



MONTICELLO COMMUNITY SCHOOL DISTRICT

*Providing rigorous, authentic,  
personalized learning, utilizing the  
local and global community.*

# **3-YEAR STRATEGIC OPERATING PLAN 2016-2019**

*The Mission of the Monticello Community Schools, a District striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will possess a desire to be lifelong learners.*

# FACILITIES



	Monticello Community School District				
	Strategic Operating Plan				
		2016-17			
<i>Mission: The Mission of the Monticello Community Schools, a District striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will possess a desire to be lifelong learners.</i>					
Strategy 1: School Facilities: Create a school facilities plan for school facility projects and school facility updates					
Action Steps (School Facilities)	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Create a Facility Projects Review Committee (Meets Annually)	X	X	X	Committee Updates Five Year Plan	Superintendent/Facility Projects Committee
Develop a Five Year Facility Projects Plan	X	X	X	Plan Updated Annually in Fall	Facility Projects Review Committee
Weekly Meetings with Director of Buildings and Grounds	X	X	X	Short Range and Long Range Projects	Superintendent/Director of Buildings and Grounds
PPEL Levy Election	X			Renew PPEL for 10 Years	Superintendent
Develop a Plan With the School Board to Investigate Facility Needs		X		Plan Developed	Superintendent/School Board
Tour Each Facility With the School Board		X		Board Work Session	Superintendent/School Board
Collect Board Input on Ideas/Beliefs/Philosophy/Timeline		X		Board Work Session	Superintendent/School Board
Discuss options for long range facilities plans with school board		X		Board Work Session	Superintendent/School Board
Form a School Facilities Committee to Discuss Facility Options		X		Board Work Session	Superintendent/School Board
Determine When to Include Architects/Engineers to Design our Options		X		Board Work Session	Superintendent/School Board
Collect Information on our Bonding Capacity		X		Board Work Session	Superintendent/School Board
Determine How to Utilize SAVE Account		X		Board Work Session	Superintendent/School Board
Assemble School Facilities Committee		X		Committee Meets Regularly	Superintendent/School Facilities Committee
Tour Each Facility with Committee		X		Touring School Facilities	Superintendent/School Facilities Committee
Develop Long Range Facility Plan		X		Committee Meeting Outcome	Superintendent/School Facilities Committee
Consider a variety of facility options		X		Committee Meeting Outcome	Superintendent/School Facilities Committee
Narrow facility options		X		Committee Meeting Outcome	Superintendent/School Facilities Committee
Collect Feedback from Community		X		Committee Meeting Outcome	Superintendent/School Facilities Committee
Bring Facility Options to the School Board		X		Committee Meeting Outcome	Superintendent/School Facilities Committee
School Board Consider Selected Options		X	X	Board Work Session	Superintendent/School Board
School Board Select Option and Call For Bond Election		X	X	Regular Board Meeting	Superintendent/School Board
Preparing the Community for a Facility Bond Election			X	Committee/Plan Developed	Superintendent/School Board
Identify Leadership for a Community Committee (Vote Yes Committee)			X	Committee Leadership Selected	Superintendent/School Board
Develop a Plan to Share Information with Community from MCSD			X	Plan Developed	Superintendent
Facility Bond Election			X	Bond Election Held in MCSD	Superintendent/School Board

2016-2017 Facility Projects Five Year Plan								
Project	Location	Approximate Cost	Priority #	FY17	FY18	FY19	FY20	FY21
School Bus or Van/Car Purchase (Annually)	District	\$90,000	1.7	\$93,700	X	X	X	X
Accounting Software/Powerschool Software Licenses	District	\$15,000		\$7,500	X	X	X	X
Transition Program Space Rent	Transition School	\$9,000		\$4,500	X	X	X	X
Re-Seal Parking Lots/Rotate Work Each Year	Shannon and Carpenter	\$7,000	3.89	\$0	X	X	X	X
Consortium Agreement with Maquoketa Schools	District	\$7,200		\$3,600	X	X	X	X
<b>Annual Expenses/PPEL</b>		<b>\$128,200</b>						
Project	Location	Approximate Cost	Priority #	FY17	FY18	FY19	FY20	FY21
Track Re-Surface	Football Stadium	\$115,000 (\$95000)		X				
Door Locks	Middle School & Carpenter & Shannon	\$15,000	2.5	X				
Camera Systems Upgrades	Both Elementaries	\$5,000	2.8	X				
Alarm Systems Update-Fire and Security Systems	Shannon and Carpenter	\$14,000	2.86		X			
Gym Floor Resurface/Padding/Paint Touch-ups	High School	\$40,000	3.78		X			
Drop Off/Pick Up Zone	Middle School	\$30,000	5.4					X
Parking Lot Additions (Revisit this fall 2017)	Baseball Field	\$18,000	6.5		X			
Technology Devices/Hardware (Technology Plan)	All Schools	Amount Varies	5.5	\$126,000	\$142,000	\$116,000	\$69,000	X
Wireless Infrastructure (Technology Plan)	Middle School/High School	Amount Varies	3.67	\$92,000	\$60,000			
Annual Technology Expenses (Technology Plan)	All Schools	\$40,000		X	X	X	X	X
Substitute System to be more Competitive with Subs	All Schools	\$5,000			X	X	X	X
<b>Current Projects:</b>								
Move Long Jump Area to safer location	High School Complex	\$8,000	2	X				
Clock System	Shannon Elementary	\$5,000	2.75	X				
Door Locks	HS Gym Doors	\$4,000	3.3	X				
Electric Outlets at Softball Batting Cages	HS Softball Fields	\$1,000		X				
Elevator Repairs	HS and MS	\$1,300		X				
Auditorium Repairs-Painting Only	Middle School	\$1,500	4.4	X				
Dugouts at the Softball Field	HS Softball Fields (\$800 Steel - Advance Co	\$18,000		X				
Moving our radio equipment to different water tower	Community	\$5,000		X				
<b>Project on Hold:</b>								
Cooking Station (Second Semester Feedback)	Middle School FACS	\$2,500	5.11					
Football Field Sound System (Tim Explore other options)	Football Field	\$25,000	4.56					
Screens in the Cafeteria/Announcements (Curt Pricing)	Middle School and High School	???						
Fencing and Sidewalk (Work coming old 151)	East Side of MS	???	4.8					
High School Entry Area (Bond Issue)	High School (Bond Issue)	???	6					
Softball Complex-Lights (Bond Issue)	Swap areas with MYBSA and City League	\$150,000	2.44					
Sound Systems-All Call System (Michael says all sites have been replaced)	Elementaries (Michael Investigating)	???	2					
Bleacher Repairs-Handicap Accessible	FB Field Visitor and Home Sides	???	5.4					
Extending Roof over walk in coolers (Bond Issue or Combining with new roof)	HS loading Dock	\$140,000	2.63					
Painting School Gym	High School	\$60,000	6.4					
Cameras In Board Room	District Office	\$40,000	6.75					
Bus Barn Area (Bond Issue)	DO Complex	???	3					
Walls and Roof Problems (Bond Issue)	High School	???	1.6					
Flag Pole at Carpenter (Flag Snagging on tree)	Carpenter							
Add Blacktop to the Parking Lot (4 feet each side)	Carpenter							

# COMMUNICATION



**Monticello Community School District**  
**Strategic Operating Plan**  
**2016-17**

***Mission: The Mission of the Monticello Community Schools, a District striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will possess a desire to be lifelong learners.***

**Strategy 2: Communication: Implement effective communication strategies with all stakeholders in the Monticello Community School District**

<b>Action Steps (Website Improvements)</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
Develop a data dashboard on our school website		X	X	Completion of a Data Dashboard	Administrative Team/Curriculum Director
Upgrade our district website (Make website more interactive)		X	X	Webpage is updated	Technology Department/Administrative Team
Create an APP page on our website to help teachers using 1:1 technology in the classroom			X	Access to APPs for Staff	Technology Department/Technology Coaches
More accessible school board link on website for agendas, minutes, and information			X	Completed Link	Technology Department
Easier access to weekly bulletin link on website for schools and district			X	Bulletin Access Created	Technology Department/Administrative Team
<b>Action Steps (Collection of Information/Feedback)</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
Consider the development of a district climate/communication committee		X	X	Discussion on Committee Development	Administrative Team
Continue and improve the parent dialogue committee	X	X	X	Committee Continuing	Superintendent
Continue and improve the teacher dialogue committee	X	X	X	Committee Continuing	Superintendent
Create a district tri-pod survey to be used at every level to collect information each spring on our district		X	X	Tripod Survey Developed	Climate Committee/Administrative Team
Parent, Student, Staff survey					
Create opportunities for student voice at each level			X	Students become more involved	Administrative Team/Teaching Staff
Student Councils more involved at each level					
Advisory group at each level to communicate good and bad to administration					
Student panel (Student Council Officers) to board work session for Board/Student Dialogue			X	Work Session Activity	Superintendent/Administrative Team
Continue to give exit interviews of each staff member when they resign/retire to improve our district	X	X	X	Exit interviews completed	Human Resources/Superintendent
Continue to interview each employee after a year of service to see how we can be better	X	X	X	Interviews Completed	Human Resources/Superintendent
Update the needs assessment used by SIAC to make recommendations to school board		X	X	Needs Assessment Completed	Curriculum Director/Superintendent
Continue one on one meetings with board members and superintendent	X	X	X	Meetings Continue twice per year	Superintendent/School Board
<b>Action Steps (Recognition)</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
Develop a system to recognize and reward staff and community volunteers			X	Recognition System Developed	Administration/Staff/Superintendent
Staff of the month, Teacher of the year, Support staff of the year, Volunteer(s) of the year					
Maybe through a breakfast or a dinner or piggy back on the Chamber Awards					
Staff celebrations to share with the community to showcase staff members					
Make a plan to showcase student work and share students opportunities more than sports		X	X	Plan Developed	Administration/Staff/Superintendent
Utilize conferences to display student work					
Areas in the buildings to showcase students and staff					
Include more art at events/areas around town					
Display student artwork to community common areas...ex. District wide art show in town					
Investigate how schools can participate in more public celebrations for events like Veterans Day			X	Identify what we are doing and if gaps	Administration/Staff/Community

<b>Action Steps (Outgoing Systems of Communication)</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
Continue monthly newsletters home from the district office	X	X	X	School Spirit Newsletter Continues	Board Secretary/Superintendent
Continue weekly bullet points to parents from Principals	X	X	X	Emails continue from schools	Principals
Create monthly articles in the paper on curriculum or related subjects		X	X	Monthly Articles Published	Curriculum Director
Continue to improve and use school messenger	X	X	X	Continue School Messenger Messages	Administrative Team
Discuss how we can create consistency in method of teacher communication with parents		X	X	Explore Options as a team	Administrative Team/Staff
Explore how we can transition to electronic agendas at the MS and HS moving away from paper agendas			X	Electronic Agenda Plan created	MS Principal/HS Principal/Staff
Include School Board highlights in school spirit newsletter		X	X	Monthly Article Created	School Board/Board Secretary
Discuss how we can utilize Friday folders at each level		X	X	Create a Friday Folder Plan	Administrative Team
Develop a plan to communicate more about the positive things happening in classrooms			X	Discuss effective communication plan	Administrative Team/Staff/Parents
Use Facebook, Twitter, Website					
Put out points of pride that the community would want to know					
Do a better job of marketing our good events and things happening in school					
Discuss ways to teach/advertise to parents and community on how we communicate			X	Discussion of communication	Administrative Team
Continue to improve communication between buildings	X	X	X	Discuss ways to improve	Administrative Team/Staff
Adopt an electronic substitute calling system at each level		X	X	Adopt System for all buildings	Administrative Team
Teach parents about technology that students are using			X	Parent Information Meeting	Technology Dept/Administration/Curriculum Dept
Consider more Parent educational events on topics of all kinds			X	Discuss Options of Events	Curriculum Director/Parents
Use google classroom and google calendars that can be shared with parents			X	Implement these initiatives	Technology Department
Develop a transition plan when students go from 4-5 and from 8-9			X	Transition Plan Developed	Administrative Team/Staff
Develop Student Support Organization Guidance on State Rules and Regulations		X	X	Guidance Developed for groups	Superintendent/Business Manager/Athletic Director
<b>Action Steps (School Involvement)</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Monitoring/Progress</b>	<b>Responsible Person or Group</b>
Create opportunities for board members to get in schools (in and out of session)		X	X	Board gets into School Buildings	Administrative Team
Consider ways to invite community volunteers to school more			X	Utilize Community Volunteers	Administrative Team/Staff
Investigate other programs that utilize retirees/volunteers in schools as a model					
Consider different locations for school board meetings at the schools and in the community	X	X	X	Alternative Meeting Sites Considered	Superintendent/School Board
Shadow a student day at the middle school.		X	X	Host the day at the middle school	Middle School Principal/Staff
Grandparents day at elementary			X	Host the day at the elementary	Elementary School Principal/Staff
Investigate ways parents can be more involved in school beyond PTO ....ex. morning coffee chats, library volunteers, readers			X	Create additional opportunities	Administrative Team/Parents/Staff

# TECHNOLOGY





# Monticello Community School District

## Moving the District Forward Using 1 to 1 Technology



# **1 to 1 and School Board Work Session**

- **Timeline**

- 2016-17 school year
  - Develop 3-year technology plan
  - 1 to 1 school visits (tech coaches)
  - ITEC and 1 to 1 conference in Des Moines, April 5 (tech coaches)
  - Coaching Cycles
  - ERATE Prep
- 2017 summer
  - Upgrade infrastructure at HS and MS (access points and switches)
  - Purchase ≈250 new Chromebooks to be used at MS in 2017 and redistributed in 2018, year one of 1 to 1 program
  - possible purchase of iPads for K-2 in preparation for 2018 1 to 1 rollout
- 2017-18 school year
  - Coaching cycles for Google Classroom (minimum requirement for all teachers will be to know and use Google Classroom as student management system SMS)
  - 1 to 1 school visits during collaboration days for interested teachers
  - encourage teachers to attend ITEC conference(fall) and 1 to 1 conference(spring)
- 2018 summer
  - Purchase of remaining number of needed Chromebooks for all 5-12 graders.
  - Organize equipment, create handbooks, AUP etc. etc. for 1 to 1 rollout for 2018-2019 school year.
- 2018-19 school year
  - Monticello CSD 1 to 1 Technology Project – Year 1
  - Continue with 1 to 1 teaching strategies PD – tech coaches
  - Continue assessment of district infrastructure

## **Other Important Notes:**

- Initially all students grade 7-12 will have a Chromebook and will be allowed to take them home.
- Plan is to have an open house before school starts to handout equipment and explain responsibilities. Parent and child MUST be present or no equipment is handed out.
- Students in grades 5-6 will have Chromebooks assigned to them, but the computer stays at school.
- Students in grades 3-4 will have Macbooks assigned to them for the first 2 years. but these will stay at school. Additional Chromebooks will be purchased as the Macbooks reach end of life.
- iPads will be assigned to students in grades K-2 and will stay at school in charging carts.

## **Professional Development**

- Most PD will be designed as individual or small group PD and coaching cycles, provided by tech coaches.
- Large group PD for PowerTeacher Pro Gradebook, Student Management software for the Chromebooks, and perhaps Google Classroom.

**Monticello Community School District**  
**3-Year Technology Plan**  
**2016-2019**

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**Strategy 1 : Develop a 1 to 1 (computer to student) environment for the MCSD**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Create a budget for initial phase (infrastructure, PD, devices)	X			Completed Budget Plan	Technology Steering Committee (TSC)
Create a budget to sustain the technology department annually	X	X	X	Completed Plan - Assess annually	Technology Steering Committee (TSC)
Determine the 1:1 devices to be used at each grade level.	X			Grade levels decided Devices (K-2, iPads) (3-12, Chromebooks)	Technology Steering Committee (TSC)
Update policies related to technology		X		Updated Policies	Technology Steering Committee (TSC)
Update the authorized user policy (AUP) Student Agreement		X		Updated AUP	Technology Steering Committee (TSC)
Create Parent/Student Technology Handbook K-2, 3-6, 7-12		X		Create 1:1 parent/student handbook	Technology Steering Committee (TSC)
Collect Teacher feedback on 1:1 initiative (google survey) teacher dialogue	X	X	X	Teacher Dialogue Mtg	Director of Technology
Collect Community feedback on 1:1 initiative (google survey) parent dialogue	X	X	X	Bright Bytes Survey Parent Dialogue Mtg	Director of Technology
Investigate options and accessibility for internet at		X		Discuss this with other	TSC/Director of

**Monticello Community School District  
3-Year Technology Plan  
2016-2019**

students' homes				1:1 schools, check with AEA	Technology
Investigate other districts one to one roll out	X	X		Tech Coaches Start visiting schools spring 2017. Teacher visits 2017-2018.	MCSD staff
Investigation options about online instructional resources. (like online textbooks, etc.)		X	X	Teachers will see more online curriculums being developed	MCSD teachers, Curriculum Director
Develop a plan on how to use/redistribute current devices	X	X		Completed Plan - Assess annually	TSC, Director of Technology, Information Systems Engineer
Determine how we will use/repurpose some of our common areas such as computer labs.		X	X	Will have a plan to update these common areas (Scale-Up Room, Maker Space)	Building Principals, Director of Technology, Technology Coaches
Review current research on 1:1 implementation	X			Summary of Research	Technology Steering Committee (TSC)
Set up parent meetings at each level to explain roll out and 1:1 implementation		X	X	Meeting will take place	Technology Steering Committee (TSC)

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3-Year Technology Plan  
2016-2019**

**Strategy 2 : Determine the professional development needed to make a successful transition to a 1 to 1 environment**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Set minimum expectations for staff implementation of 1:1 technology.	X	X		Goal: By 2018, all MCSD teachers will be: Using Google Classroom and Introduced to ISTE Tech Standards	Technology Steering Committee (TSC)
Send teachers to the ITEC conference and the 1 to 1 technology conference to bring back and share instructional strategies and new technology ideas	X	X	X	Teachers will attend conferences and provide feedback to other staff.	Director of Technology, Technology Coaches, Curriculum Director
Consider sending the instructional coaches to ISTE summer 2018. Summer 2019 consider sending a group of teachers.		X	X	Summer 2018 is in Chicago.	Director of Technology, Technology Coaches, Curriculum Director
Training on how to utilize 1:1 technology in the most effective way		X	X	Developed through the Technology Coaches and appropriate PD	Director of Technology, Technology Coaches
Create opportunities for teachers to learn from teachers		X	X	Use collaboration days to develop these opportunities, coaching cycles, tech fair days, GWAEA Consultants	Director of Technology, Technology Coaches
Set professional development timeline (differentiated PD to	X	X	X	Will collect data through surveys to teaching staff	TSC, Curriculum Director

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3-Year Technology Plan  
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address the needs of staff)					
Develop a place on our website with teacher resources/APPS for 1:1 implementation		X	X	Webpage developed with links	Technology Coaches
Develop a plan to train new teachers when they start in MCSD/Mandatory Coaching Cycles for New Teachers		X	X	Implement new teacher training checklist	Mentor, Technology Coaches, Curriculum Director
CHROME 101 (Device Basics) Teach the teachers about chrome extensions and find out what we want to push out to students		X	X	Finalized list of Chrome Extensions	Director of Technology, Technology Coaches, Information Systems Engineer
Select digital citizenship curriculum and create implementation plan		X	X	Digital Citizenship Curriculum is created (aligned with 21st Century Skills) and plan developed	Technology Steering Committee (TSC)

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3-Year Technology Plan  
2016-2019**

**Strategy 3 : Develop district technology standards for 21st century skills**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Develop a plan to review the ISTE teacher standards with staff		X	X	Adopt updated ISTE standards (2017)	Director of Technology, Technology Coaches, Curriculum Director
Align ISTE student standards with the Iowa Core 21st century skills <a href="#">Document that was started a in 2014</a>		X	X	Create user "friendly" document combining 21st Century Skills and ISTE standards	Director of Technology, Technology Coaches, and Curriculum Director
Create Scope and Sequence of what technology skills/programs will be taught and at what grade level.		X	X	Complete a finished Scope and Sequence of Technology skills	Director of Technology, Technology Coaches
Develop a plan to teach our students digital citizenship (Select program and create timeline)		X	X	Digital Citizenship Plan is Developed	Director of Technology, Technology Coaches

**Monticello Community School District  
3-Year Technology Plan  
2016-2019**

**Strategy 4 : Determine the infrastructure needed to successfully support a 1 to 1 environment**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Determine an appropriate Content Filtering Solution (external available proxy with Google integration.)		X		Existing Firewall can be made to service planned devices, will require re-subscription, and addition of SSL Decrypt.	Informations Systems Engineer and Director of Technology
Initiate a Technology Audit/Inventory to help us maximize our time and money as we upgrade the infrastructure at each building	X			Meeting with ITS will take place	Informations Systems Engineer and Director of Technology
Upgrade/Acquire POE Switches (24 port ) HS and MS	X			Install summer 2017	Informations Systems Engineer and Director of Technology
Install additional fiber/copper trunks between building closets.	X			Install summer 2017	Informations Systems Engineer and Director of Technology
Install Meraki Wireless @ MS	X			Install summer 2017	Informations Systems Engineer and Director of Technology
Meraki augmentation at HS	X			Install summer 2017	Informations Systems Engineer and Director of Technology



**Monticello Community School District**  
**3-Year Technology Plan**  
**2016-2019**

Upgrade external download bandwidth (300mbps+)	X			We will see how 2017 school year handles 150 mbps and make adjustments from there	Informations Systems Engineer and Director of Technology
Consider a plan for limited battery capacity (How to recharge)		X		Plan is developed for charging stations at school sites	Informations Systems Engineer and Director of Technology
Develop a replacement schedule for district infrastructure		X	X	Infrastructure replacement schedule updated annually	Informations Systems Engineer and Director of Technology

**Monticello Community School District  
3-Year Technology Plan  
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**Strategy 5 : Determine the technology staff needed to make a successful transition to a 1 to 1 environment**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Determine the specific responsibilities for the Technology Department and staff. <a href="#">Tech Department Duty List</a>	X	X	X	Technology Staffing List and Responsibilities Created	Technology Steering Committee (TSC)

## 1:1 Project: Cost Analysis

Year (-1) summer 2017

Number of Devices	Equipment	Price	Cost
240	Chromebooks	\$250.00	\$60,000.00
8	YES carts for new Chromebooks	\$1,600.00	\$12,800.00
75	iPad Air II's	\$550.00	\$41,250.00
4	iPad carts for Kindergarten rooms	\$1,200.00	\$4,800.00
75	ipad covers (Not PPEL)	\$25.00	\$1,875.00
600	monitoring software	\$8.50	\$5,100.00
			\$125,825.00

### HS Infrastructure

Number of Devices	Equipment	Price	Cost
28	MR42 Access Points*	\$750.00	\$21,000.00
3	Aruba 2930F 24G 4sfp+ *	\$2,220.00	\$6,660.00
28	Meraki AP licenses*	\$195.00	\$5,460.00
34	Data cable installation*	\$250.00	\$8,500.00
10	Mini Gbic transceivers	\$90.00	\$900.00
			\$42,520.00

### MS Infrastructure

Number of Devices	Equipment	Price	Cost
34	MR42 Access Points*	\$750.00	\$25,500.00
2	Aruba 2930F 24G 4sfp+ *	\$2,220.00	\$4,440.00
34	Meraki AP licenses*	\$200.00	\$6,800.00
34	Data cable installation*	\$250.00	\$8,500.00
4	Mini Gbic transceivers	\$90.00	\$360.00
			\$45,600.00

\* items that are e-rate-able

			\$213,945.00

Year (1) summer 2018

Number of Devices	Equipment	Price	Cost
350	Chromebooks	\$250	\$87,500
75	iPad Air II's	\$550	\$41,250
2	iPad carts for 1st Grade rooms	\$1,200	\$2,400
75	ipad covers (NOT PPEL)	\$25	\$1,875
400	monitoring software	\$8.50	\$3,400
			\$136,425

### District Infrastructure

Number of Devices	Equipment	Price	Cost
1	Firewall Solution*	\$60,000	\$60,000
			\$60,000

			\$196,425

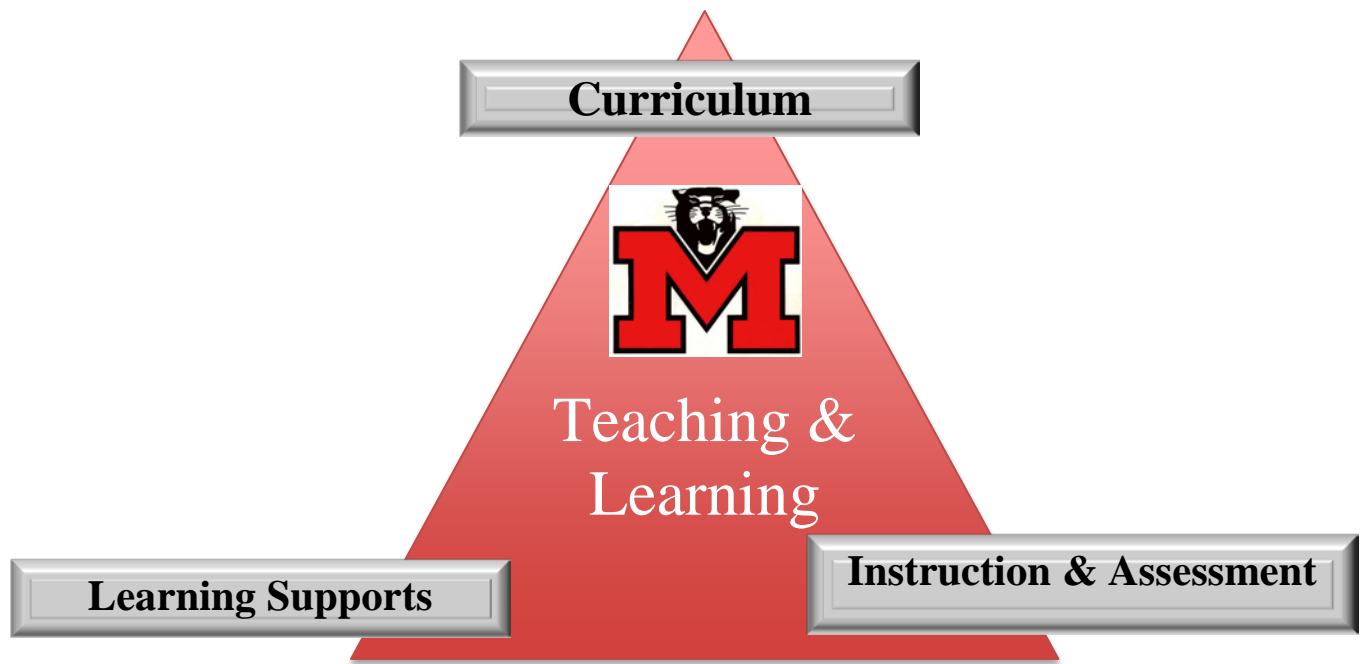
Year (2) summer 2019				Year (3) summer 2020			
Number of Devices	Equipment	Price	Cost	Number of Devices	Equipment	Price	Cost
250	Chromebooks	\$250	\$62,500	250	Chromebooks	\$250	\$62,500
75	iPad Air II's	\$550	\$41,250	0	iPad Air II's	\$550	\$0
3	iPad carts for 2nd Grade rooms	\$1,200	\$3,600	0	iPad carts	\$1,200	\$0
75	ipad covers (NOT PPEL)	\$25	\$1,875	0	ipad covers	\$25	\$0
30	Meraki AP licenses*	\$195	\$5,850	30	Meraki AP licenses*	\$195	\$5,850
			\$115,075				\$68,350
			\$115,075				\$68,350

SCHOOL YEAR 2018-2019		SCHOOL YEAR 2019-2020		SCHOOL YEAR 2020-2021		SCHOOL YEAR 2021-2022	
Grade	1-1 Device (Computer or iPad)	Grade	1-1 Device (Computer or iPad)	Grade	1-1 Device (Computer or iPad)	Grade	1-1 Device (Computer or iPad)
12	2 Year-old Chromebook	12	2 Year-old Chromebook	12	2 Year-old Chromebook	12	2 Year-old Chromebook
11	1 Year-old Chromebook	11	1 Year-old Chromebook	11	1 Year-old Chromebook	11	1 Year-old Chromebook
10	New Chromebook	10	New Chromebook	10	New Chromebook	10	New Chromebook
9	2 Year-old Chromebook	9	2 Year-old Chromebook	9	2 Year-old Chromebook	9	2 Year-old Chromebook
8	1 Year-old Chromebook	8	1 Year-old Chromebook	8	1 Year-old Chromebook	8	1 Year-old Chromebook
7	New Chromebook	7	New Chromebook	7	New Chromebook	7	New Chromebook
6	New Chromebook	6	1 Year-old Chromebook	6	2 Year-old Chromebook	6	3 Year-old Chromebook
5	New Chromebook	5	1 Year-old Chromebook	5	2 Year-old Chromebook	5	2 Year-old Chromebook
4	Use Macbook Airs and Pros (mostly 3 years old or older)	4	Use Macbook Airs and Pros (mostly 3 years old or older)	4	1 Year-old Chromebook	4	1 Year-old Chromebook
3	Use Macbook Airs and Pros (mostly 3 years old or older)	3	New Chromebook	3	New Chromebook	3	New Chromebook

Director of Technology	Tech Coaches	System Administrator	Technology Associate
Ordering new equipment	Google Admin	<i>Maintain network environment</i>	<b>Help desk:</b>
Erate process	AR management	20 HP switches	*Calls, emails, texts, person FB messages from parents and staff
Powerschool: eRegistration	Wonders management	<i>Maintain wireless AP's</i>	pertaining to all aspects of MCSD (School messenger, eReg, Powerschool, lunch accounts)
Powerschool: gradebook	Dream Box management	39 Meraki AP's	<b>Social Media Outreach:</b>
Powerschool: tech help fix it	Monitor/Troubleshoot MAP testing	26 Apple AP's	Updating facebook/twitter pages
XEROX and printing issues	Tech Professional Development	Monitor Metro area networking	School Messenger
SmartBoard issues	Coaching Cycles	5/6 buildings	<b>MAP Testing:</b>
School Messenger	Finding technology resources for teachers	<i>Firewall</i>	Create the Testing schedule
Setting up NWEA Map Test student records		Content filter management, Intrusion prevention monitoring	Add individual students that are not in the data center.
District AUP		<b>Update Management:</b>	Assist proctors with the testing sessions
Develop Technology Plan		Windows System Update Service	I provide support when they are hung in a testing session or need any technical support.
Develop 1:1 Student and Parent Handbook		Apple System Update Service	Provide Usernames/Passwords to teachers/proctors
Develop 1:1 Staff Technology Handbook		Munki Update Service	Monitor/Troubleshoot MAP testing
Various technical training for staff ( PowerSchool, Google Apps, MAP testing, Dreambox etc)		WPKG Update Service	<b>Technology inventory</b>
		Sophos AntiVirus Updates	iPad registration / management
		<b>Windows Domain Administration:</b>	Computer registration / management
		3 Domain Servers	External repair check out / Insurance check out
		Provides network user logon and environment	<b>Powerschool</b>
		Manage Group permissions for student and staff home folders	Powerschool: eRegistration (year long on going)
		<b>Google Domain Administration:</b>	Powerschool: new student registration
		Sets up organizational units for domain staff and students	Powerschool: new parent accounts
		Defines application permissions for GSuite access	<b>User Management</b>
		Manages whitelist and blacklist mail rules	Powerschool Student/Parent
		<b>Print Management:</b>	MCSD Network Login
		Maintain print servers (4)	MCSD Google Login
		Update drivers and deliver print queues via domain policy	<b>Software updates</b>
		<b>System Deployment:</b>	Munki - Mac Updates/Troubleshooting
		Windows Deployment Service (all windows clients)	iPad Apps
		WPKG software deployment	
		DeployStudio (Mac client)	<b>District Webpage</b>
		Munki software deployment	Webmaster
		Builds base system OS with software (PC&Mac)	
		<b>Phone system administration:</b>	
		Phone Cabling	
		Maintain 5 Avaya PBX's and a centralized VM server	Repair management - sending in items to be fixed
		Manages User ID and features on phone stations	Xerox
		<b>Video surveillance systems:</b>	
		Maintains 4/5 Video DVR systems	
		90-100 Cameras district wide	
		<b>Specialized Software:</b>	
		School Dining client install and support.	
		Time Management, sets up remote access appointments	
		<b>Troubleshooting:</b>	
		Provides basic printer support, Paperpath, Toner&Imaging Cartridge replacement	

# TEACHING & LEARNING





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**Curriculum**

- Standards Referenced Reporting Pilot
- Identification of Priority Standards in the Content Areas
- Proficiency Scales aligned to Standards

**Instruction & Assessment**

- Professional Learning Communities (PLC)
- Common Formative and Formative Assessments
- Authentic Intellectual Work (AIW)
- Statewide Early Literacy Implementation (ELI)

**Learning Supports**

- Positive Behavioral Interventions and Supports
- Check and Connect:
- Knowledge v. Behavior



## Curriculum

**Standards Referenced Reporting (SRR):** Standard Referenced Reporting and grading involves measuring students' proficiency on well defined course Learning Objectives tied to Proficiency Standards. SRR reporting is a philosophy that uses reporting/grading to communicate students' strengths and weaknesses relative to the standards of the course or class. SRR is made up of marks on a scale from 1 to 4. This feedback reports student learning more accurately and the degree to which students have attained mastery. Accurate reporting provides the real measure of an individual's achievement and is fair to all learners

**Identification of Priority Standards in the Content Areas:** are "*a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course*" (Ainsworth, 2013, p. xv).

**Proficiency Scales aligned to Standards:** A **proficiency scale** is a set of descriptions of what a student knows and is able to do at specific levels of learning compared to a standard. Each level in the **scale** describes a stage in the development of competence

## Instruction & Assessment

**Professional Learning Communities (PLC):** A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. PLCs look to answer the four following questions related to student learning:

- What do we expect our students to learn? – Standards Proficiency
- How will we know they are learning? - Assessment
- How will we respond when they don't learn? –Intervention
- How will we respond if they already know it? - Enrichment

### **Common Formative and Formative Assessments: Common**

**Formative Assessment:** ... “**Formative assessment** is a planned process in which **assessment**-elicited evidence of students' status is used by teachers to adjust their ongoing instructional practices or by students to adjust their current learning tactics.”

- **Common Formative Assessments** are developed by a team of teachers and administered to students around the same during an instructional unit. Data from Common Formative Assessment is shared with the team and instructional adjustments and intervention/enrichments are determined
- **Formative Assessments** – are assessments given by a classroom teacher to gauge where students are in the learning process. Formative Assessments are used to inform teacher classroom instruction

**Authentic Intellectual Work (AIW):** The Framework for **Authentic Intellectual Work** (AIW) is an evaluative tool used by educators of all subjects at the elementary and secondary levels to assess the quality of classroom instruction, assignments, and student work. Teachers meet in cross content and/or cross grade level teams to score classroom instruction, assignments, and student work and provide collegial feedback based on evidence found in what was scored.

**Statewide Early Literacy Implementation (ELI):** Promotes effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers by the end of

the third grade. Iowa's Differentiated Accountability looks at implementation data for the following provisions grades K-6. General requirements and provisions are listed below.

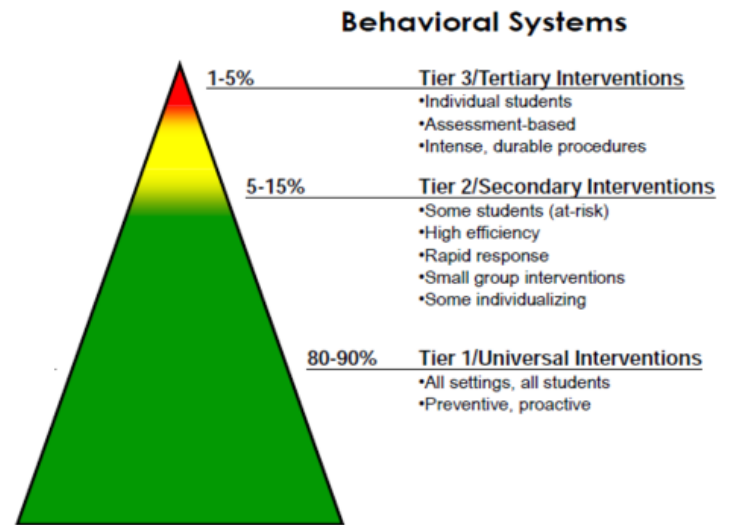
- Provision of universal screening in reading for students in kindergarten through third grade
- Progress monitoring for students who exhibit a substantial deficiency in reading
- Provision of intensive instruction – including 90 minutes daily of scientific, research-based reading instruction - for students who exhibit a substantial deficiency in reading
- Notice to parents that a student exhibits a substantial deficiency in reading, including strategies the parents can use at home to help the child succeed
- Notice to parents of such a student's subsequent progress
- Provision of an evidence-based summer reading program for students who exhibit a substantial deficiency in reading (Effective May 1, 2017)
- Retention of any student who is not proficient in reading by the end of the third grade, did not attend the summer reading program, and does not qualify for a good cause exemption from the retention requirement (Effective May 1, 2017)

# Learning Supports

## Positive Behavioral Interventions and Supports: Positive Behavior Interventions and Supports (PBIS)

is a proactive approach to establishing the **behavioral supports** and social culture and needed for all students in a school to achieve social, emotional and academic success. PBIS uses a three tiered behavioral implementation system.

**Check and Connect:** is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence.



**Knowledge v. Behavior:** Movement towards grades that show what students know. In the traditional system, students acquire points for various activities, assignments, and behaviors, which accrue throughout a grading period. The teacher adds up the points and assigns a letter grade. A variation on this theme is to keep track of percentage scores across various categories of performance and behavior and then translate the average percentage score into a letter grade or simply report the average percentage score (for example, 62.9 percent). These practices provide little useful information about a specific student. A student might have received an overall or “omnibus” letter grade of B, not because he had a solid grasp of the target content, but because he was exceptionally well behaved in class, participated in all discussions, and turned in all assignments on time.

**Strategy 1 : Monitor and Continue Statewide Early Literacy Implementation - K-6 (ELI)**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Universal Screening (FAST) in Reading Fluency for all students K-6	X	X	X	Iowa TIER data - given 3x per year with data review -	Building Principals, Teachers, Instructional Coaches and Curriculum Director
Progress Monitoring systems in place for all students scoring below benchmark on fall, winter or spring screener	X	X	X	Iowa TIER data - given 3x per year with data review -	Building Principals, Teachers, Instructional Coaches and Curriculum Director
Intensive instruction – including 90 minutes of daily scientific, research-based reading/literacy instruction for all students	X K-4	X 5-6		Review of schedules in classrooms and building master schedules	Building Principals, Teachers, Instructional Coaches and Curriculum Director
Interventions for all students who are persistently at risk	X	X5-6		Iowa TIER data review and fidelity checks on intervention for individual students	Instructional Coaches/Curriculum Director
Review 5th and 6th grade schedules to offer 90 minutes of reading instruction for each student regardless of a deficiency in reading	X			Review of schedules in classrooms and building master schedules	Building Principals, Teachers, Coaches and Curriculum Director
Attend trainings offered through the Iowa Department of Education on Differentiated Accountability in K-6 literacy	X	X	X	Training attendance	Building Principals, Teachers, Coaches and Curriculum Director
Examine and provide PD for 5/6th grade Walk to Read time to ensure it is offering guided reading instruction to all students Investigate Intervention vs. Guided Reading time during W2R	X	X		Completed review	5th/6th grade teachers, Principal, Instructional Coach, Curriculum Director

and reading instruction time					
Summer School for ELI	K-3	K-3	K-3	Completed summer school - and program review	Summer School Coordinator, Principal, Curriculum Director, Instructional Coach
Ensure teacher access to research-based materials/strategies and professional development if needed for use	X	X K-6		Continued professional development and purchase of materials as needed	Building level Principal, Curriculum Director
Ensure Differentiated Instruction in reading is happening in all K-4 classrooms and in 5th/6th grade Reading Classes. - Provide professional learning and instructional coaching as needed.		X	X		Instructional Coaches, Curriculum Director, K-6 Building Principals

**Strategy 2 : Alignment of Curriculum, Instruction, Assessment and Reporting Practices to State and National Standards (Standards Referenced Reporting)**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Recruit teachers willing to implement Standards Referenced Reporting (SRR) in their classroom during the 2016-2017 school year	X			Completed	
Recruit teachers willing to implement Standards Referenced Reporting (SRR) in their classroom during the 2017-2018 school year	X			As of 2/1/2017 8 Elementary 4 Middle School	Curriculum Director
Professional Development offered to all teachers in each area of the continuum of SRR - differentiated and individualized for content areas	X	X		Completed Professional Development Survey for staff - build PD offerings based on Survey	TLS leadership team
Work with GWAEA PowerSchool staff on creating an SRR report card at the Elementary and Middle School Levels	X	X		Completed for 2016-2017, refine for 2017-2018	Pilot Team teachers/Curriculum Director
PD provided for pilot teachers using PowerTeacher Pro		X		August 2017, back to school in-service	District Technology Facilitator
Provide Summer Learning Opportunities for staff involved in the SRR Pilot	X	X	X	Summer dates set and learning plans completed based on feedback from pilot team members	Curriculum Director
Create SRR guiding practices for student reporting document for pilot staff		X		Completed Document in Summer of 2017	Pilot Team teachers and Curriculum Director
Provide Parent and Student education on SRR at the MS & HS Levels		X	X	Provide evening learning sessions for parents and grade level meetings for students	Principals, Curriculum Director, MS/HS Pilot Team Teachers
Full District Implementation of			X	Continues staff, student	District Administration,

SRR				and parents survey information to inform roll-out	Teacher Leaders and Pilot Team Teachers
Examine recommended instructional time for core content areas at the Middle School and make schedule adjustments as needed. Potential changes implemented in 2018-2019		X		Completed Review and adjustments to master schedule as needed	Middle School BLT/Curriculum Director
Examine the priority standards to see alignment across grade levels for Science, Social Studies, Music, Physical Education, Visual Arts, FCS MS to HS, Writing,		X		Completed review and updated comments on the drive	Curricular Leads & Curriculum Director
Re-examining priority standards each year to see if something needs to be changed (added/ deleted)	X	X	X	Continued practice	Teaching staff & Curricular Leads
(PD) Continued Development, Training, and Implementation of 21st Century/Employability Skills - Behavior Rubrics.		X		PD Planning for 2017-2018 Break out sessions for further teacher differentiated learning	TLS members, SRR pilot teachers, principals, curriculum director



**Strategy 3 : Implementation of instructional practices that focus on Higher Order Thinking, Substantive Conversation and Value Beyond School (Authentic Intellectual Work)**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Provide Professional Development that connects AIW to Standards Referenced reporting in the area of proficiency scales. <i>This streamlines our initiatives, which is something we need to continue to do.</i>	X	X	x	Collect data through the Classroom Implementation Profile (CIP) to determine continued PD needs	AIW Building Leads, Curricular Leads, Instructional Coaches, Curriculum Director
Expand scoring team options to Assessment Task, Student Work & Instruction	X	X	X	Meeting Minutes	AIW Anchors, AIW Building Leads, Curriculum Director
Prof. Dev. on AIW standards for new staff and old staff (elementary)		X	X	PD completed annually in August/September each year	AIW Building Leads
More Consistent PD time for scoring/ revising		X	X	District Professional Learning Calendar	TLS Leadership time
Data Analysis [CIP, IC MAP] and sharing out. (Definitely! Helps support continued implementation of AIW throughout MCSD)	X	X	X	CIP data and IC MAP data sharing 3x per year with CIP data collection	AIW Building Leads & Curriculum Director
Creating and providing teachers with questioning cards that can be used for <b><u>substantive conversation</u></b> in the classroom (talk moves or conversation starters) <ul style="list-style-type: none"> <li>Provide PD on this and have teachers create their own cards, and then video a lesson using them and taking them to their scoring team</li> </ul>		X	X	AIW leaders discuss what this PD would look like and how to best implement it at upcoming meeting with TS on 2/20/17	AIW Building Leads & Curriculum Director

**Strategy 4 : Continue to improve student learning supports and special programs throughout the district**

Action Steps	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> -Create school-wide expectations	X	X	X	Continue to evaluate progress of this each year as a part of PBIS implementation at each building	Building level PBIS team
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> - Create acknowledgement system	X	X	X	Continue to evaluate progress of this each year as a part of PBIS implementation at each building	Building level PBIS team
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> - Define classroom managed vs. office-managed behavior	X	X	X	Continue to evaluate progress of this each year as a part of PBIS implementation at each building	Building level PBIS team
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> -Administer SAS to all staff to inform action plans	X	X	X	Continue to evaluate progress of this each year as a part of PBIS implementation at each building	Building level PBIS team
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> - Implement Tier II interventions (CICO, small groups, attendance interventions)	X	X	X	Continue to evaluate progress of this each year as a part of PBIS implementation at each building	Building level PBIS team
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> - Implement Tier III interventions (ie brief FBA)	X	X	X	Continue to evaluate progress of this each year as a part of PBIS implementation at each building	Building level PBIS team
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> - Administer Team Surveys to inform action plans	X	X	X	Continue to evaluate progress of this each year as a part of PBIS implementation at each	Building level PBIS team

				building	
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> - Congressional Medal of Honor Training and Implementation as a part of PBIS lessons on character development in youth  2016-2017 - Initial Training and Planning between MS/HS teams  2017-2018 - Lesson Implementation  2018-2019 - Continued Implementation	X	X	X	Review of Programming and implementation	MS/HS PBIS teams
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> -Continue Developing and Implementing Check & Connect at the Middle School and High School Levels	X	X	X	Examination of Building Level Check and Connect Data	Building level PBIS team
<b><u>Positive Behavioral Interventions and Supports (PBIS)</u></b> - Social Emotional Learning Instruction: Second Step pre K-8 & Infusion of Social Thinking Language at the Elementary & Middle School Level  2016-2017 – Implementation with Social Thinking @ Elementary  2017-2018 – Implementation with Social Thinking @ MS	X	X	X	Second Step Implementation surveys	Building level PBIS team
<b><u>At-Risk Programming</u></b> - Continue to examine staffing and positions in order to best serve students entitled to at-risk programming	X	X	X	Reviewed Annually with plan submission	District Administration and School Counseling Lead
<b><u>At-Risk Programming</u></b> - Developing a data collection and		X		Tool Evaluation - potential purchase through resource	School Counselors/District

program evaluation tool for each area of the district at-risk program				and material adoption summer of 2017	Curriculum Director
<b><u>At-Risk Programming</u></b> - Explore Kirkwood CC Certificate programs for at-risk youth	X	X	X	Attendance at meetings spring of 2017. Possible planning during 2017-2018, Possible implementation at MHS in 2018-2019	High School At-Risk Staff/Curriculum Director/High School Principal
<b><u>At-Risk Programming</u></b> - Student Absenteeism - In following years this may develop into attendance support groups in each building that could potentially fall under PBIS	X			Subcommittee in progress - recommendations to come from subcommittee	Administration & School Counselors
<b><u>Gifted and Talented (ELP)</u></b> - update K-3 enrichment and identification processes	X			Completed Plan Updates	Elementary ELP Coordinator. Curriculum Director/Elementary Principal
<b><u>Gifted and Talented (ELP)</u></b> - Update data review and data necessary for program entitlement based on implementation of Smarter Balanced Assessment roll out		X	X	Completed Plan updates dependent on Statewide adoption of Smarter Balanced	Building Level ELP Coordinators/Curriculum Director
<b><u>Special Education</u></b> - Teacher training and implementation of assistive technology in the area of academic accessibility.	X	X		Completed trainings on AIM and assistive tech - incorporation into student IEPs	Curriculum Director/GWAEA staff
<b><u>Special Education (PD) all staff:</u></b> classroom management PD on supporting empathy, trauma sensitivity and differentiation in the general education classroom setting.		X		Professional Learning added to 2017-2018 Professional Learning Calendar	Curriculum Director/GWAEA staff/District Behavioral Coach
<b><u>Special Education (PD) all staff:</u></b> Training of general education staff on the implementation of accommodations, modifications, and differentiation for students entitled to special education services in the general classroom setting		X		Professional Learning added to 2017-2018 Professional Learning Calendar	Curriculum Director/GWAEA staff/District Behavioral Coach

<b><u>Media/Library</u></b> - PD or collaboration on GWAEA databases		X		Staff PD completed	Building Teacher Librarians
<b><u>English Language Learners Program</u></b> - ELPA21 Standard Modules 1-3 training for all teachers	X			Completed	District ELL Coordinator
<b><u>English Language Learners Program</u></b> -ELPA21 Standard Module 4 training for all teachers		X		Provided in the fall of 2017	District ELL Coordinator
<b><u>English Language Learners Program</u></b> - ELPA21 Standard Module 5 & 6 training for all teachers			X	Provided in the fall of 2018	District ELL Coordinator

### Strategy 5 : Monitor the Quality Continuous Improvement Cycle

Action Steps - Program Evaluations and Updated	2016-17	2017-18	2018-19	Monitoring/Progress	Responsible Person or Group
Annual Review of <a href="#">District Professional Learning Calendar</a> <ul style="list-style-type: none"> <li>• Ensure differentiation for staff learning while building the calendar</li> <li>• Building time into the calendar for individual teacher implementation/planning and reflection following professional learning</li> <li>• Ensure collaboration time continues for teaching staff annually</li> </ul>	X	X	X	Completed Annually	TLS Leadership Team
Updated <a href="#">Curriculum Review 7 Year Cycle</a>	X	X	X	Completed Annually	Curriculum Director
Updated Curricular Teacher Representatives for Each Content Area	X	X	X	Completed Annually	Curriculum Director
<a href="#">Monticello LAU Plan</a> Evaluation	X	X	X	Completed Annually	District ELP Coordinator/Curriculum Director
<a href="#">Plan Do Study Act (PDSA) for Instructional Coaching Cycles</a>	X	X	X	Cycle of Continuous Improvement PDSA updated quarterly	District Instructional, Technology and Behavioral Coaches
<a href="#">Extended Learning Program</a> Evaluation (Gifted and Talented)		X		To be completed in 2017-2018	ELP Building Coordinators/District Curriculum Director

<a href="#">Media and Library Program Plan</a> Evaluation			X	To be completed in 2018-2019	Teacher Librarians/Curriculum Director
<a href="#">Mentoring and Induction Program</a> Evaluation	X			Completed - Program plan updated in fall of 2017	District Mentor Facilitator/ Curriculum Director
<a href="#">Monticello schools Special Education Program Plan</a> Evaluation			X	To be completed in 2018-2019	Special Education Teachers, Administrators, Special Education Director
<a href="#">At-Risk Program</a> Evaluation			X	To be completed in 2018-2019	School Counselors, Administrators, At-Risk Program Staff, District Behavioral Coach
<a href="#">School Counseling Program Plan</a> and Evaluation			X	To be completed in 2018-2019	School Counselors, Administrators,
Departmental Goals and Focus Plan (PDSA for Departments)	X	X	X	Annually	CTE, Building Level Staff, Administrators, School Counselors
District Affirmative Action Plan Review: Look at the guidance from Comprehensive School Improvement Visits on materials, support for diversity within school programs		X	X	Annually	To be reviewed by committee
<b><u>Teacher System Goals Evaluation:</u></b> <ul style="list-style-type: none"> <li><b>Teacher Leadership System - Goal # 1 - Attract and Retain -</b> Attract and reward quality educators, maintaining Monticello's high level of annual teacher retention at 98% or higher.</li> <li><b>Teacher Leadership System - Goal # 2</b></li> </ul>	X	X	X	Completed Annually Using the following Data Points: <ul style="list-style-type: none"> <li><b>Teacher Leadership System - Goal # 1 - Attract and Retain -</b> Surveys (job satisfaction; climate and culture); Teacher retention data; New teacher/mentor logs; Iowa Teaching Standards reflection logs; Summative teacher evaluations</li> </ul>	TLS Committee, Administrators

<p><b>Collaboration -</b> Increase collaborative learning opportunities for teachers utilizing Professional Learning Communities (PLC) and AIW teams, at the local and/or global level to ensure collaborative opportunities are provided on a weekly basis.</p> <ul style="list-style-type: none"> <li>• <b>Teacher Leadership System - Goal # 3 Reward Professional Growth -</b> To enhance our current professional learning and leadership opportunities for teachers both short-term and long-term to ensure 25% of Monticello teaching staff are in teacher leadership roles</li> <li>• <b>Teacher Leadership System - Goal # 4 Student Achievement -</b> Increase student academic achievement through strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level achievement goals</li> </ul>				<ul style="list-style-type: none"> <li>• <b>Teacher Leadership System - Goal # 2 Collaboration -</b> PD surveys; Collaboration Logs, AIW logs; Number of Peer Review opportunities; Building schedules; PD calendar</li> <li>• <b>Teacher Leadership System - Goal # 3 Reward Professional Growth -</b> Teacher to TL ratio; TL roles data; TL retention rates</li> <li>• <b>Teacher Leadership System - Goal # 4 Student Achievement -</b> FAST; CBM; MAP; PLC data; Iowa Assessments;</li> </ul>	
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