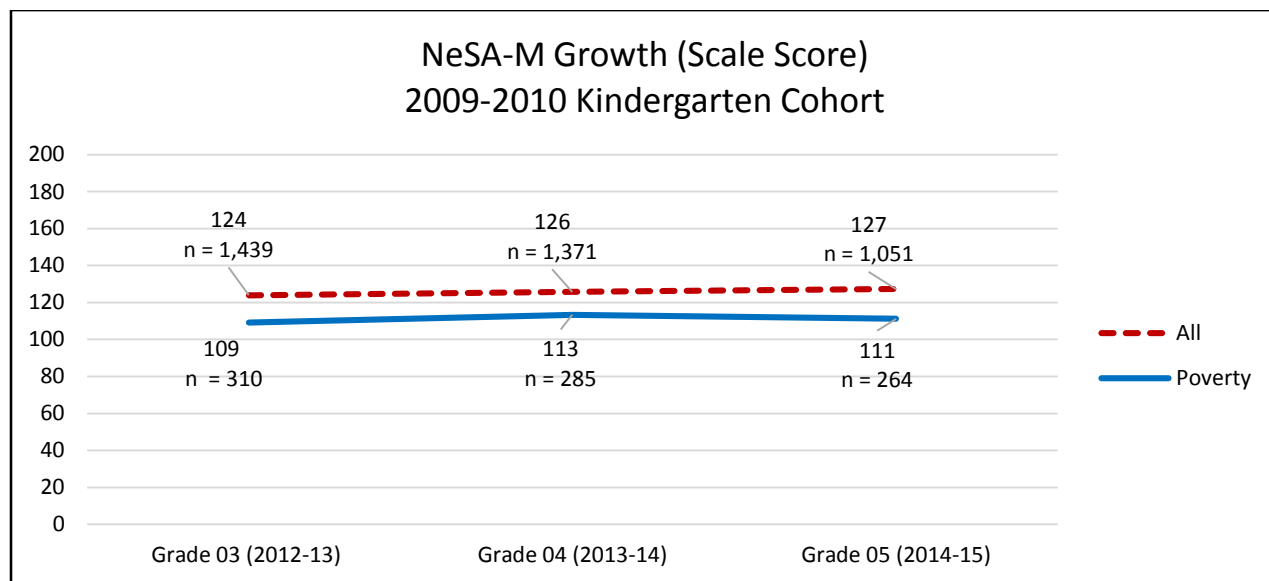


The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates consistency in students performing at the Below Proficient Level from 12% to 10% and back to 11%. A slight positive trend is shown by the students who performed at the Exceeds Level changing from 37% in 2012-13 to 41% in 2014-15.



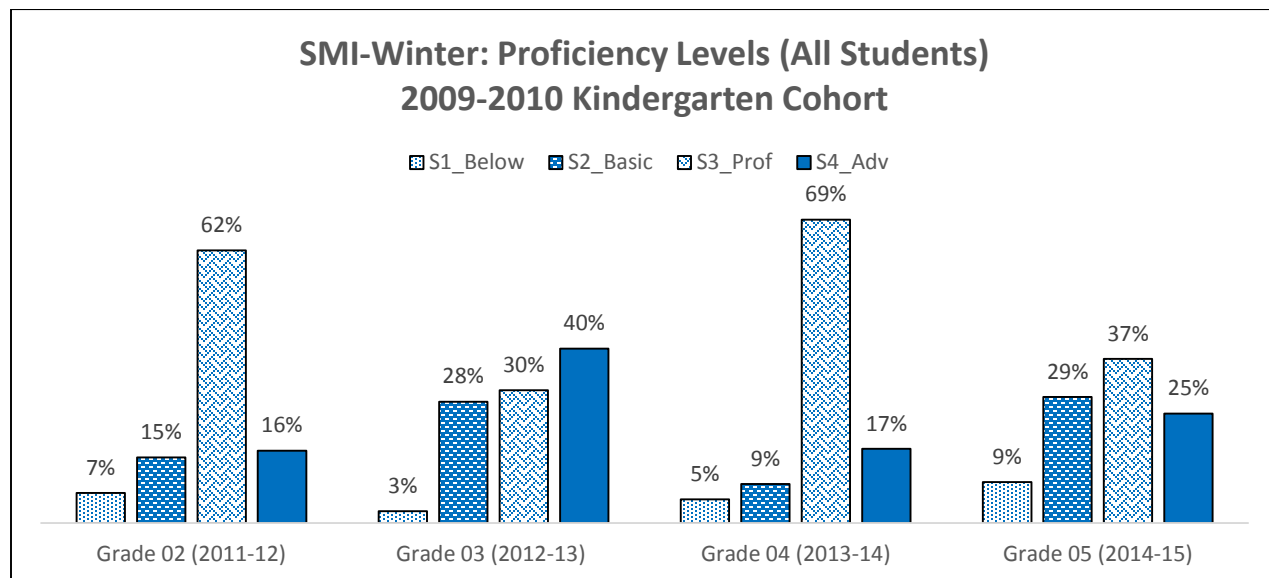
The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight decrease in students performing at the Below Proficient Level from 23% in 2012-13 to 21% in 2014-15. A slight increase in students who performed at the Exceeds Level was from 21% to 23%.

Academic Growth for the NeSA-M is based on scale score. The following chart displays MPS data based on the average scale score of “All Students” and the average scale score of “Poverty Students”. For NeSA scale scores, one year’s growth is represented by the same scale score for both years.

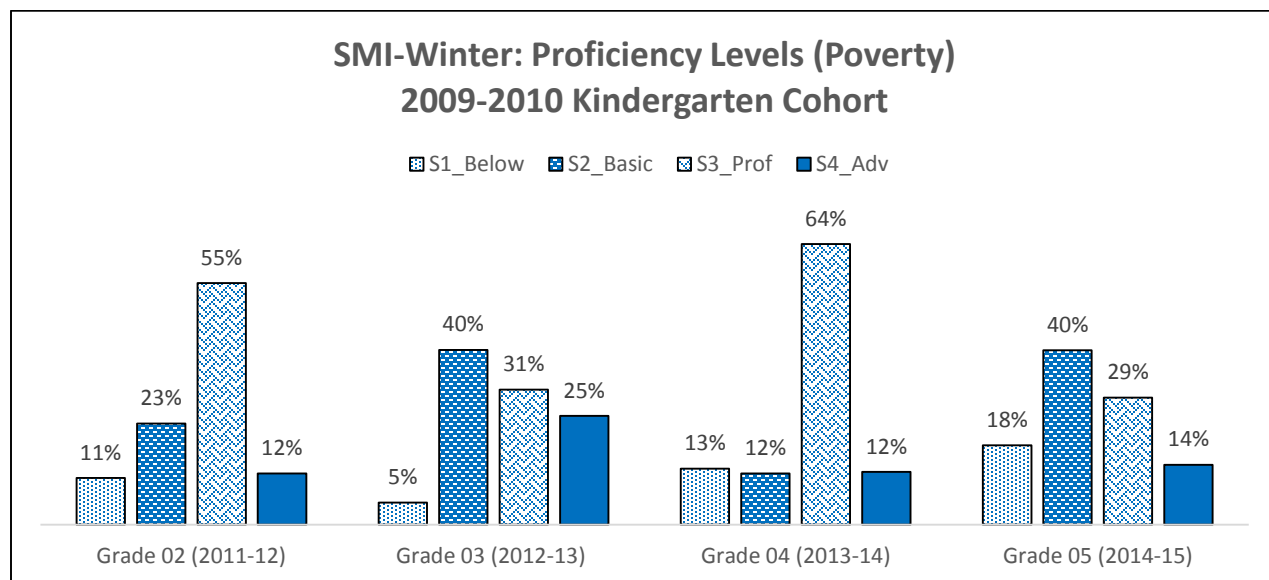


The gap between “All Students” and “Poverty Students” was similar from 2012-13 to 2014-15 with a bit of a decrease in 2013-14 for this 2009-2010 Kindergarten Cohort of students. For both groups of students the average scale scores remained fairly consistent during this time.

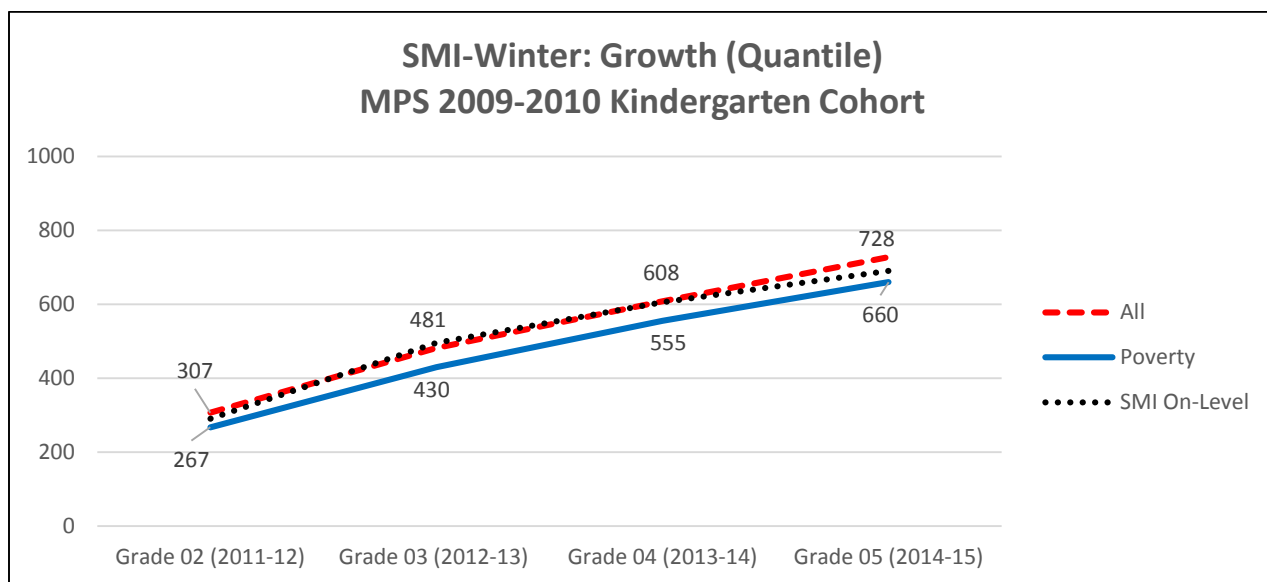
The SMI has been taken by almost all MPS elementary students since the 2011-2012 school year. Data is available for grades 02 through 05 for the 2009-2010 Kindergarten Cohort.



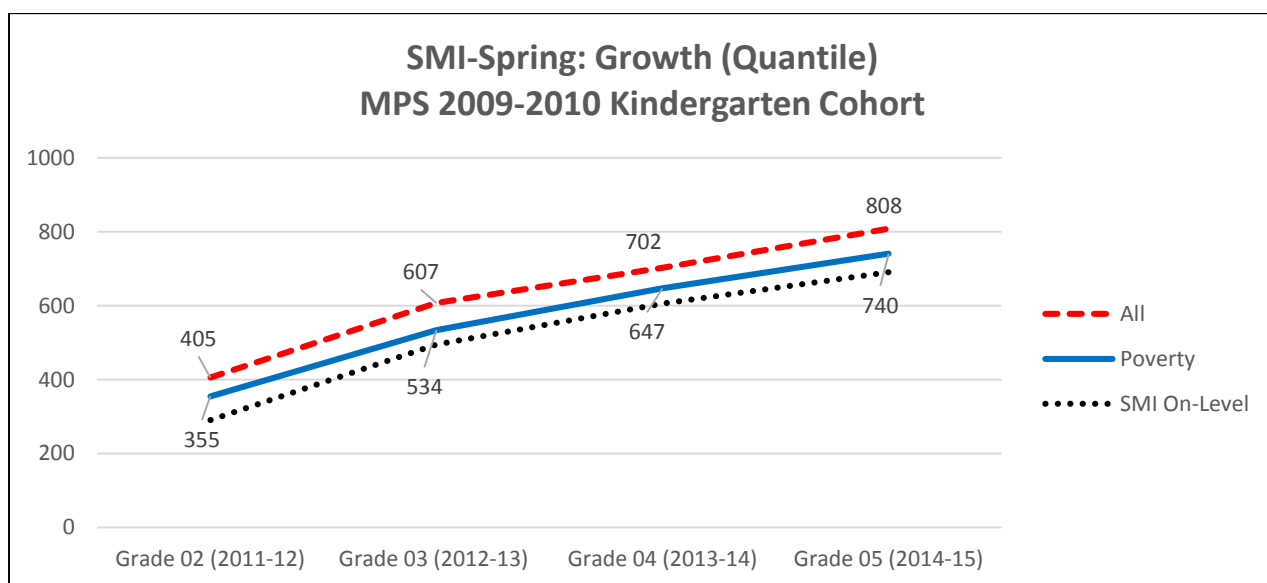
The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a fairly consistent percentage of students performing at the Below Proficient Level with a low of 3% in 2012-13 to a high of 9% in 2014-15. The students who performed at the Exceeds Level varied greatly from a low of 16% in 2011-12 to a high of 40% in 12-13. The 2014 -15 percentage was 25%.



The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a variation over time for all proficiency levels, which is reflective of the changes for “All Students” seen in that chart found at the top of this page.

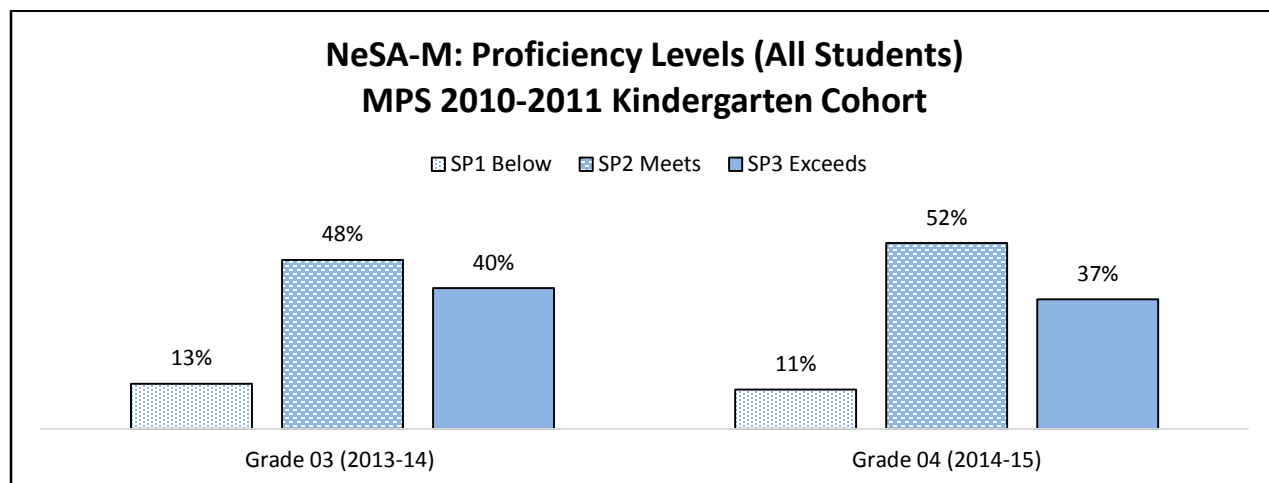


For the winter administration, the SMI Quantile scores for “All Students” were near or above the SMI On-Level line. Scores for “Poverty Students” were below the SMI On-Level line. The spring SMI data for both “All Students” and “Poverty Students” show the MPS students performing above the SMI On-Level line for all four years.

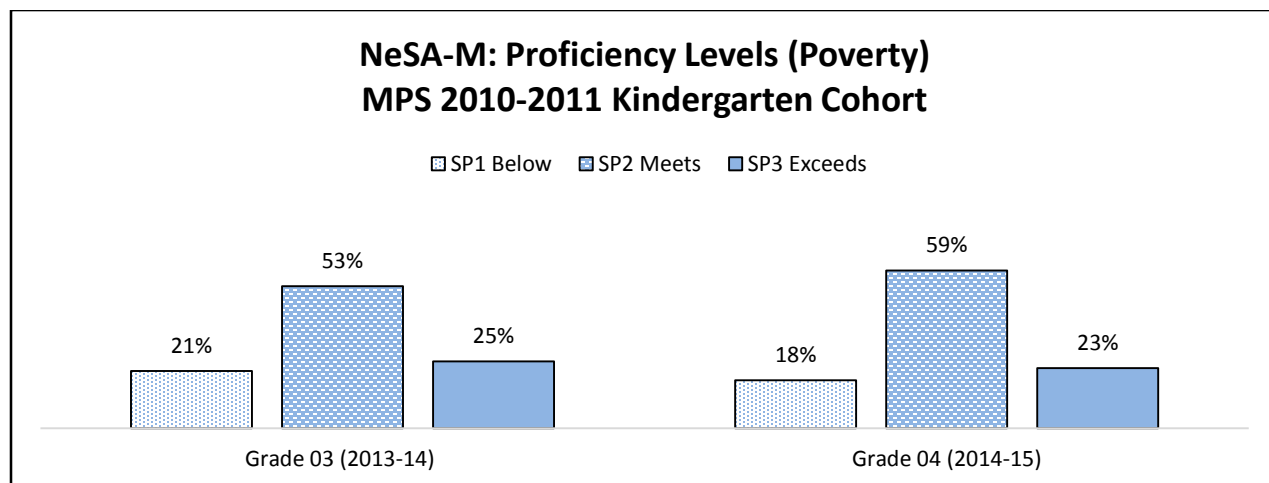


MPS 2010-2011 Kindergarten Cohort

The following charts provide information about mathematics skills for students who were in Kindergarten during the 2010-2011 school year. As noted in the charts below, these students were in Grade 03 in 2013-2014 and Grade 04 in 2014-2015. Similarities are demonstrated for the following two groups of students: 1) All students in the 2010-2011 Kindergarten Cohort, 2) Students with FRPL classification in the 2010-2011 Kindergarten Cohort

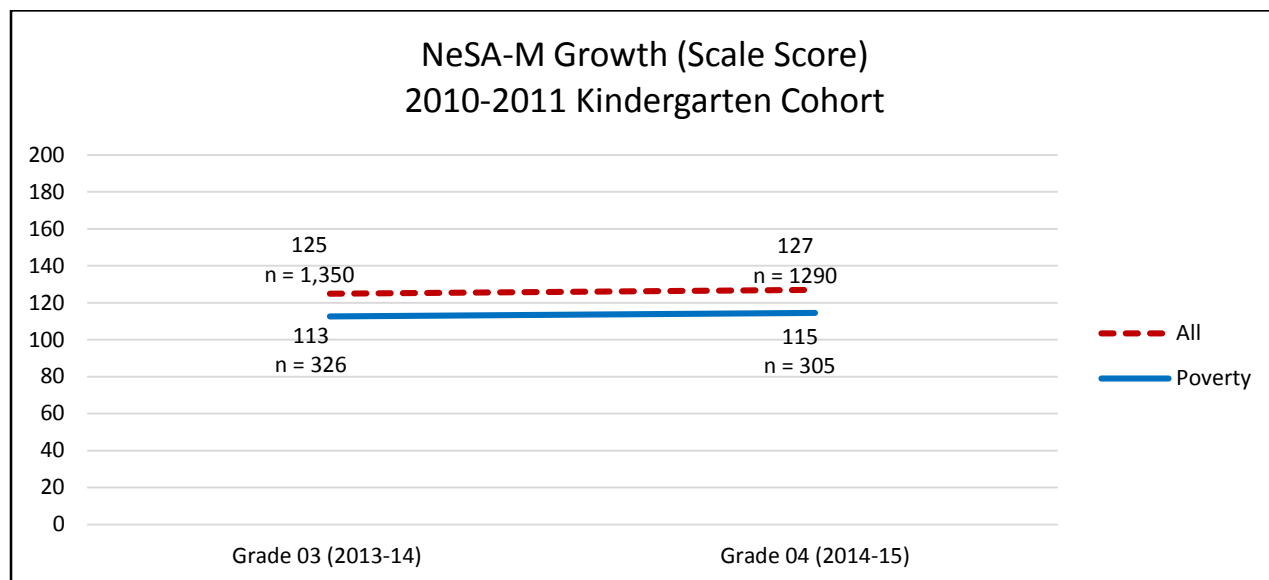


The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight decrease in students performing at the Below Proficient Level from 13% in 2013-14 to 11% in 2012-13. The percent of students performing at the Exceeds Level dropped slightly from 40% to 37%.



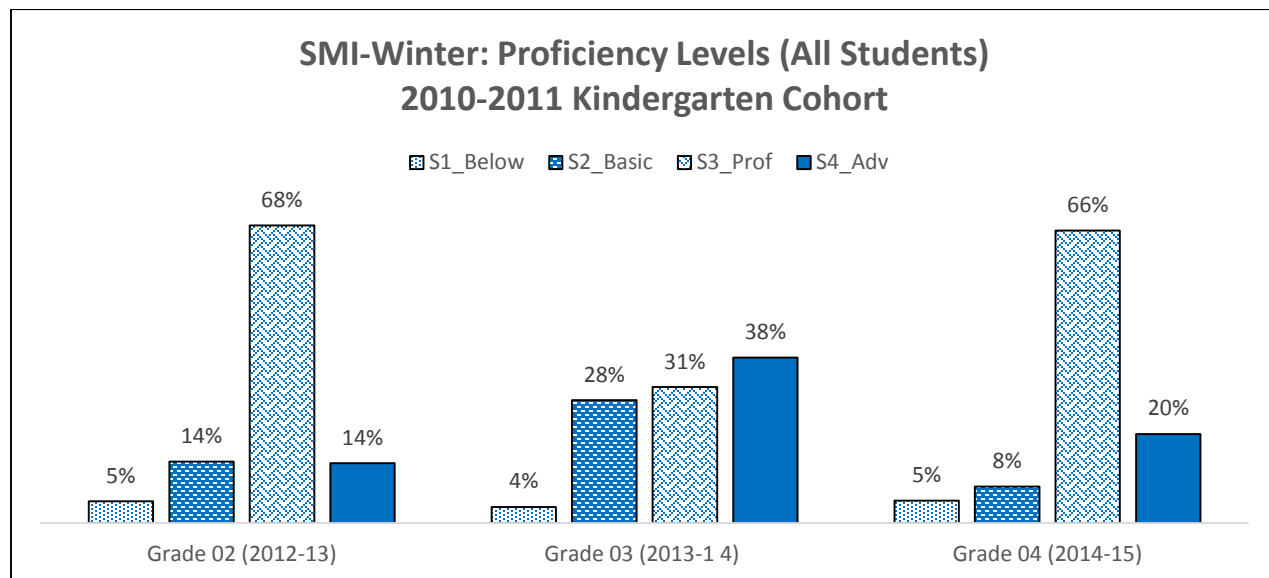
The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight decrease in students performing at the Below Proficient Level from 21% in 2013-14 to 18% in 2014-15. There was a slight decrease in students who performed at the Exceeds Level from 25% to 23%. This pattern is the same for “All Students” and “Poverty Students” for this cohort.

Academic Growth for the NeSA-M is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”. For scale scores, one year’s growth is represented by the same scale score for both years. These data indicate one year’s growth for students in this Kindergarten Cohort from third grade to fourth grade.

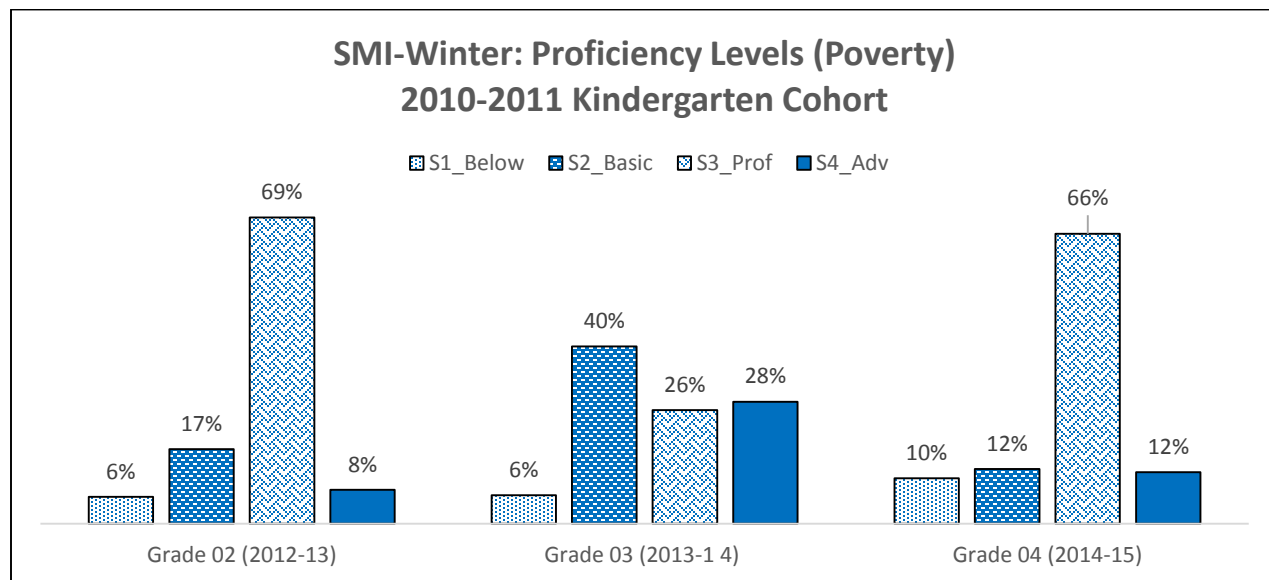


The gap between “All Students” and “Poverty Students” remains the same from 2013-14 to 2014-15 for this 2010-2011 Kindergarten Cohort of students. For both groups of students the average scale score was nearly the same for these two years.

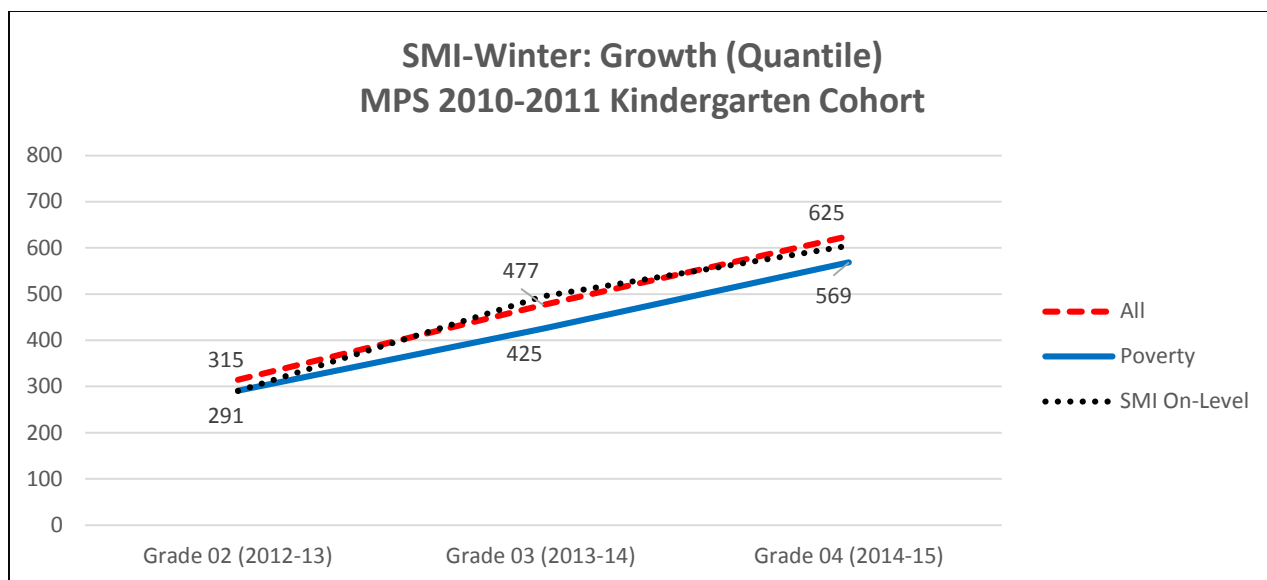
The SMI has been taken by almost all MPS elementary students since the 2010-2011 School Year. Data is available for grades 02, 03, and 04 for the 2010-2011 Kindergarten Cohort.



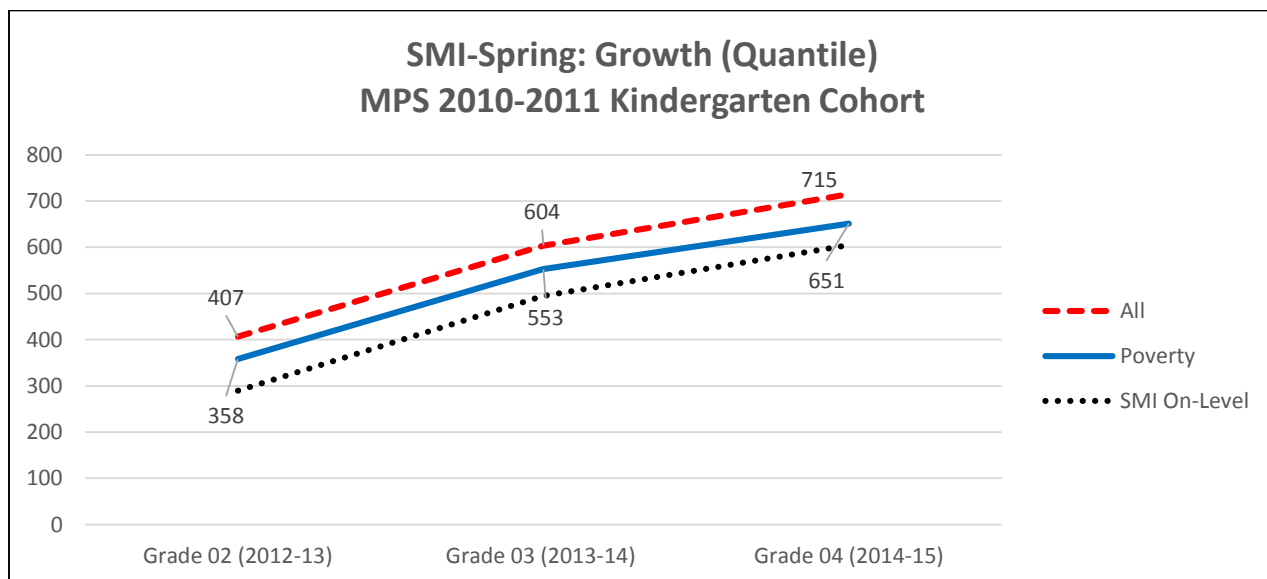
The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a similar percentage students performing at the Below Proficient Level at about 5%. The percent of students who performed at the Exceeds Level was inconsistent changing from 14% to 38% and back down to 20% during that time.



The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight increase in students performing at the Below Proficient Level from 6% in 2012-13 to 10% in 2014-15. The students who performed at the Exceeds Level was inconsistent changing from 8% to 28% and back down to 12% during that time. The pattern of change is the same for “All Students” and “Poverty Students” for this Cohort.



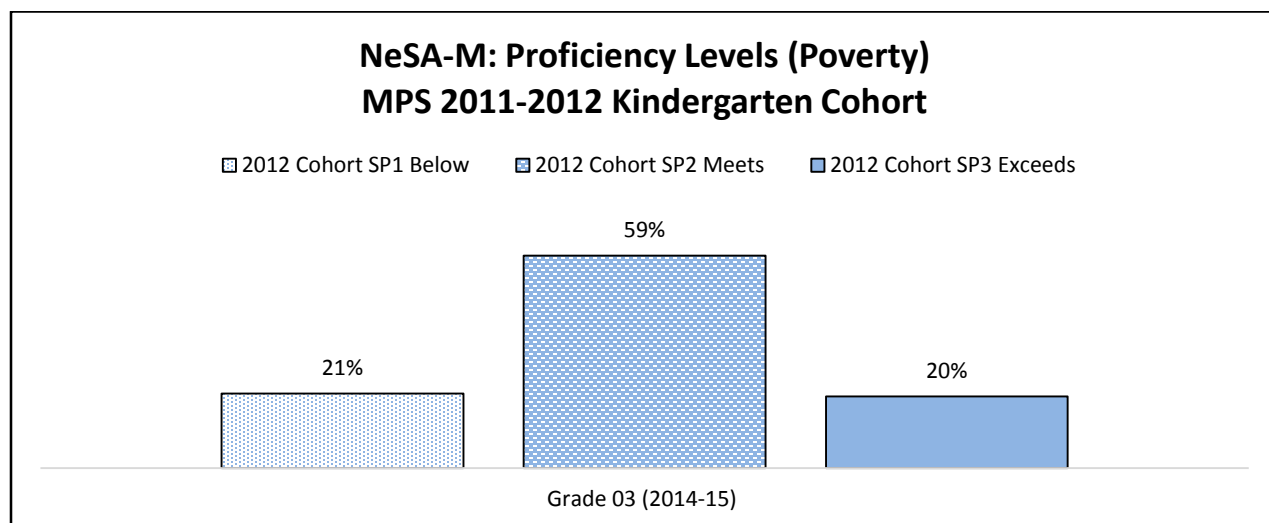
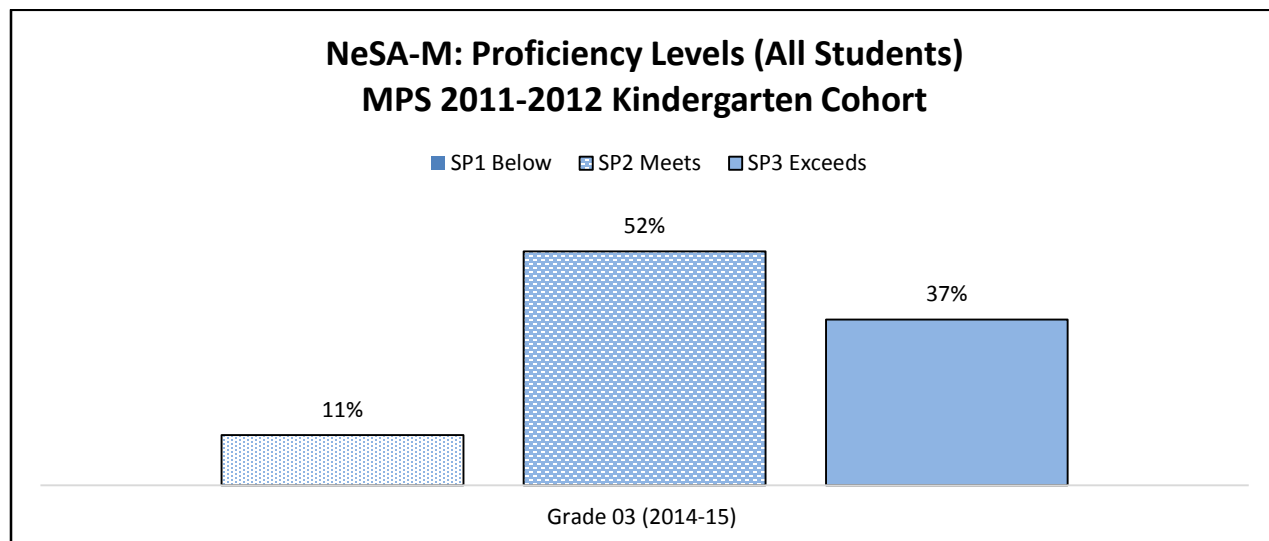
For the winter administration, the SMI Quantile scores for “All Students” were near or above the SMI On-Level line. Scores for “Poverty Students” were below the SMI On-Level line. The spring SMI data for both “All Students” and “Poverty Students” show the MPS students performing above the SMI On-Level line for all three years.



MPS 2011-2012 Kindergarten Cohort

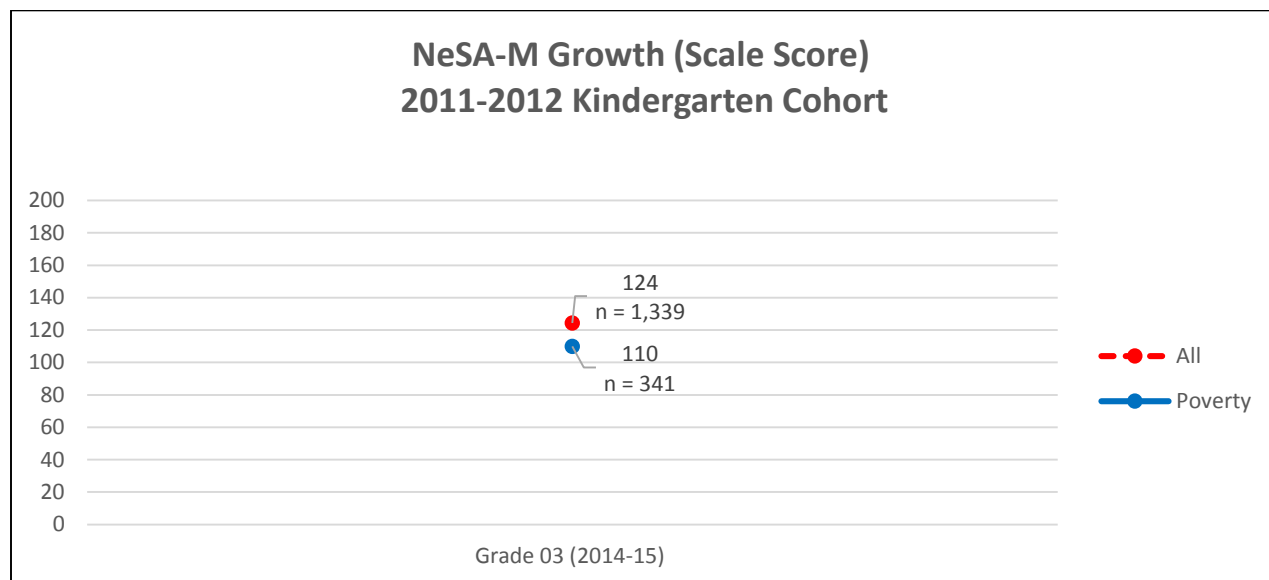
The following charts provide information about mathematics skills for students who were in Kindergarten during the 2011-2012 school year. As noted in the charts below, these students were in Grade 03 in 2014-2015. Similarities are demonstrated for the following two groups of students: 1) All students in the 2011-2012 Kindergarten Cohort, 2) Students with FRPL classification in the 2011-2012 Kindergarten Cohort.

This cohort only completed the third grade by the end of the 2014-2015 school year, and therefore has a limited amount of data available to make assumptions about achievement and growth.

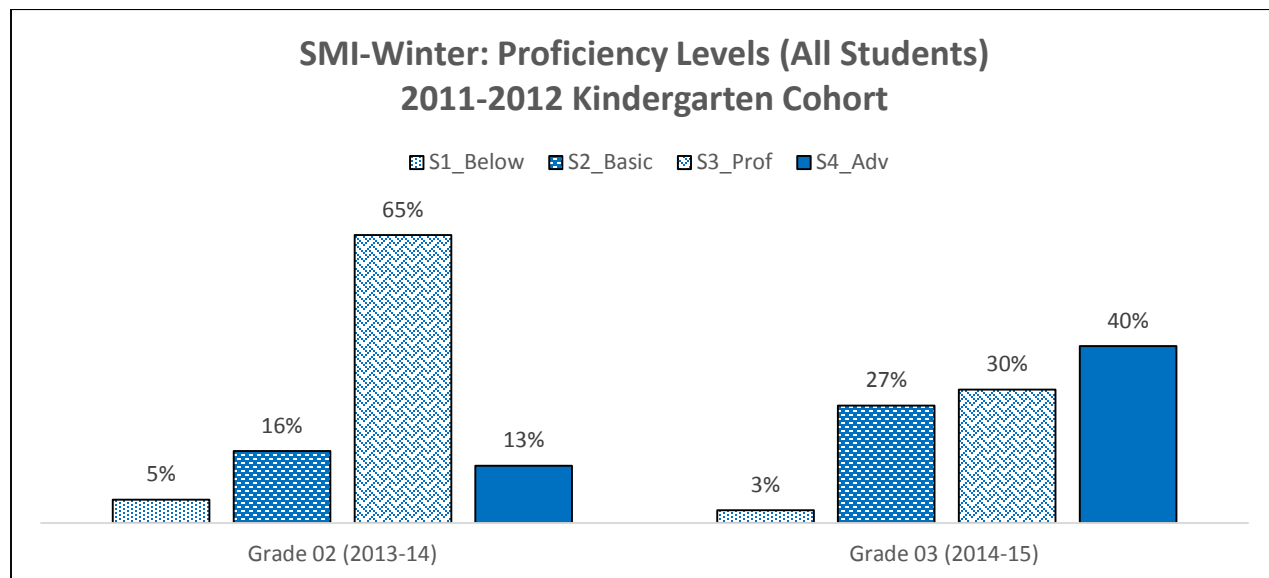


These charts detail the percent of students who performed at each proficiency level. It demonstrates the difference in “All Students” and “Poverty Students” in terms of percent at each proficiency level. For this single test the percentage of “Poverty Students” does not reflect the same pattern as “All Students”.

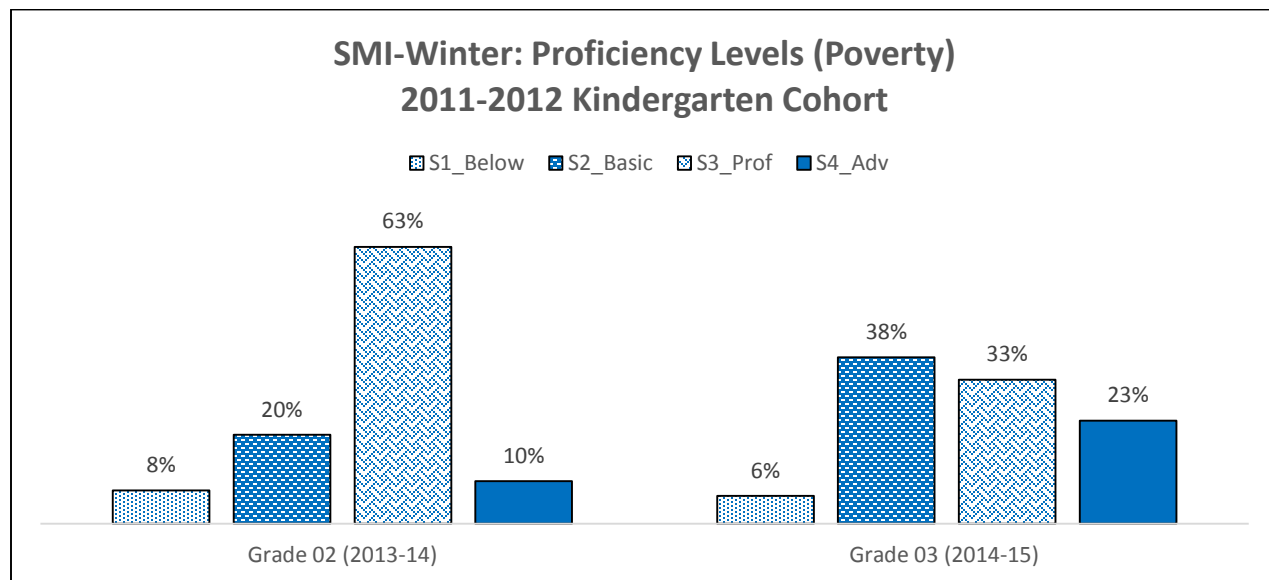
Academic Growth for the NeSA-M is based on Scale Score. The following chart displays data based on the average scale score of “All Students” and the average scale score of “Poverty Students”. The gap between “All Students” and “Poverty Students” for one year is similar to that seen at third grade for the other Kindergarten Cohorts.



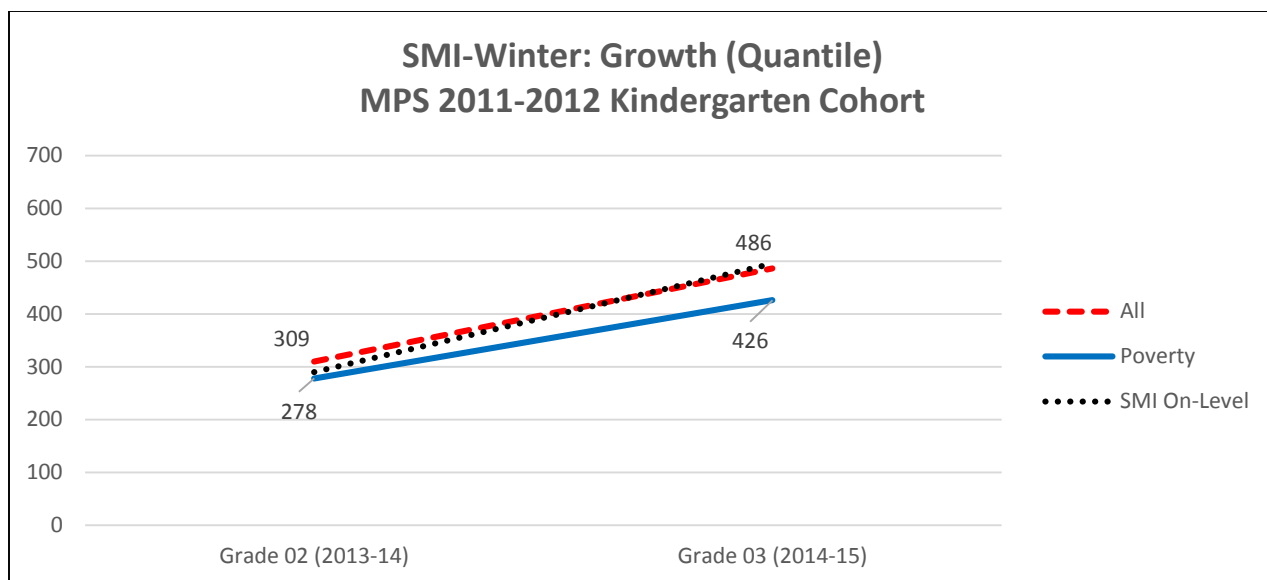
The SMI has been taken by almost all MPS elementary students since the 2010-2011 school year. Data is available for grades 02 and 03 for the 2011-2012 Kindergarten Cohort.



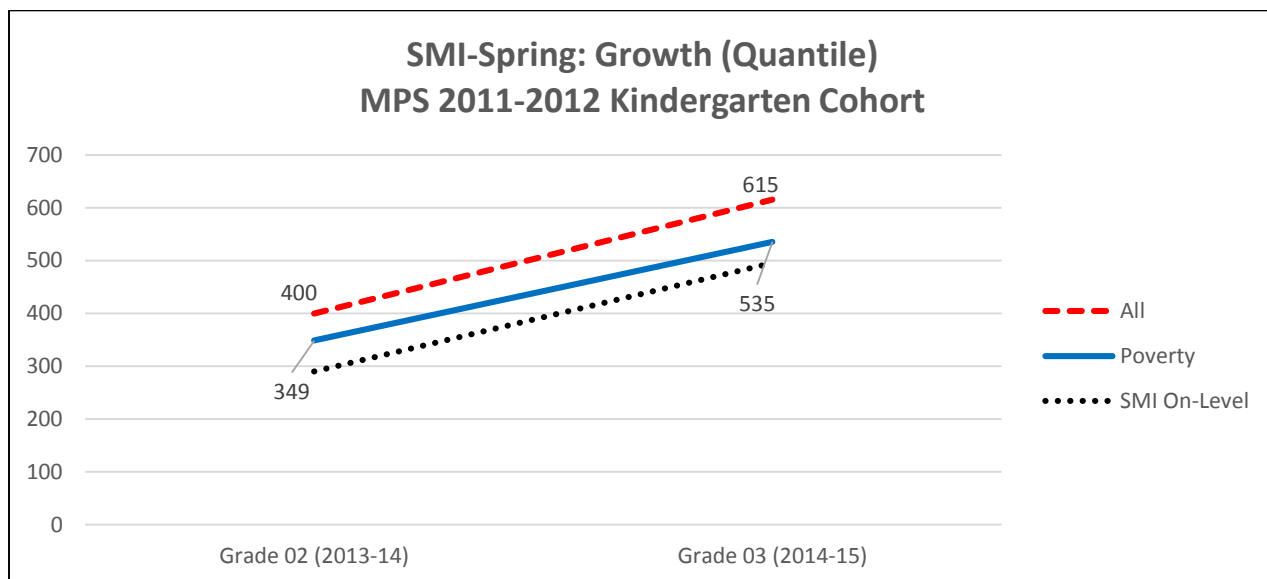
The “All Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight decrease in students performing at the Below Proficient Level from 5% in 2013-14 to 3% in 2014-15. The students who performed at the Exceeds Level showed a large increase from 13% to 40% during that time.



The “Poverty Students” chart above details the percent of students who performed at each proficiency level. It demonstrates a slight decrease in students performing at the Below Proficient Level from 8% in 2013-14 to 6% in 2014-15. The students who performed at the Exceeds Level showed a large increase from 10% to 23% during that time. The pattern of change is similar for “All Students” and “Poverty Students” for this Cohort.



For the winter administration, the SMI Quantile scores for “All Students” were near the SMI On-Level line. Scores. For “Poverty Students” the Quantile scores were below the SMI On-Level line. The spring SMI data for both “All Students” and “Poverty Students” show the MPS students performing above the SMI On-Level line for both years.



Summary

Key Findings:

- MPS has met and exceeded the State requirements for fiscal support of instruction for students of poverty.
- MPS students continue to exceed the State as a whole in respect to student proficiency on the state reading (NeSA-R) and mathematics (NeSA-M) assessments.
- Both MPS and NDE data show a slight closing of the gap in percent proficient between “All Students” and “Poverty Students” in the area of reading.
- In Mathematics, MPS and NDE have both maintained nearly the same gap in percent proficient between these groups.

Viewing MPS student data through the lens of Kindergarten Cohorts has provided a view with far fewer variables that might impact the interpretation of this data. The results from the 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012 Kindergarten Cohorts show similar trends in spite of the differences that can be expected from studying different populations of students.

Reading Achievement: NeSA-Reading data generally shows increasing percentages of student at Meets and Exceeds Proficiency Levels reflected in a positive trend line toward higher scale scores. The gap between “All Students” and “Poverty Students” is relatively constant. Although limited in scope, data from Millard Public Schools’ district Text Level Reading Benchmark data indicates the majority of MPS students, “All Students and “Poverty Students”, gained one or more years of growth from third grade to fourth grade and again from fourth grade to fifth grade for the populations studied.

Mathematics Achievement: NeSA-Mathematics data for the Kindergarten Cohorts demonstrates little or no change in student scores over time resulting in little or no change in number of students at Meets or Exceeds Proficiency Levels. There is some evidence of the gap between “All Students” and “Poverty Students” being maintained or widened when considering NeSA-M data. Millard Public Schools’ district benchmark assessment for mathematics, Scholastic Mathematics Inventory (SMI), scores for both “All Students” and “Poverty Students” are near the On-Level target scores for the winter administration of that benchmark assessment and consistently above the On-Level target scores provided by SMI for the spring administration of that assessment.

Millard Public Schools continues to support and enhance the school experience for students of poverty, while being aware much is yet to be done. As indicated by the data in this report, reading assessments provide positive results for MPS efforts to close the gap. However, in mathematics the results are not as clear or favorable. As the Kindergarten Cohorts continue to provide data for Middle Level Assessments it is worth noting any trends that may be emerging in the 2007-2008 and 2008-2009 Kindergarten Cohorts for both Reading and Mathematics.

AGENDA SUMMARY SHEET

Agenda Item: Mini-magnets/Programs of Choice Evaluations

Meeting Date: December 7, 2015

Department: Educational Services: Assessment, Research, and Evaluation

Title & Brief Description: Mini-magnets/Programs of Choice Evaluations

Action Desired: Information


Background: The accompanying report is submitted in keeping with Superintendent Goal #3, "The Superintendent will evaluate the success of IB, Core, Montessori, and implementation of Early College and provide recommendations for improvement. Ensure full building capacity thru the evaluation and selection of special curriculum offerings, magnets, growth of current programs like IB, Core, etc.

Recommendations: None

Strategic Plan Reference: Strategic Parameters

Timeline: None

Responsible Persons: Dr. Mark Feldhausen, Dr. Darin Kelberlau, Dr. Pat Crum, Dr. Kara Hutton

Superintendents Signature: _____  _____

Programs of Choice Evaluation Summaries

Key Findings

Core Academy

Cather Elementary

2012-2015 Enrollment

The enrollment in the Cather Core Academy continues to grow. Current enrollment in the K-5 Core Academy is 359 students. This is an increase of 74 students since 2012 (285), a 26% increase. Waiting lists for primary grades has resulted in the District exploring a second Core Knowledge Academy site.

2012-2015 Student Achievement

NeSA Reading and Math average scale scores indicate that students in grades 3, 4, and 5 are performing better than the District grade level average. NeSA Writing (4th grade) and NeSA Science (5th grade) results are also higher than the District averages.

Historical evaluations can be found on page 4.

- Recent student achievement results are noted on pages 5 - 6.

International Baccalaureate (IB)

North High School

2005-2015 Program Enrollment

The IB program has achieved the goal of increasing enrollment by taking it from 46 students (juniors / seniors) in 2005 to 97 (juniors / seniors) in 2015, a 111% increase.

*Note: Building enrollment in 2004-2005 was 2,409; compared to 2,521 students in 2014-2015. This is approximately a 5% increase in student body.

2011-2015 Student Achievement

From the NeSA results, it is evident that the student achievement in the IB program exceeds both District and State average scale scores and percentage students meeting and/or exceeding cutscores.

Historical evaluations can be found on pages 7 - 11.

- Recent student achievement results are noted on page 12.

International Baccalaureate (IBMYP)

North High School

2007-2011 Enrollment During the 2006-2007 school year the program was in its second year at North Middle and for the first time, students in the 9th grade at North High began to take part in the IB-MYP curriculum through class work and community service. Enrollment increased from 133 students in 9th and 10th grade in 2006 to 256 in 2011.

2007-2011 Student Achievement ELO Results for 9th grade Reading and 10th Grade AWA show higher percentages of students with Proficient or Beyond Proficient scores in the MNHS MYP Program than for the MNHS Non-MYP students and also higher than the District average for those assessments.

Historical evaluations can be found on pages 13 - 16.

- Recent student achievement results are noted on page 17.

International Baccalaureate (IBMYP)

North Middle School

2007-2015 Enrollment

The MNMS MYP program has achieved the goal of increasing enrollment by taking it from 601 in 2005 to 775 in 2015, a 29% increase. MNMS's enrollment is controlled by a combination of in-district transfers and open enrollment students. The enrollment for the 2015-2016 school year is 798 with 393 resident students, 243 in-district transfers, and 162 via open/option enrollment.

2011-2015 Student Achievement

From the NeSA results, it is evident that the student achievement in the MYP program exceeds both District and State average scale scores and percentage students meeting and/or exceeding cutscores.

Historical evaluations can be found on pages 18 - 20.

- Recent student achievement results are noted on page 21.

International Baccalaureate (IBPYP)

Aldrich Elementary

2007-2015 Enrollment

The PYP program has achieved the goal of increasing Aldrich's enrollment by taking it from 422 in 2007 to 489 in 2015, a 16% increase. Aldrich's enrollment is controlled by a combination of in-district transfers and open enrollment students. The enrollment for the 2015-2016 school year is 462 with 231 resident students, 120 in-district transfers, and 111 via open/option enrollment.

2012-2015 Student Achievement

From the NeSA results, it is evident that the student achievement in the PYP program exceeds both District and State average scale scores and percentage of students meeting and/or exceeding cutscores.

Historical evaluations can be found on pages 22 - 26.

- Recent student achievement results are noted on page 27.

Montessori

Norris Elementary & Montclair Elementary

2012-2015 Enrollment

The Montessori program has increased in enrollment from 2012 to November 2015 with 427 to 477 -- 11.7% increase. Montclair enrollment from 2012 to current enrollment has shown modest increase -- from 313 to 322 students. During that same time period Norris elementary has grown from 114 to 155 students.

2011-2015 Student Achievement

Montessori students performed higher than the District and State in reading, as quantified by the NeSA-Reading. NeSA-Mathematics results indicate that these students also outperformed the State in mathematics performance. However, their results were below the District averages.

Historical evaluations for Montclair Montessori can be found on pages 29 - 30.

Historical evaluations for Norris Montessori can be found on page 31.

- Recent student Montclair and Norris achievement results are noted on page 33.

Montessori

Central Middle School

2000-2015 Enrollment

The Middle School Montessori Program at Millard Central Middle School has maintained an overall consistent level from its inception in 2000. The enrollment experienced a three year spike in 2002 - 2004, where the enrollment was 875, 846 and 865, respectively. The 812 students in 2000 is quite similar to the 801 students in 2015.

2011-2015 Student Achievement

From the NeSA data, it is evident that the student achievement in the Montessori program at CMS exceeds State average scale scores and percentage students meeting and/or exceeding cutscores. However, these values are less than that of the District levels.

Historical evaluations can be found on pages 34 - 35.

- Recent student achievement results are noted on page 36.

Core Academy

Cather Elementary

Background -- The Core Academy in the Millard School District was developed and first implemented in the 1995-96 school year. This program was put in place to meet the needs of parents requesting a structured, basic skills, intensive phonics-based instructional program.

The following figures display that the Core Academy has historically and continues to fulfill the initial goals of the program -- increase enrollment, maintain high levels of student achievement, and provide families a choice.

Historical findings as found in earlier program evaluations

Year One 1995-1996	Core Academy at Cather Elementary School completed its first year in 1995-1996.
Year Two 1996-1997 Reported 8/17/98	Overall, students in the Core Academy program score about as high as the rest of the District. On some of the ELO assessments, students in Core differ, to some degree, from the District as a whole. For example, in second grade writing, 95% of the Core students scored above the cutscore, compared with 80.2% of the district. However, in fourth grade reading comprehension, 77.3% of the Core scored above the cutscore, compared with 85% of the District as a whole. Most of the year-to-year average gains of Core students were positive (a positive NCE gain indicates more growth than predicted by national norms). However, second to third grade gains have been negative in both last year's and this year's analyses; this finding warrants continued attention.
Year Three 1997-1998 Reported 7/26/99	As in past years, some data favor Core Program, while others show higher performance for the District as a whole. The Metropolitan Achievement Test (MAT) generally reflected similar trends - there was no consistent pattern in which either the District as a whole or the Core program scored significantly higher.
Year Four 1998-1999 Reported 7/31/00	Results have generally shown that Core students achieve as well as other students in the District. The students continue to fill the available classes, indicating that community interest in such a program still exists.

Core Academy Enrollment

Enrollment continues to increase. The table below includes enrollment numbers from 2012 - 2016.

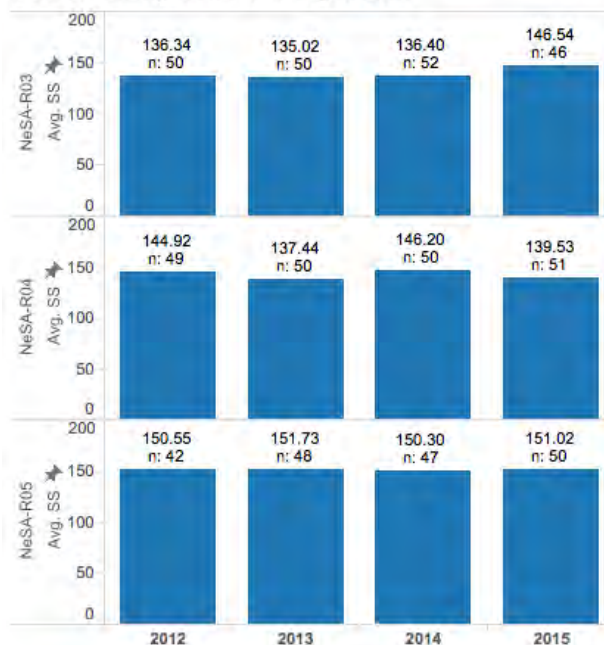
Year	Enrollment
2012	285
2013	293
2014	317
2015	344
2016	359

Core Academy Student Achievement Summary

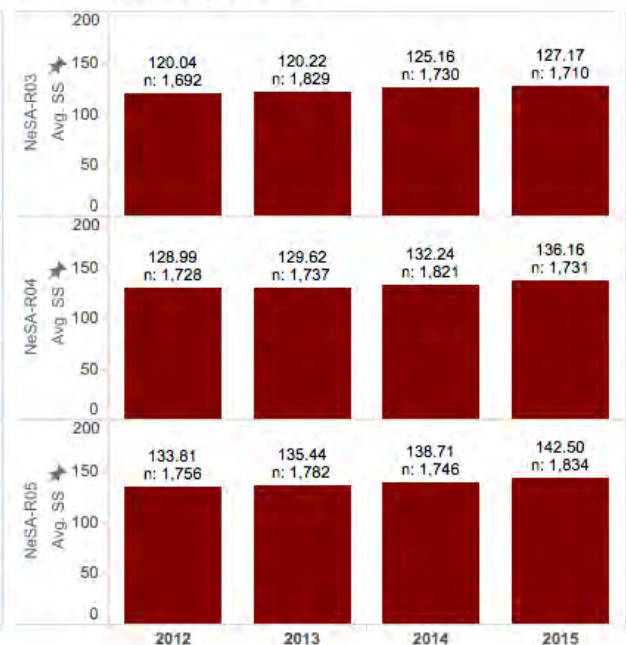
Core Academy students consistently outperform district students as a whole on the state assessments -- reading, math, science and writing. Average scale scores for the schools years 2012-2015 for grades 3-5 are expressed in the following displays.

Student Achievement

Core Academy NeSA-Reading Results

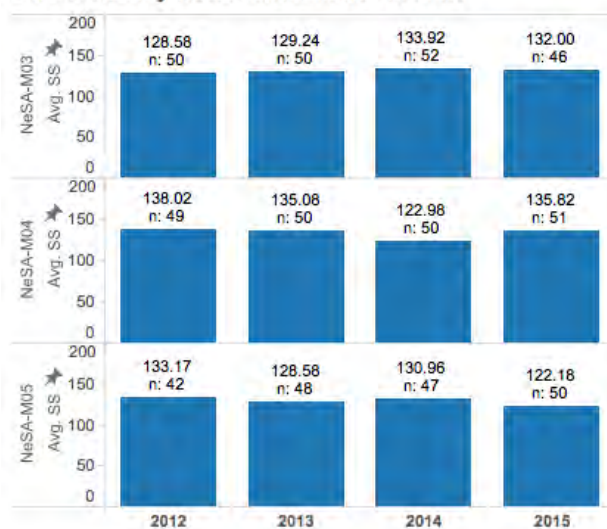


MPS NeSA-Reading Results

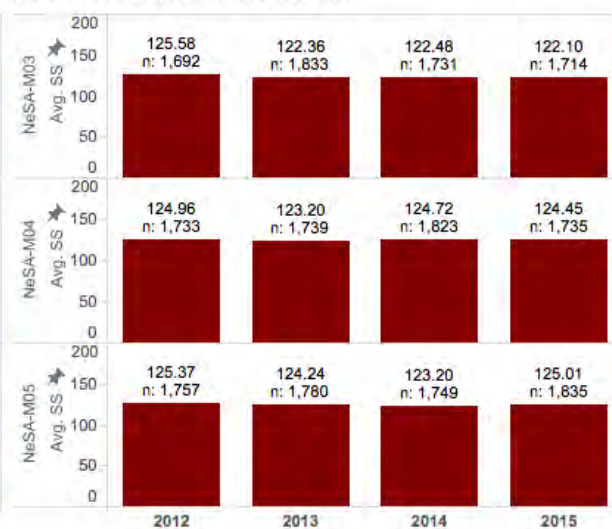


State (NeSA) Reading Scores, Core Academy vs. Millard Public Schools

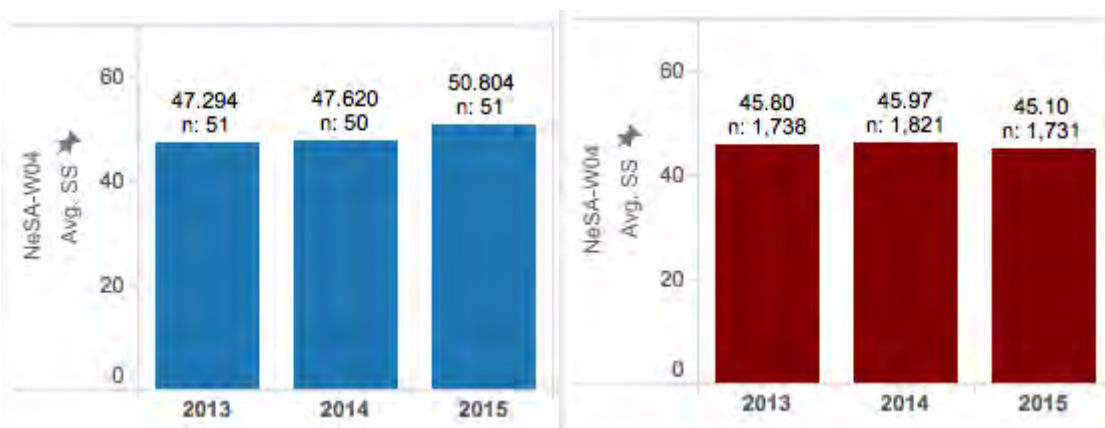
Core Academy NeSA-Mathematics Results



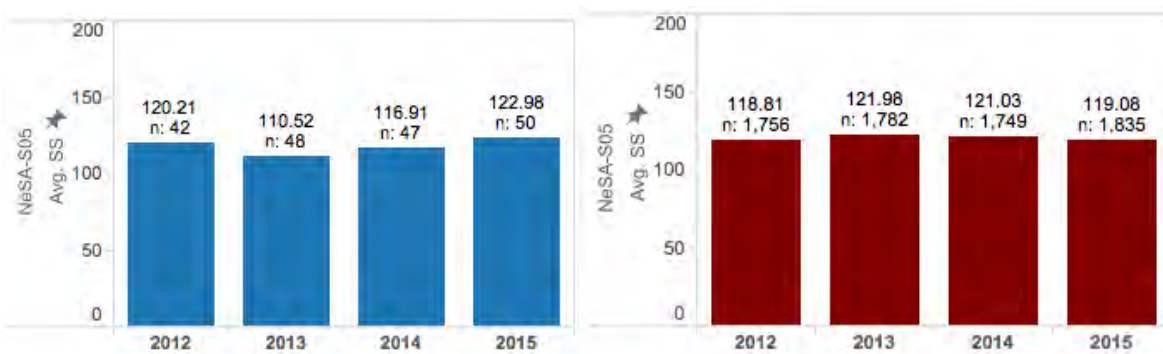
MPS NeSA-Mathematics Results



State (NeSA) Mathematics Scores, Core Academy vs. Millard Public Schools



State (NeSA) Writing Scores, Core Academy vs. Millard Public Schools



State (NeSA) Science Scores, Core Academy vs. Millard Public Schools

International Baccalaureate

Millard North High School

An Introduction to the International Baccalaureate Program -From the MNHS Web Page

In 1965 the International Baccalaureate (IB) Office was established at Geneva as a foundation under Swiss law. The IB Diploma program is recognized as the most academically rigorous high school program in the world. Between 1967 and 2002, the IB program had grown to 1182 authorized IB world schools in over 101 countries. **On 10 August 2015, there were 5,477 programmes being offered worldwide, across 4,267 schools.** Working in three official languages (English, French, and Spanish), the IB program enjoys the respect and support of many governments, colleges and universities.

The IB Program is a rigorous pre-university course of study, which meets the needs of the highly motivated secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country or educational system. It provides students of different linguistic, cultural, and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead of them.

All IB Diploma candidates are required to engage in the study of modern languages, sciences, mathematics, and humanities in the final two years of their secondary schooling. This program is a deliberate compromise between the preference for specialization in some countries and the emphasis on breadth often preferred in others. The intent is that students should learn how to analyze; how to reach considered conclusions about people, their languages and literature, their ways in society, and the scientific forces of the environment.

Significant numbers of IB Diploma holders both from within and outside North America have gained admission to prestigious universities such as Harvard, Yale, Princeton, Brown, Stanford, McGill, Toronto, MIT, Michigan, Wisconsin, Bryn Mawr and other prominent institutions. Students are often accorded advanced standing and college credit based on their IB work. (Reprinted with the permission of the IBO – 2002)

Historical findings as found in earlier program evaluations

Planning 1998-1999 Reported 12/7/98	Students will earn the required scores on IB tests to achieve college credit and/or earn points toward the IB Diploma. Students will earn the full IB Diploma. Evaluation Strategies <ol style="list-style-type: none"> 1. A minimum of 20 ninth grade students (1999-2000) will be admitted to the IB program at NHS. 2. At least 50% of the students accepted into the IB program will pass IB tests as Juniors and Seniors in order to earn college credit and points required for the IB Diploma. 3. Ten percent of the IB students will earn the IB Diploma. 4. 3/13/98 BOE -- Costs (Estimated implementation) Y1 - \$32,500; Y2 - \$30,000; Y3 - \$38,830 accorded advanced standing and college credit based on their IB work.
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Year One 2002-2003	<p>The Millard North International Baccalaureate mini-magnet completed its first year with 23 anticipated candidates in 2002-2003. As of August 2003, the first IB diploma class consists of 18 diploma candidates; this group will graduate in May 2004.</p> <p>NMHS IB students' test results for May 2003 were promising. This was the first test of Millard North's implementation of the IB curriculum. MNHS students scored below the international mean in 2 of the 5 areas assessed, and above the mean in 3 of the 5 areas. The school mean for History and Mathematical Studies was more than 1 point (on a 7 point scale) above the international mean.</p> <p>Students' opinions of the International Baccalaureate program, as expressed in a survey, were generally positive. Students reported making sacrifices to be in the IB program, such as giving up free time and having to limit classes and activities outside of IB. In return for their sacrifices, students reported gaining a group of friends, more and broader knowledge, and improved time management and study skills.</p>
Year Two 2003-2004	<p>The Millard North International Baccalaureate mini-magnet completed its second year in 2003-2004. The first IB diploma class consisted of 18 diploma candidates; 15 of these students received the IB diploma. Millard North's 83.3% diploma award rate was above the May 2003 international results. Students who did not receive the IB diploma received certificates for successful completion of IB exams. All 18 of the diploma candidates received college scholarships. Scholarships totaling \$888,358 were accepted by the 18 students for an average of \$49,353 per student.</p> <p>NMHS IB students performed well on the May 2004 subject tests, with average scores in 10 of the 18 areas examined above the international averages. The school means for History, Physics, and Mathematical Studies were more than 1 point (on a 7 point scale) above the international mean. Elective (music and visual arts) scores for MNHS were lower than the international averages, however, only 1 student was tested in 3 of the 4 subject scores in this area. MNHS average scores in Mathematics HL and Chemistry HL were more than 1 point below the international average; these became areas of focus for 2004-2005. In May 2003, the first test of Millard North's implementation of the IB curriculum, MNHS students scored below the international mean in 2 of the 5 areas assessed; MNHS students' scores in both areas were above the international mean in May 2004.</p>

Year Three 2004-2005	<p>The Millard North International Baccalaureate mini-magnet graduated its second diploma class in 2004-2005. The second IB diploma class consisted of 21 diploma candidates; all of which applied for and received the IB diploma. Millard North's 100% diploma award rate for May 2005 was higher than the 83.3% diploma award rate in May 2004, as well as being higher than the international results of 78.0% from May 2005.</p> <p>IB diploma candidates were awarded (offered) \$3,395,732 in college scholarships in 2004-05. Some students elected to accept no scholarship or small scholarships to attend colleges of their choice. Scholarships totaling \$902,396 were <u>accepted</u> by 18 IB seniors for an average of \$42,971 per student.</p> <p>NMHS IB students performed well on the May 2005 subject tests, with average scores in 11 of the 16 areas examined above the international averages. The school means for Psychology, Mathematical Methods, and Mathematical Studies were more than 1 point (on a 7 point scale) above the international mean. Foreign Language scores for MNHS were lower than the international averages for the German and Latin tests; however, only 2 students were tested in each of these languages. In May 2004 several areas of concern were noted. The average score in Mathematics HL was more than 1 point below the international average. In the May 2005 testing the MNHS students scored above the international average and 1.5 points higher than the MNHS score of the previous year for Mathematics HL. In Chemistry HL the Millard North IB program has reduced the gap between their score and the international average by almost 1 point. In spite of this large improvement Chemistry HL remains an area to focus attention on with a discrepancy of slightly more than one half points.</p>
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Year Four 2005-2006	<p>The Millard North International Baccalaureate mini-magnet graduated its third diploma class in 2005-2006. The third IB diploma class consisted of 19 diploma candidates; 17 of these candidates applied for and received the IB diploma. Millard North's 89.5% diploma award rate for May 2006 was higher than the international results of 82% from May 2006.</p> <p>IB diploma candidates were awarded (offered) \$1,996,053 in college scholarships in 2005-06. Some students elected to accept no scholarship or small scholarships to attend colleges of their choice. Scholarships totaling \$545,482 were <u>accepted</u> by 13 IB seniors for an average of \$41,960 per student.</p> <p>NMHS IB students performed well on the May 2006 subject tests, with average scores in 11 of the 16 areas examined above the international averages. The school means for Mathematics SL, Mathematics HL, and Mathematical Studies were all well above the international mean with an average of 1.32 above that mean. Foreign Language scores for MNHS were lower than the international averages for the German and Latin tests; however, only 1 student was tested in German and 4 in Latin. In May 2004 an area of concern was Chemistry HL. The Millard North IB program has reduced the gap between their score and the international average in 2005 and again in 2006. Currently the gap between International and MNHS scores in Chemistry HL is less than one tenth of a point.</p>
Year Five 2006-2007	<p>The Millard North International Baccalaureate mini-magnet graduated its fourth IB Diploma class in 2006-2007. The fourth IB Diploma class consisted of 23 diploma candidates; 22 of these candidates received the IB diploma. Millard North's 95.7% diploma award rate for May 2007 was higher than the international results of 82% from May 2006. (May 2007 international statistics are not yet available.)</p> <p>IB diploma candidates were awarded (offered) \$3,448,256 in college scholarships in 2006-07. Two students elected to accept no scholarship in order to attend colleges of their choice. Scholarships totaling \$1,200,478 were <u>accepted</u> by 20 IB Diploma Graduates for an average of \$60,024 compared to \$41,960 per student in 2005-06. The average dollar amount of scholarship for the MNHS Graduating Class of 2007 was \$28,568 per student.</p> <p>NMHS IB Diploma students performed well on the May 2007 subject tests, with average scores in 14 of the 23 areas examined above the international averages, with an average of 0.70 above that mean. Newly offered Computer Science HL mean scores averaged 1.42 above the international mean and Math Studies SL mean scores averaged 1.57 above the international mean. Foreign Language scores for MNHS were lower than the international averages for the German and Latin tests; however, only 1 student in French <i>ab initio</i>, one student in German B and 4 students in French B. Chemistry HL and SL mean scores averaged 0.73 below the international mean, presenting an area of concern.</p>
Reported 10/5/09	<p>The IB program continued to grow in student enrollment and in academic measures. Students that graduated from this program were provided with numerous scholarship opportunities.</p>

	<ul style="list-style-type: none"> ● 2008-09 -- 53 seniors ● $39 / 53 = 74\%$ of the candidates received IB diplomas ● Enrollment in the DP program continue on an upward trend ● 73.2% pass rate ● 4.7 NHS mean score (equal to the international average) ● 30 = mean score for points earned (international average of 29.57) ● 25 AP tests completed by students enrolled in IB courses.
Reported 10/18/10	<p>The IB program continued to grow in student enrollment and in academic measures. Students that graduate from this program were provided with numerous scholarship opportunities.</p> <ul style="list-style-type: none"> ● 2009-10 -- 36 seniors ● $31 / 36 = 86\%$ of the candidates received IB diplomas ● Enrollment in the DP program continue on an upward trend. ● 93% pass rate ● 4.86 NHS mean score (similar to the international average of 4.98) ● 31 = mean score for points earned (international average of 30.87)

Student Achievement Results

Tables are on following page.

Student Achievement (NHS vs. MPS vs. NE)**North High School***Percent Mastery / Average Scale Score*

	Reading	Math	Science	Writing		Reading 11		Math 11
10-11	83%	76%				130.56		120.09
11-12	83%	68%	82%			132.72		115.27
12-13	77%	79%	84%	82%		134.89		109.68
13-14	88%	79%	92%			139.08		106.91
14-15	87%	84%	91%	90%		134.79		111.39

Millard Public Schools*Percent Mastery / Average Scale Score*

	Reading	Math	Science	Writing		Reading 11		Math 11
10-11	88%	81%				117.01		110.76
11-12	87%	80%	84%			113.50		101.33
12-13	87%	81%	85%	80%		111.22		111.82
13-14	89%	81%	87%			127.99		116.75
14-15	89%	82%	87%	83%		127.32		116.57

Nebraska*Percent Mastery / Average Scale Score*

	Reading	Math	Science	Writing		Reading 11		Math 11
10-11	72%	63%				101.96		94.61
11-12	74%	67%	67%			108.89		95.59
12-13	77%	69%	70%	68%		105.71		100.24
13-14	77%	71%	72%			110.19		102.09
14-15	80%	72%	72%	72%		108.91		101.62

IB Middle Years Programme (IBMYP)

Millard North High School

Background

The 2005-2006 school year was the first year of implementation for the International Baccalaureate Middle Years Programme (IB-MYP) mini-magnet at Millard North Middle School. **During the 2006-2007 school year the program was in its second year at North Middle and for the first time, students in the 9th grade at North High began to take part in the IB-MYP curriculum through class work and community service.** International Baccalaureate 9th graders fall into three distinct categories at North High: IB-MYP only, IB-MYP and Diploma Path or Diploma Path only.

The Millard North Middle School strategic plan team in alignment with the District Strategic Plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge all students to reach advanced levels. The action team working on this plan felt the International Baccalaureate Middle Years Programme was the answer in that it would not only provide the alternative the team wanted, but would also better prepare students for success at the Diploma Years level. In July of 2004 the Millard Board of Education gave approval for the implementation of this program at North Middle School. Millard North High School in turn, adopted the 9th and 10th grade component of the program.

In 2011-2012 students in IB-MYP displayed strong academic performance on a consistent basis from grades 6 through 10. It was clear that the IB-MYP increased student enrollment at North Middle School and has brought the desired level of rigor to the classrooms.

Parent surveys and student interviews indicated that there is a high level of satisfaction with the program at both Millard North High School and North Middle School.

Historical findings as found in earlier program evaluations

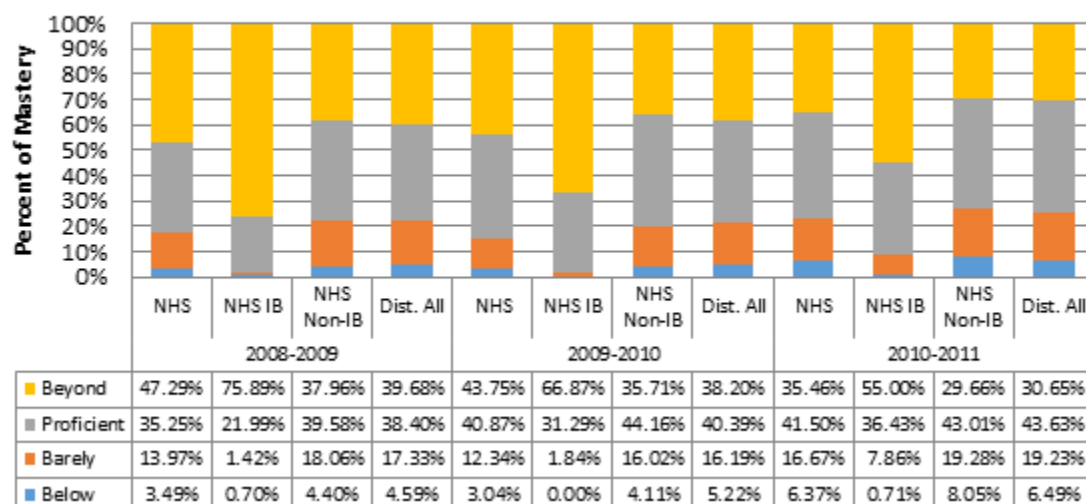
Year 1 2006-2007	MYP Program implemented at North High School during this year.
Year 2 2007-2008	<p>Note: Shared Report NMS MYP and NHS MYP</p> <p>As required by board policy and strategic plan parameters, the office of Planning and Evaluation carries out 5-year evaluations of all mini-magnet programs. The 2005-2006 school year was the first year of implementation for the International Baccalaureate Middle Years Programme (IBMYP) mini-magnet at Millard North Middle School. During the 2006-2007 school year the program was in its second year at North Middle and for the first time, students in IB 9th grade at North High</p>

	<p>began being referred to as IBMYP students even though none of them attended North Middle as IBMYP students. International Baccalaureate 9th graders fall into three distinct categories at North High: IBMYP only, IBMYP and Diploma Path or Diploma Path only. The data in this report came from the third year of the program.</p> <p>The International Baccalaureate Middle Years Programme is a 5-year program that allows students to self-select into and out of the program. The program at North Middle provides the first three years of the service beginning in grade 6 that continues into grades 9 and 10 at Millard North High School.</p> <p>Because students in grades 9 and 10 are in courses that have a student population that consisted of both IB and Non-IB students, and student focus group data indicates that much of the instruction was traditional as opposed to IB, it warranted further investigation as to what other factors contribute to the difference in achievement between IBMYP students and Non-IBMYP students that is in the direction of higher scores for IBMYP students, when both groups of students were sitting side by side during instruction. It was not possible to indicate if the delivery of the IBMYP program is making a positive difference in the delivery of the District curriculum at North High School.</p> <p>Recommendations</p> <p>It was recommended that a more intensive plan for program continuity be put in place between North Middle and North High School with a direct focus on the delivery of the IBMYP Programme based on the specific guidelines and expectations of the International Baccalaureate Organization. The current efforts toward continuity by the two buildings should be augmented by interaction with the Office of Educational Services.</p> <p>Additionally, it was recommended that investigation into whether current instructional practices in mixed IBMYP classrooms at North High reflected the intent of the program and the training that had been provided to staff. Finally, it was recommended that North High address the issue of parent, student and teacher engagement in the IBMYP and make adjustments in communication, expectation and direction to parents, students and staff.</p>
<p>Year 3 2008-2009</p>	<p>The Millard North Middle School strategic plan team in alignment with the District Strategic Plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge advanced level students. It was also the intent of the team to address a declining enrollment at North Middle School during that time. Millard North High School in turn, adopted the 9th and 10th grade component of the program.</p> <p>It was clear that the IBMYP has increased student enrollment at North Middle School and had brought the desired level of rigor to the classrooms. Multiple measures indicated that there was a high level of satisfaction with the program at North Middle School by students and parents. Qualitative data collected at North High School provided a different perspective of the satisfaction of students with the program, indicating that there was a lower level of satisfaction and less of an “IBMYP” look and feel to the experience in grades 9 and 10. A lack of parent response to the survey by high school MYP parents did not allow for a</p>

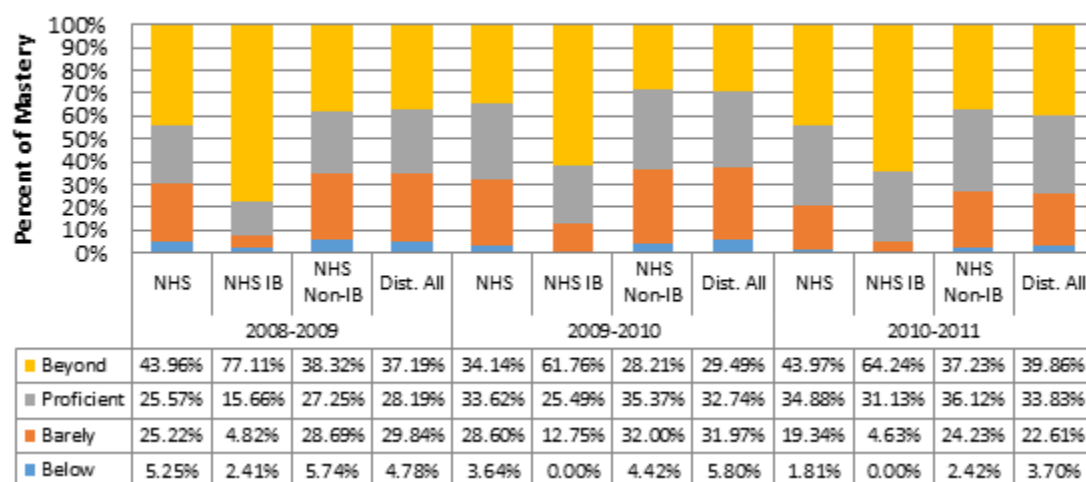
	<p>representative sample of their feelings about the program. The lack of response may have been indicative of parent engagement in the program in grades 9 and 10.</p> <p>Students in the program at both buildings do well academically. A comparison of the percentage of students scoring at high levels on academic achievement exams was clearly in favor of those students participating in this program. There was a clear delineation of instructional setting and practice where treatment of the two groups can be clearly compared and the program effects can be observed and measured. Based on these facts about the differences in instructional setting and practices as well as the outcomes in achievement on both the Terra Nova and the ELO's there was an indication that the IBMYP program makes a positive difference in the delivery of the district curriculum at North Middle.</p> <p>Because students in grades 9 and 10 were in courses that had a student population that consists of both IB and Non-IB students, and student focus group data indicates that much of the instruction is traditional as opposed to IB, it warranted further investigation as to what other factors contribute to the difference in achievement between IBMYP students and Non-IBMYP students that is in the direction of higher scores for IBMYP students, when both groups of students are sitting side by side during instruction. It is not possible to indicate if the delivery of the IBMYP program was making a positive difference in the delivery of the district curriculum at North High School.</p>
<p>Year 4 2009-2010</p>	<p>The Millard North Middle School strategic plan team in alignment with the District Strategic Plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge all students to reach advanced levels. The action team working on this plan felt the International Baccalaureate Middle Years Programme was the answer in that it would not only provide the alternative the team wanted, but would also better prepare students for success at the Diploma Years level. In July of 2004 the Millard Board of Education gave approval for the implementation of this program at North Middle School. Millard North High School in turn, adopted the 9th and 10th grade component of the program. In its adoption, Millard North High School has assumed the responsibility of the reporting of year five assessments to the International Baccalaureate, as well as the completion of the Personal Project.</p> <p>Consistent with previous evaluations of this program, students in IBMYP exhibited strong academic performance on a consistent basis from grade level from grades 6 through 10. It was clear that the IBMYP has increased student enrollment at North Middle School and has brought the desired level of rigor to the classrooms. The program seemed to attract a large number of 9th graders to Millard North High School, but the number of students participating in the program dropped off somewhat significantly (43% from 08-09 to 09-10) from grade 9 to grade 10.</p> <p>Multiple measures indicated that there was a high level of satisfaction with the program at both Millard North High School and North Middle School by students and parents. It should be noted that in comparison to the 2008-2009 evaluation</p>

	<p>of this program, parent participation in the survey regarding IBMYP increased significantly at North High due to the efforts of the staff to engage the parents in the evaluation process. Likewise, student feedback yielded from focus groups at both the middle and high schools indicated an improved “IBMYP” feel to the experience throughout the program.</p> <p>It was clear that the two schools have made a significant effort to work with one another to create continuity within the program, and Millard North High School had made significant efforts to schedule IBMYP students in sections that were almost exclusively IB in terms of student composition. All of the efforts that the staff at both buildings appeared to be strengthening the program from grades 6 through 10.</p>
<p>Year 5 2010-2011</p>	<p>The Millard North Middle School strategic plan team in alignment with the District Strategic Plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge advanced level students. It was also the intent of the team to address a declining enrolment at North Middle School during that time. Millard North High School in turn, adopted the 9th and 10th grade component of the program.</p> <p>Consistent with previous evaluations of this program, students in IBMYP exhibited strong academic performance on a consistent basis from grade level from grades 6 through 10. It was clear that the IBMYP has increased student enrollment at North Middle School and had brought the desired level of rigor to the classrooms. The program seems to attract a large number of 9th graders to Millard North High School, but the number of students participating in the program dropped off from grade 9 to grade 10.</p> <p>Parent surveys and student interviews indicated that there was a high level of satisfaction with the program at both Millard North High School and North Middle School.</p> <p>It was clear that both schools continued to make a significant effort to work with one another in order to create continuity within the program, and Millard North High School made significant efforts to schedule IBMYP students in sections that were almost exclusively IB in terms of student composition. All of the efforts that the staff at both buildings appeared to be strengthening the program from grades 6 through 10.</p> <p>ELO Results</p> <p>Students who were enrolled in the IB-MYP participated in all district-wide curricular-based ELO assessments along with their Non-IB peers. Students who are enrolled in the IB-MYP courses consistently scored at higher levels of proficiency than the students enrolled in the regular curricular programs at both schools.</p>

Reading ELO 9th Grade



AWA 10th Grade



IB Middle Years Programme (IBMYP)

North Middle School

The Millard North Middle School strategic plan team in alignment with the District Strategic Plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge advanced level students. It was also the intent of the team to address a declining enrollment at North Middle School during that time.

(Implemented in 2005-2006)

The following, from the Millard North Middle School and Millard North High School MYP web page, presents background on the program.

The International Baccalaureate Middle Years Programme (MYP) is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

The curriculum contains eight subject groups (Language A, Language B, Humanities, Technology, Mathematics, Arts, Sciences, Physical Education) together with a core made up of five areas of interaction (Health and Social Education, Community and Service, Environments, Approaches to Learning, and Human Ingenuity).

The Millard North Middle School strategic plan team in alignment with the district strategic plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge all students to reach advanced levels. The action team working on this plan felt the International Baccalaureate Middle Years Programme was the answer in that it would not only provide the alternative the team wanted, but would also better prepare students for success at the Diploma Years level. In July of 2004 the Millard Board of Education gave approval for the implementation of this program at North Middle School. Millard North High School in turn, adopted the 9th and 10th grade component of the program. In its adoption, Millard North High School has assumed the responsibility of the reporting of year five assessments to the International Baccalaureate, as well as the completion of the Personal Project.

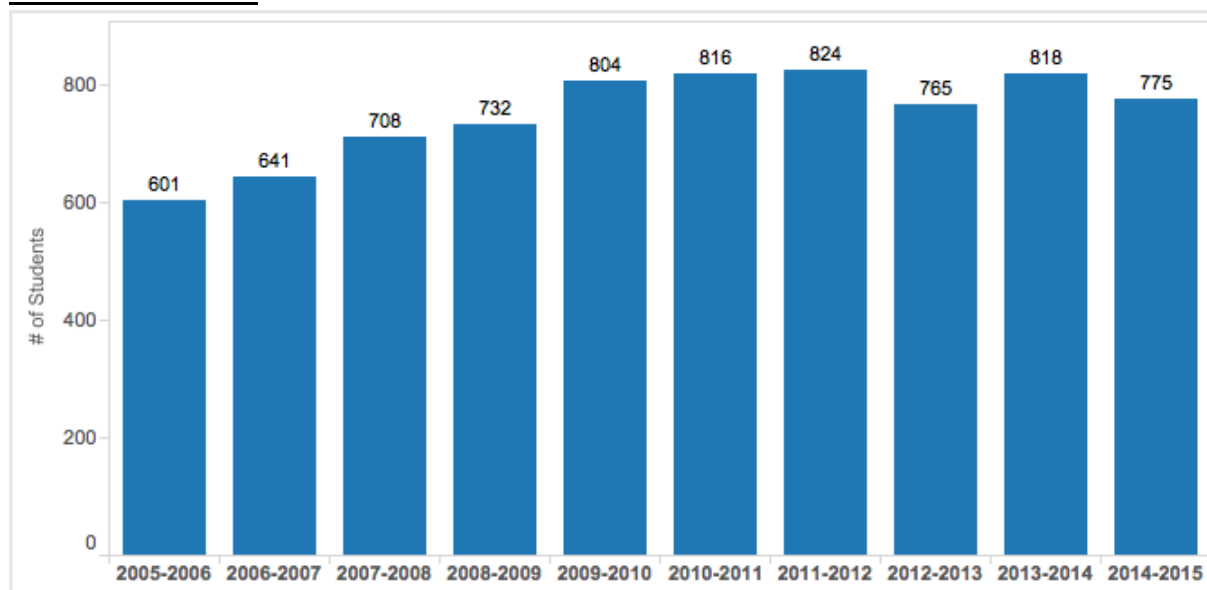
Historical findings as found in earlier program evaluations

Year 1 2005-2006	IB MYP implemented at MNMS.
Year 1 2005-2006 Reported 5/21/07	Results showed that the IBMYP at North Middle attracted students from each of the district's six middle schools and from schools outside the district. Students in this program scored above average on local and national assessments and parent and student surveys indicate program satisfaction.
Year 2 2006-2007 Reported	It was clear that the IBMYP increased student enrollment at North Middle School and brought the desired level of rigor to the classrooms. Multiple measures indicated that there was a high level of satisfaction with the program at North Middle School by

11/17/08	students and parents. Results indicated that the program is meeting the strategic goals set for NMS at its inception. The elements that had created their success were in the process of being articulated to grades 9 and 10 of the program.
Year 3 2007-2008 Reported 10/21/09	<p>Consistent with previous evaluations of this program, students in IBMYP exhibited strong academic performance on a consistent basis from grade level from grades 6 through 10. It was clear that the IBMYP increased student enrollment at NMS and brought the desired level of rigor to the classrooms. The program seemed to attract a large number of 9th graders to NHS, but the number of students participating in the program dropped off somewhat significantly (43% from 08-09 to 09-10 from grade 9 to grade 10).</p> <p>Multiple measures indicated that there was a high level of satisfaction with the program at both NHS and NMS by students and parents. It was noted that in comparison to the 2008-09 evaluation of this program, parent participation in the survey regarding IBMYP increased significantly at NHS due to the efforts of the staff to engage the parents in the evaluation process. Likewise, student feedback yielded from focus groups at both the middle and high schools indicated an improved “IBMYP” feel to the experience throughout the program.</p> <p>It was clear that the two schools had made a significant effort to work with one another to create continuity within the program, and NHS has made significant efforts to schedule IBMYP students in sections that are almost exclusively IB in terms of student composition. All of the efforts that the staff at both buildings appeared to be strengthening the program from grades 6 through 10.</p>
Year 4 2008-2009 Reported 2/6/12	<p>Results indicated that the program was meeting the strategic goals set for North Middle School at its inception. The elements that created this success were in the process of being articulated to grades 9 and 10 of the program.</p> <p>Students who enrolled in the IB-MYP courses consistently scored at higher levels of proficiency than the students enrolled in the regular curricular programs at both schools.</p> <p>The cost of the program was \$28,190.40. The per-pupil expenditure for this program was \$56.04.</p> <p>Students in the IB-MYP displayed strong academic performance on a consistent basis from grades 6 through 10. It was clear that the IB-MYP has increased student enrollment at North Middle School and brought the desired level of rigor to the classrooms.</p> <p>Parent surveys and student interviews indicated that there was a high level of satisfaction with the program at both NHS and NMS.</p>
Year 5 2009-2010 Reported 1/21/13	<p>The Millard North Middle School strategic plan team in alignment with the District Strategic Plan, in 2002 determined that the school needed a rigorous alternative to the traditional middle level program that would further challenge advanced level students. It was also the intent of the team to address a declining enrollment at North Middle School during that time. Millard North High School in turn, adopted the 9th and 10th</p>

	<p>grade component of the program.</p> <p>Students in IB-MYP displayed strong academic performance on a consistent basis from grades 6 through 10. It was clear that the IB-MYP has increased student enrollment at North Middle School and brought the desired level of rigor to the classrooms.</p> <p>Parent surveys and student interviews indicated that there is a high level of satisfaction with the program at both Millard North High School and North Middle School.</p>
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Student Enrollment *North Middle School*



Student Achievement Results

Tables are on following page.

Student Achievement (NMS vs. MPS vs. NE)**North Middle School***Percent Mastery / Average Scale Score*

	Reading	Math		Reading 06	Reading 07	Reading 08		Math 06	Math 07	Math 08
10-11	91%	83%		130.56	136.9	127.93		125.97	121.33	120.09
11-12	88%	81%		132.72	135.5	126.29		123.41	124.1	115.27
12-13	90%	79%		134.89	143.05	139.64		121.84	122.8	109.68
13-14	89%	79%		139.08	144.69	130.34		122.36	119.04	106.91
14-15	90%	79%		134.79	149.57	132.07		115.66	130.49	111.39

Millard Public Schools*Percent Mastery (ALL Grades) / Average Scale Score*

	Reading	Math		Reading 06	Reading 07	Reading 08		Math 06	Math 07	Math 08
10-11	88%	81%		124.96	132.06	124.48		113.63	112.25	118.43
11-12	87%	80%		124.93	135.01	124.67		113.76	119.17	111.06
12-13	87%	81%		127.43	141.44	134.74		113.33	118.52	112.84
13-14	89%	81%		131.12	143.82	129.43		112.53	118.23	112.12
14-15	89%	82%		131.54	144.25	131.97		114.08	122.51	114.68

Nebraska*Percent Mastery (ALL Grades) / Average Scale Score*

	Reading	Math		Reading 06	Reading 07	Reading 08		Math 06	Math 07	Math 08
10-11	72%	63%		108.81	110.38	106.08		100.35	98.68	97.89
11-12	74%	67%		112.59	115.95	108.89		106.09	103.91	99.25
12-13	77%	69%		115.06	121.73	115.20		106.35	105.64	102.15
13-14	77%	71%		118.80	126.06	114.37		108.50	108.57	103.58
14-15	80%	72%		121.43	127.55	117.25		109.85	109.85	104.73

Primary Years Programme (PYP)

Bess Streeter Aldrich Elementary School

In 2004, the Bess Streeter Aldrich strategic planning team determined that the school needed a program that would **increase student enrollment** and provide **quality education** that was responsive to the needs and expectations of our students and parents. Aldrich parents were surveyed to find out their educational desires for their children. They showed a strong desire for a world language program that takes place within the regular school day and a program that would be challenging to our students. After exploring the International Baccalaureate Primary Years Programme, the team felt this program would be an excellent fit for Aldrich. In addition, the team felt the continuity of educational opportunities that come from the PYP in a K-12 structure would be beneficial to our students and was logical for our district, and the addition of PYP in MPS was in direct alignment with the District Strategic Plan.

The International Baccalaureate Primary Years Programme is designed for students aged 3 to 12. It is an international transdisciplinary program designed to foster the development of the whole child as an inquirer, both in the classroom and in the world outside. In the PYP, students are taught to understand that learning is about asking questions and looking for answers, which in turn may generate new, and perhaps more complex questions in need of answers. As teachers work with students through this programme of guided inquiry, they also help students understand what their relationship and responsibility is towards what they are learning. It emphasizes learning through active inquiry and aims to develop the whole child to meet certain competencies and attitudes outlined in a Learner Profile.

Historical findings as found in earlier program evaluations

Year 1 2008-2009 Reported 11/17/08	<p>This was the first evaluation of the program which was implemented in the 2008-2009 school year. Results showed that the IBPYP at Aldrich Elementary School increased student enrollment and provided a quality international learning experience. Students at Aldrich scored higher on district and nationally normed tests as compared to their non-IB peers at the district level.</p> <p>The Aldrich Primary Years IB program was initiated to increase student enrollment and provide a quality education that was responsive to the needs and expectations of their students and parents. Aldrich parents were surveyed to find out their educational desires for their children. A vast majority of the surveys requested a challenging classroom environment for students. They also showed a strong desire for a foreign language program that takes place within the regular school day. The results of this evaluation indicated that the school was making significant progress toward these goals.</p> <p>Student achievement data indicated that the students in the IBPYP achieved at a high level as compared to their non-IB peers across the district. Aside from the initial training costs (\$236 per student) the program costs are comparable to the cost of operating a non-IB school. Class sizes appeared to be slightly larger at Aldrich in 2nd</p>
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	<p>and 3rd grade, but were comparable at all other grade levels.</p> <p>Students and parents expressed overall satisfaction with the program and the level of service that is being provided at the school. There were some concerns expressed on the parent survey. Only a sample of survey and focus group results were used for the purpose of this report. A complete copy of the survey and focus group results was provided to the principal as well as the Educational Service Division.</p>
Year 2 2009-2010 Reported 10/21/09	<p>Aldrich parents were surveyed to find out their educational desires for their children. A vast majority of the surveys requested a challenging classroom environment for students. They also showed a strong desire for a foreign language program that takes place within the regular school day. The results of this evaluation indicated that the school was making significant progress toward these goals.</p> <p>Student achievement data indicated that the students in the IBPYP were achieving at a high level as compared to their non-IB peers across the district. Aside from the initial training costs the program costs were comparable to the cost of operating a non-IB school. Class sizes appeared to be slightly larger at Aldrich in kindergarten, 3rd, and 4th grade, but were comparable at all other grade levels.</p> <p>Students and parents expressed overall satisfaction with the program and the level of service that is being provided at the school. There were some concerns expressed on the parent survey. Only a sample of survey and focus group results were used for the purpose of this report. A complete copy of the survey and focus group results was provided to the principal as well as the Educational Service Division.</p>
Year 3 2010-2011 Reported 1/10/11	<p>The number of students enrolled at Aldrich increased every year since the program started in the 2006-2007 school year. Enrollment of students who optioned into the district from surrounding school districts steadily increased from the start but last year there was a slight decrease perhaps due to the new Learning Community rules being in place.</p> <p>Student achievement data indicated that students enrolled at Aldrich generally achieved higher levels of success than their peers on district ELO assessments and they also performed higher when compared nationally on the TerraNova.</p> <p>Other than the cost of training of staff, staffing for one (1) Spanish teacher, and the purchasing of required materials, the yearly cost of the IBPYP at Aldrich was comparable to the cost of running a non-IB school. In the 2009 – 2010 school year class sizes at Aldrich were larger in kindergarten, third, and fourth grades compared to other buildings in Millard Public Schools.</p> <p>Parent surveys and student interviews indicate that there was a high level of satisfaction with the program.</p>
Reported 1/17/11	<p>Aldrich Elementary</p> <p>Students at Aldrich scored higher on district and nationally normed tests as compared to their non-IB peers at the district level.</p>

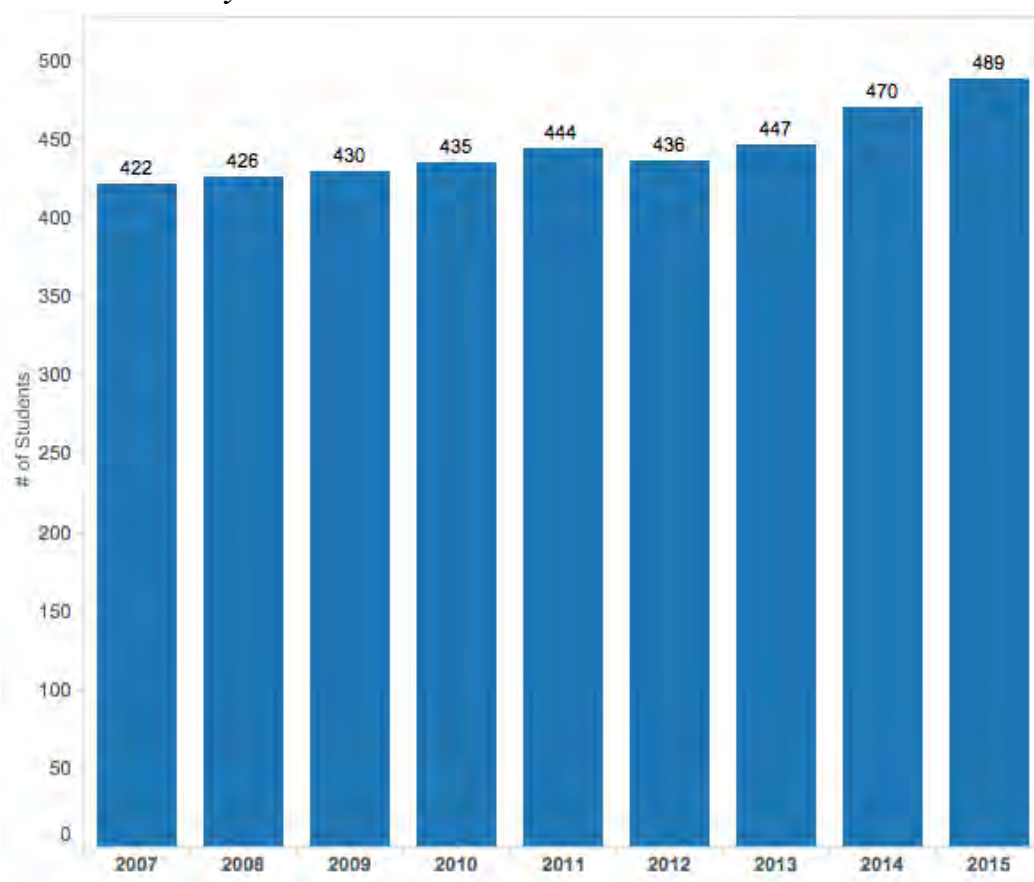
	<p>The Primary Years IB Programme (IBPYP) at Aldrich currently satisfied two of its initial goals. To increase the student enrollment and to provide a high quality education that was responsive to the needs and expectations of their students and community.</p> <p>The number of students enrolled at Aldrich increased every year since the program started in the 2006-2007 school year. Enrollment of students who optioned into the district from surrounding school districts steadily increased from the start but last year there was a slight decrease perhaps due to the new Learning Community rules being in place.</p> <p>Student achievement data indicates that students that enrolled at Aldrich generally achieved higher levels of success than their peers on district ELO assessments and they also performed higher when compared nationally on the TerraNova.</p> <p>Other than the cost of training of staff, staffing for one (1) Spanish teacher, and the purchasing of required materials, the yearly cost of the IBPYP at Aldrich was comparable to the cost of running a non-IB school. In the 2009 – 2010 school year class sizes at Aldrich were larger in kindergarten, third, and fourth grades compared to other buildings in Millard Public Schools.</p> <p>Parent surveys and student interviews indicate that there was a high level of satisfaction with the program.</p>
<p>Year 4 2011-2012 Reported 12/9/11 4th yr</p>	<p>The number of students enrolled at Aldrich continued to grow every year since the inception of the IB program in the 2006-2007 school year. The number of students that transferred to Aldrich via in-district transfers increased steadily every year closely matching the trend of option enrolled students from outside of the district. The 2011-2012 school year was the second year that the Learning Community rules had been in place and did not appear to have affected the enrollment trends that occurred prior.</p> <p>Student achievement data indicated that students that enrolled at Aldrich generally show higher levels of success than their peers on district ELO and state NeSA assessments and they also performed higher when compared nationally on the TerraNova.</p> <p>Other than the cost of training of staff, staffing for one (1) Spanish teacher, and the purchasing of required materials, the yearly cost of the IBPYP at Aldrich are comparable to the cost of running a non-IB school. In the 2010-2011 school year, class sizes at Aldrich were larger in kindergarten, second, third, and fifth grades compared to other buildings in Millard Public Schools.</p> <p>Parent surveys and student interviews continued to indicate that there was a high level of satisfaction with the program.</p> <p>In November 2011, representatives of the International Baccalaureate Programme came to Aldrich for a site visit as part of an annual IB Evaluation. Results of this evaluation were not available prior to this report being written. Results were included in the district's year 5 program evaluation.</p>

<p>Year 5 2012-2013 Reported 1/21/13</p>	<p>Students who are enrolled in IBPYP participate in all District-wide assessments along with their Non-IB peers. When comparing performance of these two groups of students on District Essential Learner Outcome exams, Aldrich students placed higher in the top two levels of proficiency in all District and nationally normed assessments.</p> <p>2009-2010 was the first year that students throughout Nebraska participated in the statewide reading assessment (NeSA-R). When compared to the district, students at Aldrich had a higher mean score on all three levels (grades 3, 4, 5) in which the assessment was given. Students at Aldrich also outperformed (higher percent of students) the District in the “Exceeds Expectations” category of the NeSA-R. Students at Aldrich performed higher than their peers from throughout the district on the TerraNova Assessment.</p> <p>The Primary Years IB Programme (IBPYP) at Aldrich continued to satisfy its two initial goals. To maintain the student enrollment and to provide a high quality education that was responsive to the needs and expectations of their students and community.</p> <p>Student achievement data indicated that students enrolled at Aldrich generally showed higher levels of success than their peers on district ELO and state NeSA assessments and they also performed higher than when compared nationally on the TerraNova.</p> <p>The number of students enrolled at Aldrich continued to grow every year since the inception of the IB program in the 2006-2007 school year. The number of students that transferred to Aldrich via in-district transfers increased steadily every year closely matching the trend of open enrolled students from outside of the district. The 2011-2012 school year was the second year that the Learning Community rules have been in place and does not appear to have affected the enrollment trends that occurred prior.</p> <p>Student achievement data indicated that students that are enrolled at Aldrich generally showed higher levels of success than their peers on district ELO and state NeSA assessments and they also performed higher when compared nationally on the TerraNova.</p> <p>Other than the cost of training of staff, staffing for a Spanish teacher (1.0 FTE), and the purchasing of required materials, the yearly cost of the IBPYP at Aldrich are comparable to the cost of running a non-IB school. In the 2010-2011 school year, class sizes at Aldrich were larger in kindergarten, second, third, and fifth grades compared to other buildings in Millard Public Schools.</p> <p>Parent surveys and student interviews continue to indicate that there was a high level of satisfaction with the program.</p> <p>In November 2011, representatives of the International Baccalaureate Programme came to Aldrich for a site visit as part of an annual IB Evaluation. The summary of the report states,</p> <p>“The entire school community demonstrates a commitment to the IB Primary Years Programme. The principal and coordinator are</p>
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	<p>highly respected, the teachers work collaboratively and the students exemplify the IB Learner Profile and attitudes. The school continues to strive to improve all areas.</p> <p>Further development of skills in inquiry and the encouragement of student self and peer assessment will strengthen the programme. The principal, coordinator and teachers are encouraged to seek more mentors for the fifth grade exhibition process. When next reviewing the school mission statement, the school is encouraged to align it with the IB mission statement regarding global citizenship. The Wednesday early release teacher planning period is a highly valued and useful instrument for PYP collaboration and the teachers, in conjunction with the media specialist, use it extensively for the further development of the programme.”</p>
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Student Enrollment

Aldrich Elementary



Student Achievement Results

Tables are on following page.

Student Achievement (Aldrich vs. MPS vs. NE)***Aldrich Elementary****Percent Mastery / Average Scale Score*

	Rdg	Math		Rdg 03	Rdg 04	Rdg 05		Math 03	Math 04	Math 05
2010-2011	93%	91%		133.78	145.59	128.96		138.02	145.48	107.52
2011-2012	98%	98%		137.19	151.38	152.06		136.54	150.01	139.38
2012-2013	98%	96%		145.73	153.86	158.64		140.46	148.55	148.06
2013-2014	97%	96%		146.3	156.27	166.35		139.53	141.35	155.2
2014-2015	99%	96%		147.3	160.09	163.7		138.54	137.48	144.04

Millard Public Schools*Percent Mastery (ALL GRADES) / Average Scale Score*

	Rdg	Math		Rdg 03	Rdg 04	Rdg 05		Math 03	Math 04	Math 05
2010-2011	88%	81%		121.15	127.3	126.63		127.08	122.55	120.31
2011-2012	87%	80%		119.95	128.95	133.67		125.49	124.98	125.2
2012-2013	87%	81%		120.55	129.44	135.41		122.69	123.22	124.19
2013-2014	89%	81%		125.35	132.27	138.69		122.67	124.64	123.2
2014-2015	89%	82%		126.75	135.99	142.14		121.8	124.26	124.85

Nebraska*Percent Mastery (ALL GRADES) / Average Scale Score*

	Rdg	Math		Rdg 03	Rdg 04	Rdg 05		Math 03	Math 04	Math 05
2010-2011	72%	63%		104.41	109.01	107.65		103.49	102.64	102.67
2011-2012	74%	67%		108.66	111.62	114.26		107.84	106.36	108.48
2012-2013	77%	69%		111.04	114.7	118.18		110.06	108.63	108.93
2013-2014	77%	71%		113.67	118.88	120.77		111.81	112.49	111.52
2014-2015	80%	72%		118.46	120.72	128.64		112.97	111.8	113.26

Montessori

Norris Elementary & Montclair Elementary

The Montessori program is an option that provides an environment consistent with Dr. Maria Montessori's philosophy in which children learn through spontaneous and prescribed activities based on developmental needs as they become self-directed.

Program Philosophy

Dr. Maria Montessori believed that the role of education is to create a learning laboratory where the individual is allowed to continue the developmental process, a process begun at conception. This process assists the individual to grow up with a healthy spirit, a strong character and a clear intellect, realizing the interdependence with all of life. The elements of the educational process include the following:

- Methodology is based on movement, activity and habits of work and order.
- The child is guided, moving from simple to complex and concrete to abstract concepts for perceptual and conceptual proficiency.
- The child learns through spontaneous and prescribed activities based on developmental needs and individual learning styles.
- The child learns to become inner-directed or self-directed rather than "other-directed".
- There is intrinsic concern for rhythm, balance, and order, which make the life process possible and provides continuity in nature and the universe.

Program Overview

- Each Montessori classroom is multi-aged, except 6th grade. Kindergarten is included in the Montessori pre-primary classrooms for children ages three to six.
- The classroom environment is designed to facilitate maximum independent learning and exploration by the child.
- The curriculum is interdisciplinary and interactive.
- Concepts are taught using materials that encourage exploration, independence and analytical thinking.
- Physical Education and music are taught on a daily rotation basis for 20-30 minutes, depending on the age of the child.
- Drama and art are integrated into the prepared environment.

Montclair Montessori

Historical findings as found in earlier program records

Year 1 1979-1980	The first Montessori classroom opened at Montclair School with 25 students enrolled in Kindergarten. Montessori was an alternative program that was adopted by MPS based on an interest survey went to families throughout the district. This alternative program pulled students from the entire district with parents providing transportation.
Year 2 1980-1981	The first kindergarten class moved to first grade and another kindergarten class of 25 was added. An additional staff member was added. Total enrollment was 50.
Year 3 1981-1982	The Montessori classrooms for elementary were not yet allowed to be multi-age. One teacher resigned and two new teachers were hired to teach first and second grade. The District curriculum was adhered to with the addition of the Montessori math materials and puzzle maps within the classrooms. The kindergarten teacher only used the Montessori curriculum. Several teachers worked on the first scope and sequence of the Montessori program curriculum and wrote a proposal for a Montessori preschool. Total enrollment was 69.
Year 4 1982-1983	The program expanded to include third grade. The classes remained divided by grades and the district curriculum was supplemented with Montessori materials. One teacher left and two more were hired. Total Enrollment was 120.
Year 3 1983-1984	Montessori classrooms were multi-aged as prescribed by the Montessori philosophy. Fourth grade was added. Again, one teacher left and two more were hired. One teacher organized the curriculum into folders in order to help make it easier to individualize. Enrollment was 144. A cap of 200 students was placed on the program.
Year 5 1984-1985	The Montessori program continued to expand. Two more teachers were hired. The District adopted the Macmillan Reading Program. This program required that a two-hour block of time each day be given to direct instruction in reading and the assessment of reading. This inhibited the 2-3 hour block of work time that was necessary for children in Montessori to work independently and to receive individual and small group lessons. Enrollment was 182.
Year 6 1985-1986	<p>Monthly meetings were held for parent education and program information. Teachers attended weekly meetings to explore educational theories and personality theories as well as to practice the 3-6 lesson presentations in math and sensorial. An experienced Montessori teacher acted as a mentor to new staff that did not have Montessori training.</p> <p>The parent group continued to grow. Parents paid \$160.00 per child to attend Montessori. The money was donated to the Millard Foundation. The enrollment cap was temporarily lifted. Enrollment was 233. A grade 5-6 classroom is added.</p>

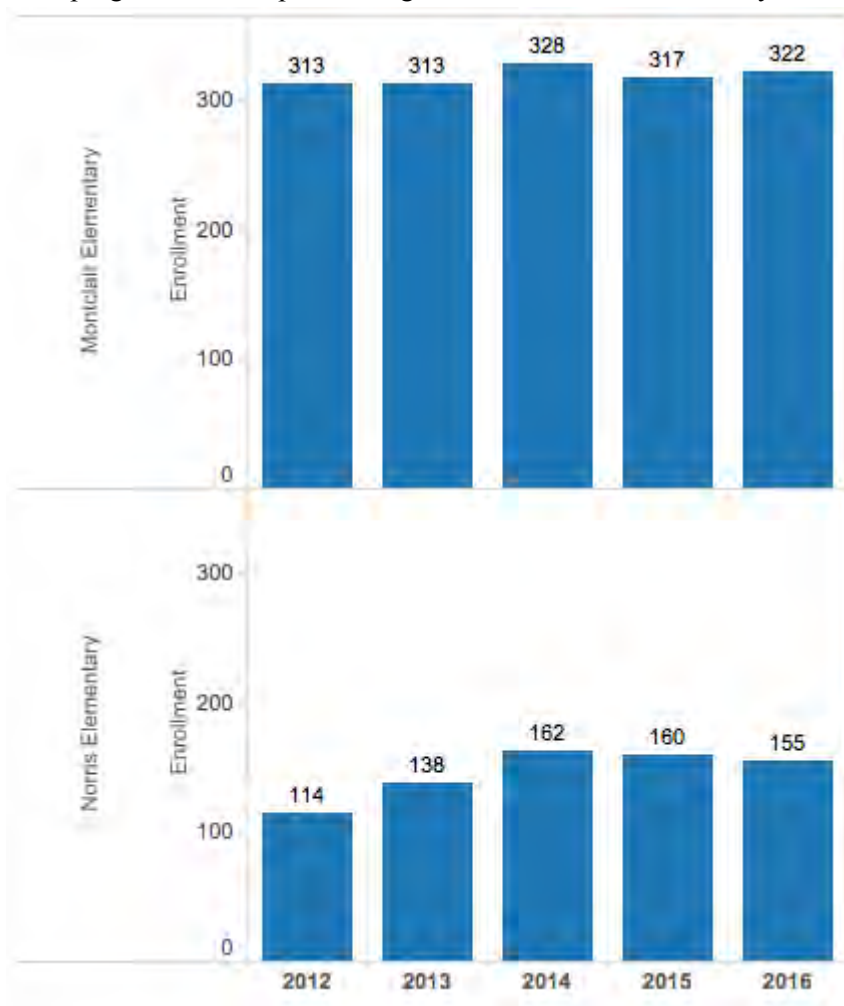
Year 7 1986-1987	Due to a large growth in district enrollment, the program was split between two buildings, Montclair and Cody. This caused enrollment in Montessori to drop. Two teachers were reassigned and paras were hired to accommodate the remaining large class sizes. Parents continued to pay tuition. Enrollment was 170 with two grade 4-6 classrooms.
Year 8 1987-1988	Montclair enrollment continued to grow and the remaining program at that location was again split, meaning the program was now divided between three schools. Enrollment was 122.
Year 9 1988-1989	<p>Millard enrollment continued to grow and once again the current buildings ran out of space for the Montessori classrooms. The District considered closing the program. The parent group became very active and looked into available options. It was discovered that two district owned cottages near 144th and Blondo were vacant. The Montessori Parent Organization requested that the board allow the program to continue by not selling the cottages until the new school was built and there would once again be space for Montessori at Montclair. Enrollment dropped in Kindergarten due to the fear that the program would close.</p> <p>Kindergarten remained at Montclair. Two primary classrooms were housed in one cottage and the 4-5 classroom was in the other. Physical education was held in the garage or in a field two blocks away. Parents paid for a bus to drive the children to and from the cottages from Montclair.</p> <p>A scope and sequence was developed for the cultural studies, Science and social studies. Literature lessons continued to be written for 9-12 students.</p> <p>In December, Ezra was opened and Montessori was able to move back to Montclair.</p>
1999-2000	The board approved the Middle School proposal and the 12-15 program opened at Central Middle School. The first year the sixth grade class opened, with the intention of adding 7 th and 8 th grade the next two successive years. The program had 305 students.
2002-2003	The second elementary location opened at Norris Elementary. The first year started with the ½ day classroom from Montclair and a full-day 3-6 program. The program had 448 students.

Norris Montessori***Historical findings as found in earlier program evaluations***

Year 1 2002-2003	The second elementary location opened at Norris Elementary. The first year started with the ½ day classroom from Montclair and a full-day 3-6 program.
Year 2 2003-2004	Norris added 1st grade. Montessori classrooms included one half-day preschool, one full day Kindergarten, and one first grade.
Year 3 2004-2005	One goal of the Norris Montessori program was to counter declining enrollment by drawing students from outside the Norris attendance area. The table below shows the schools to which the kindergarten, first and second grade students were assigned, based on their housing areas. Only 5 of the 44 kindergarten, first and second grade students lived in the Norris attendance area.
Year 4 2005-2006	<p>In 2005-2006 the Norris Montessori mini-magnet completed its fourth year with two classrooms serving preschool and preprimary students and three classrooms serving first grade, second grade and third grade students. The plan was that one grade will be added each year, until the program spans preschool through fifth grade.</p> <p>The goal of drawing students to Norris from outside the Norris attendance area was realized with 88.9% of the Norris Montessori enrollment, over that past three years coming, from outside its attendance area.</p> <p>Norris Montessori assessment data has been collected and compared to other groups. Percent mastery levels on the district-wide Essential Learner Outcome assessments for Norris Montessori students were comparable to those in the more established Montclair Montessori program and to non-Montessori students district-wide</p>
Year 5 2006-2007	<p>Norris Montessori -- The program accomplished the goal of increasing enrollment, and student achievement remained consistent with that of other students.</p> <p>Non-cohort assessment data -- mastery levels for the Norris Montessori students were comparable to those of the Montclair Montessori students and to those of all Millard students. The small differences in percent mastery between the three student groups were not statistically significant due to the small sample size available from the Montessori classrooms.</p> <p>Cohort assessment data -- ELO percent mastery for students enrolled in first grade in 2003-04 was tracked across four years to compare rate of improvement for students enrolled in Norris Montessori, Montclair Montessori, and all district classrooms. Mastery levels for the Norris Montessori students were comparable to those of the Montclair Montessori students and to those of all Millard students when comparing same class progression. Achievement trends for each student group followed the same general pattern and the small differences in percent mastery between the three student groups are not statistically significant due to the small sample size available for the Montessori classrooms.</p> <p>Startup Costs -- approximately \$15,000 / classroom (for years of 2003-2006)</p>

Student Enrollment Montclair and Norris Elementary Schools

Both programs have experienced growth in enrollment over the years of 2012-2016.



Student Achievement Results

Tables are on following page.

Student Achievement***Montessori Students at Montclair Elementary and Norris Elementary******Percent Mastery / Average Scale Score***

	Rdg	Math		Rdg 03	Rdg 04	Rdg 05		Math 03	Math 04	Math 05
2011-2012	88%	84%		122.73	122.95	120.60		123.78	114.64	112.10
2012-2013	89%	84%		127.51	124.54	123.58		119.14	125.19	116.88
2013-2014	92%	80%		125.56	135.85	142.49		115.81	119.45	126.20
2014-2015	93%	80%		128.32	133.66	149.95		122.86	114.53	117.07

Millard Public Schools***Percent Mastery (ALL Grades) / Average Scale Score***

	Rdg	Math		Rdg 03	Rdg 04	Rdg 05		Math 03	Math 04	Math 05
2011-2012	87%	80%		119.95	128.95	133.67		125.49	124.98	125.2
2012-2013	87%	81%		120.55	129.44	135.41		122.69	123.22	124.19
2013-2014	89%	81%		125.35	132.27	138.69		122.67	124.64	123.20
2014-2015	89%	82%		126.75	135.99	142.14		121.80	124.26	124.85

Nebraska***Percent Mastery (ALL Grades) / Average Scale Score***

	Rdg	Math		Rdg 03	Rdg 04	Rdg 05		Math 03	Math 04	Math 05
2011-2012	74%	67%		108.66	111.62	114.26		107.84	106.36	108.48
2012-2013	77%	69%		111.04	114.7	118.18		110.06	108.63	108.93
2013-2014	77%	71%		113.67	118.88	120.77		111.81	112.49	111.52
2014-2015	80%	72%		118.46	120.72	128.64		112.97	111.8	113.26

Montessori

Central Middle School

This program is housed at Central Middle School. Students take their core academic classes from Montessori teachers and other courses (electives, exploratory classes, music, p.e.) from Central Middle School teachers with the rest of the student body. The program completed four years of operation (as of 10/20/03).

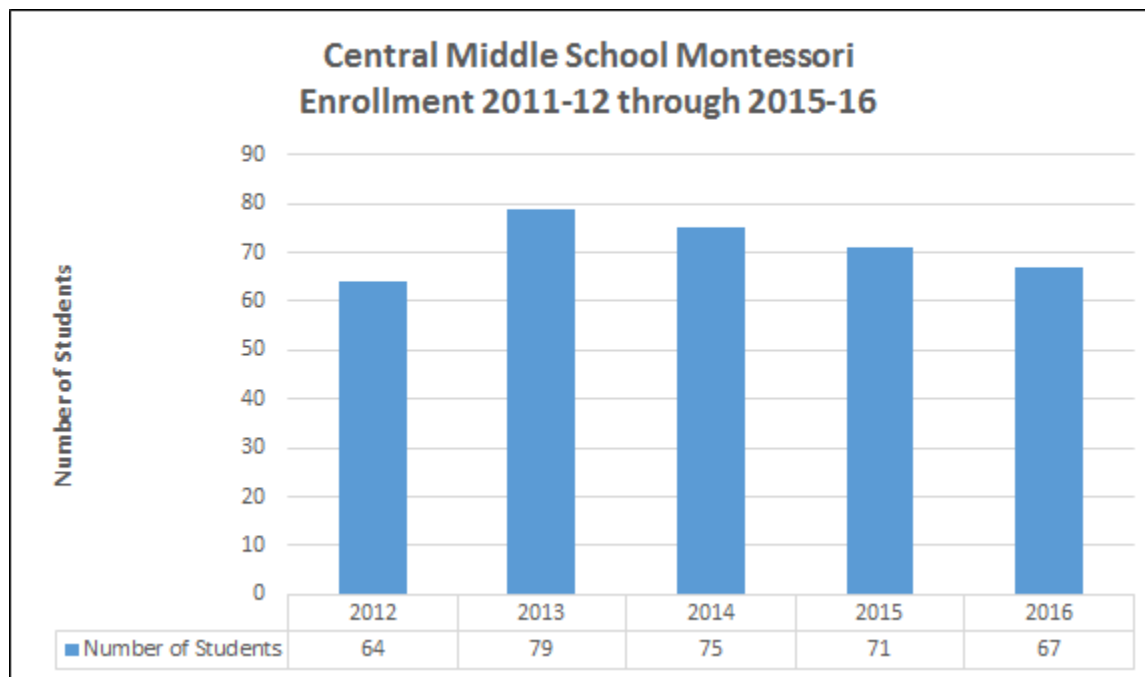
Historical findings as found in earlier program evaluations

Year 1 1999-2000	Central Middle School began its first year of operation in 1999-2000.
Year 2 2000-2001 Reported 8/20/01	Parent surveys from 2000 indicated high levels of satisfaction 2001 focused on student achievement. While 6th grade Montessori students scored somewhat higher on TerraNova measures, generally, results were mixed.
Year 3 2001-2002 Reported 7/15/02	Results indicated that in language arts (reading and writing) and social studies the students in the Montessori program score as high or higher than the district on TerraNova and ELO assessments. However, in 7th and 8th grade analyses, the Montessori program math and science performance was below the District and a below a “matched” comparison group of students not in the program. (Matched on prior achievement, free lunch and SPED status.)
Year 4 2002-2003 Reported 10/20/03	53 students in 2002-3; 65 students in 2001-02 Achievement results were mixed. Montessori tended to score higher than the District on TerraNova, but slightly lower on reading, writing and math ELOs. In comparison to a “matched” control group, Montessori scored lower on reading, writing and math ELOs, but scored higher on science and social studies ELO assessments 32 teachers, 793 students -- \$2,138.71 / student 3.5 teachers, 53 students -- \$3,500 / student
Year 5 2003-2004 Reported 8/16/04	Generally, results indicated that the Montessori students do as well as other students in the regular Millard Curriculum. Since student academic performance and parent satisfaction have continued at an acceptably high level, the main remaining issue for the program may be to maintain acceptably high numbers of students enrolled in the program. The 2003-04 cost per pupil for the program was much more in line with the regular program instructional cost. This occurred because of an increase in number of students (up to 66) and the decrease of a 0.5 FTE department head. Over the years, the average loss of students from 6th to 8th grade has been about 22%. It will be another 5 years before the Norris Montessori

Program can feed students into the middle level. The middle school program would need around 24-26 students in 6th grade to have a good chance of having 20 students in 8th grade.

Student Enrollment

The following figure displays the enrollment for Central Middle School. 2000 marks the first year of the Montessori program at CMS. The enrollment of 812 students in 2000 is very comparable to the 801 students in 2015.



Student Achievement Results

Tables are on following page.

Student Achievement (CMS vs. MPS vs. NE)***Montessori Students at CMS****Percent Mastery / Average Scale Score*

	Reading	Math		Reading 06	Reading 07	Reading 08		Math 06	Math 07	Math 08
10-11	83%	68%		115.80	126.04	115.63		107.19	103.66	108.99
11-12	84%	70%		115.70	128.33	116.89		103.09	110.10	101.89
12-13	88%	71%		121.30	134.17	127.20		109.92	105.89	104.48
13-14	84%	69%		117.23	136.58	119.78		100.21	113.91	100.59
14-15	84%	71%		124.22	133.12	123.08		100.30	106.91	106.13

Millard Public Schools*Percent Mastery (ALL Grades) / Average Scale Score*

	Reading	Math		Reading 06	Reading 07	Reading 08		Math 06	Math 07	Math 08
10-11	88%	81%		124.96	132.06	124.48		113.63	112.25	118.43
11-12	87%	80%		124.93	135.01	124.67		113.76	119.17	111.06
12-13	87%	81%		127.43	141.44	134.74		113.33	118.52	112.84
13-14	89%	81%		131.12	143.82	129.43		112.53	118.23	112.12
14-15	89%	82%		131.54	144.25	131.97		114.08	122.51	114.68

Nebraska*Percent Mastery (ALL Grades) / Average Scale Score*

	Reading	Math		Reading 06	Reading 07	Reading 08		Math 06	Math 07	Math 08
10-11	72%	63%		108.81	110.38	106.08		100.35	98.68	97.89
11-12	74%	67%		112.59	115.94	108.89		106.09	103.91	99.25
12-13	77%	69%		115.06	121.73	115.2		106.35	105.64	102.15
13-14	77%	71%		118.8	126.06	114.37		108.5	108.57	103.58
14-15	80%	72%		121.43	127.55	117.25		109.82	109.85	104.73