



Student Services

February 7, 2017 - 7:00 p.m.
Administration Center



AGENDA

<p>Type of meeting:</p>	<p style="color: green;">Successful Schools/Successful Students</p>	
<p>Melissa Gracias Chair</p> <p>Denis Ryan Vice-Chair</p> <p>Board Representatives: Tony Serratore Sue Dalton</p> <p>Richard Nogal Ex Officio Member, Board President</p> <p>Dr. Jim Gay Ex Officio Member, Superintendent</p> <p>Dr. Kim Dryler Asst. Supt. of Instrn</p> <p>Dana Bergthold Dir. of Student Services</p> <p>Principals: Eric Olsen - AAS Deb Baker - CS Robert Nolting - VJA</p> <p>Teachers' Association: Michelle Etchason Sheli Thoss</p> <p>ESP Association: Jennifer Karalis</p> <p>VJA Community Members: Erin O'Connor Caroline Snyder Cathleen Strybel</p> <p>CS Community Members Prof. Mohammad Newaz Nabeha Zegar Brian K. Major Esq.</p> <p>AAS Community Members: Nadine Scodro Katie Thomason Patricia Vaselakos</p>	<ol style="list-style-type: none"> 1. Call to Order 2. Public Comments 3. Review of committee minutes 4. School Improvement Goal(s): <ul style="list-style-type: none"> • To provide an update to the District S4 Plan • To engage group in an activity regarding Results Driven Accountability (RDA) Cohort and to provide updates 5. Other Goal(s): <ul style="list-style-type: none"> • To review student handbook pages 55-69 • To assign student handbook pages 70-88 	<p>Pages 1-5</p> <p>Pages 6-9 Presentation</p>
	<p style="color: green;">Next Meeting – March 14, 2017 Administration Center</p>	





Student Services Committee January 10, 2017

JANUARY 10, 2017 – ADMINISTRATION CENTER BOARD ROOM

The meeting was called to order at 7:00 p.m. Board and Committee members in attendance for the meeting: Melissa Gracias, Denis Ryan, Dr. Kim Dryier, Dr. James Gay, Tony Serratore, Susan Dalton, Dana Bergthold, Erin O'Connor, Cathleen Strybel, Patricia Vaselakos, Sheli Thoss. Principals in attendance were: Eric Olsen - AAS, Deb Baker - CS, Bob Nolting -VJA.

PUBLIC COMMENTS: None

REVIEW OF COMMITTEE MINUTES: No comments

SCHOOL IMPROVEMENT:

To share Feedback regarding Joint Committee Meeting: Positive feedback from the committee members regarding the December joint committee meeting was shared. Committee was in agreement that it was helpful to hear and see how all the committees work and overlap each other. It was nice getting all three committee's together, and it is anticipated that this practice is continued annually.

To share an update on the Special Education Review: Dana gave an overview of the Special Education Plan:

Summer

- Identified meeting groups PALS, Resource, Psychologists & Sped DC's
- Reviewed STAR progress
- Checked final schedules for 12th graders to be on target with credits for graduation
- Developed and distributed projection sheet to record course recommendations for Special Education students
- Speech Therapist's generated final document for basic protocols and criteria for SLP eligibility
- Identified need for compliance review ISBE Data Cohort
- Facilitated training for BIMAS

September

- Initiated service logging for Social Workers monitor service provision
- Completed BIMAS benchmark assessment in PALS
- Scheduled STAR data review
- Meeting w/PALS, Resource Ultima, Psychs & Deans to regroup
- Completed Resource curriculum audit with Special Education DC's
- Completed New ISBE IStar data conversion

October

- Reviewed Ultima course offerings & course selection guide

THOUGHT MEANING ACTION



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- Initiated 1:1 aide consideration forms
- Application for ISBE RDA Cohort

November

- STAR Building data meetings w/Renaissance Learning data Coaches
- STAR Google Classroom Course
- Compiled District Data for ISBE Data Cohort
- Reviewed student projections for in-district/OOD students for 17/18 SY

December

- 8th Grade Staff Articulation Meetings
- Set Up DLM testing for students in Ultima
- 8th Grade PSAT Assessments
- CPI Training for recommended staff
- Speech Articulation Meeting w/partner Districts
- Reviewed STEP data

Next Steps

- Planning 17/18 school year through articulation w/partner schools
- Review current Student data
- Provide support for school teams in analyzing STAR data & work with STAR data coaches to maximize resources available
- Complete PALS program review
- Complete components related to the RDA Cohort

To provide an update and review of Ombudsman Contract: Kim Dryier explained D230 is expanding alternative avenues for some of our non-traditional students. Ombudsman is an off-campus facility one of which is located in Crestwood and a second in Indian Head Park. Ombudsman runs for three hours and is a computerized program similar to our E2020 program. The students have an option of how they complete their programs. This is a viable option for our students in addition to RISE. There are 2 certified teachers at Ombudsman, and the students are working independently. There is a social worker, and they also work with EL students and will use D230 requirements for graduation.

To share information about Results Driven Accountability Cohort: Dana Bergthold shared a presentation here is the overview:

It should be noted that D230 volunteered to have them look at our special education data and to look at the special education population, we decided to join the cohort.

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- The RDA Data Cohort was formed in 2010-2011 SY
 - provide districts a process and procedure for analyzing their educational environment data
 - improve the school climate so that students with IEP's have greater access to the general education environment.
 - Implement a robust continuum of alternative placements.

Northern Districts Participating:

- CHSD 230
- Hinsdale TWP HSD 86
- LaSalle-Peru TWP HSD 120
- Lombard Elementary SD 44
- McHenry County HSD 156
- Peru Elementary SD 124
- Kirby SD 140/Tinley Park

Points to Note

- Voluntary Participation
- Process includes Input from stakeholders groups
- Allow Districts to choose areas of focus
- ISBE Mentor provided to consult with each District
- Time to collaborate with other Districts
- Culminating product will include steps to move toward ideal state.

Understanding the process

- Develop Program Focus
- Review/Gather Data
- Develop Action Plan

Trend Analysis % of time spent in the General Classroom. Looking at District 230 data against State Targets:

Problem Statement: For the past two years, as documented by the EE code data from FACTS, students with IEPs may not always be placed in the Least Restrictive Environment based on individual strengths and

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therefore, decreased access and opportunity to the General Education classroom and increased the gap between these students and their General Education peers.

- Timeline:
 - Jan - Feb - data collection
 - March - May - Monitor progress/review
 - May - Oct - Develop Action Plan

Next Steps

- Reconvene District team to identify data collection sources
- Schedule timelines for specific data collection tasks & identify leaders for each task
- Complete analyzing initial data provided by ISBE

School Safety

Dana Bergthold reviewed the 1st Semester discipline data. There was an increase of referrals in the area of tardies and electronic devices.

Severe weather overall requirements are on track to be completed this year.

Policies

Goal(s): To review policy updates

Annual Review

- 7:200 Students – Bus Conduct; review
- 7:230 Students – Misconduct by Students with Disabilities; reviewed
- 7:240 Students – Conduct Code for Participants in Co-curricular Activities Activities; reviewed
- 7:310 Students – Restrictions on Publications reviewed

Policies were reviewed and no comments or changes were offered

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Other

Goal(s):

- Student Handbook review - pages 24-54; Dr. Dryier will make all changes/recommendations made by committee.
- Student handbook pages 55-69 were assigned for the next meeting.

Adjournment: 8:10 p.m.

Next Meeting: *Tuesday, February 7, 2016 @ 7:00 PM, Administration Center Board Room*

THOUGHT MEANING  ACTION 

Goal: *January Update*

Action Steps

D230 will guarantee a viable curriculum and sound instructional strategies that ensure college and career readiness for all students

Measurement Tools	Start Date	Projected Completion Date
<p>A</p> <p>All courses offered in D230 will: - be aligned to the Common Core Standards, including Common Core Literacy Standards - implement the District 230 Curriculum Framework and Protocol system - implement Atlas Rubicon, the digital curriculum management system</p>	Spring 2013	Fall 2016
<p>B</p> <p>Audit current curriculum alignment to progressive 21st Century Skills and investigate consolidation or expansion of viable curriculum</p>	Fall 2015	Ongoing
<p>C</p> <p>Plan for and implement changes related to Integrated Math, CTE Review, and Social Studies Review</p>	Fall 2016	Ongoing
<p>D</p> <p>Expand Digital Learning Program including focus on deployment, innovative strategies, and professional development</p>	Fall 2012	Ongoing
<p>E</p> <p>Implement Teacher Evaluation plan</p>	Fall 2016	Ongoing
<p>F</p> <p>Review Special Services programming including Resource Curriculum, Ultima Program, co-taught classes, and legal compliance</p>	Fall 2016	Ongoing

The Atlas Rubicon digital curriculum management system has been rolled out to all staff members. Division chairs have determined new curriculum writing teams and courses that will begin curriculum development in the Atlas system for the 2016-17 school year. Curriculum kick-off for courses began on 9/27/16.

Technology Innovation Facilitators have been working with teacher to support instructional practices across the district with the new digital learning initiative. PLCs are using the new curriculum system to develop instructional activities that are aligned to standards and utilize best teaching practices. A group of DC's and the curriculum director are attending a conference in November to begin planning the Stage 3 curriculum development plan.

MVP trainees observed and assisted our teachers with the Math 1 implementation in October 2016. The CTE review is in final draft form. Each member of the leadership team will work with Dr. Gonzales to facilitate a portion of the CTE Vision Development. The course review leadership team met and is each researching contextualized, capstone and programmed courses. The social studies review has been presented to district leadership. The recommendations will go back to the teacher leadership committee in order to ensure solid communication before it is presented to curriculum advisory. Social studies course recommendation changes have been presented to the BOE and will move forward.

- Deployed over 3,700 Chromebooks in August 2016 at all three schools to 9th and 10th graders.
- Continue to support Chromebook (2,700) and iPad (750) carts for the 140 pilot teachers for use in classrooms for 11th and 12th graders as well as other academic needs.
- Canvas Learning Management System S1 - 341 teachers, 520 courses, 7,252 students. Added Grade pasback from Canvas to Skyward Gradebook.
- Google, 1 11M+ Google Documents (+253K since August 2016).
- Upgraded to the new Skyward App in July 2016.
- Rolled out GoGuardian Software for Classroom Management on the Chromebooks August 2016.
- Expanded Technology Innovation Facilitators Program with 5 additional teachers, which has been successful to start the year given how busy the group has been.
- Expanded infrastructure to support learning goals with Switch upgrades, Firewall/Filter, and bandwidth expansion Summer 2016.
- Implemented new Food Service system to better integrate with Skyward and improve parent processes and reporting.
- Digital Learning Communication - Held Parent sessions to review the digital learning program at all three buildings.
- Completed upgrading 72 room with new projectors and HDMI cabling October 2016.
- Added security module to GCN mandatory staff training covering Phishing/Ransomware.
- Started a periodic Phishing "Drill" campaign October 2016.
- Surplus Expired tech equipment for over 25K.
- eRate Approved for over \$400K that will be received prior to 7/1/17.
- Implemented a wireless projection pilot in 35 classrooms in Nov 2016.
- Upgraded all Desktops to Windows 10.
- Decreased unused Analog phone lines to save \$2K per month. Put in new Fax solution that will lower Fax number cost by \$2K per month starting June 2017.
- Helping move staff from H-Drive file storage to Google Drive, which will increase accessibility while lowering storage costs.
- Installed new Projector and Screen in Sligo North Gym as well as digital signage at Sandburg.

The 2016-17 teacher evaluation cycle began on August 31st with annual training by supervisors. All evaluation components have been successfully created in the new TalentED system for use this school year. The cycle for non-tenured staff ends on 2/14/17, the tenured staff cycle ends on 5/12/17.

Co-Taught Program review has started with the administrative team. Results-Driven Accountability Cohort Program sponsored by ISBE Seminar 12-1-16. ULTIMA meetings held 8/24/16, 10/5/16. Resource Curriculum will be brought to Curriculum Kick-Off in January, 2017.

G	Professional Development will be provided to enhance staff understanding and ability to implement a viable curriculum using sound instructional strategies	Needs Analysis Data Analysis	Fall 2012	Ongoing	Curriculum advisory will be facilitated in a blended learning format. Additionally, teachers are beginning to experiment with Canvas so that they can provide professional learning opportunities for their colleagues. The TIF's have provided numerous optional professional learning opportunities both in person and virtually. 11-16-District will begin offering monthly PD opportunities available via Canvas or virtual meetings. Themes for the months have been developed- Dec- Innovation, Jan- Google, Feb- Social and Emotional Functioning, March- Blended Learning, April- Student Center Learning. Summer offerings will be developed. Data will be collected to determine expansion next year. December 2016- Book Study of "The Innovator's Mindset" is underway. Fourteen staff members are participating via Canvas. January 2017 - "All Things Google" virtual course concluding. Feedback from participants very positive. Summer PD offerings are being developed and will be shared with staff in late February. Institute Day planning occurring for April.
D230 will ensure all students master the viable curriculum and college and career readiness skills					
A	Staff in D230 will embed Assessment Literacy practices and principles	Training Data Evaluation Data CBAM Data	Fall 2012	Ongoing	Assessment targets have been developed for all CCSS and written into target language. As curriculum teams meet, literacy targets are embedded into the curriculum design and development process. Curriculum teams will meet on Feb. 7 and Feb. 14 to begin to develop performance assessment development for common end-of-semester courses. This work is called Stage 2 in the UoD (Understanding by Design) curriculum writing process and part of the three-year curriculum plan.
B	A continuum of interventions and supports to optimize academic growth will be developed and implemented	Inventory	Fall 2014	Ongoing	STAR Reading interventions available to increase reading fluency and comprehension based on student performance on the STAR assessment. 11-16-Freshman Seminar is being changed to "Core Literacy". The resource centers continue to operate and support students academically.
C	Students in D230 will master the Essential Learning Targets in each of their courses	Data Analysis	Fall 2013	Ongoing	EPAS Growth as reported by ECRA 2014 - Reading = Expected Growth - Met, Math = Expected Growth - Met 2015 - Reading = Expected Growth - Met, Math = Expected Growth - Met 2016 - Reading = Expected Growth - Met, Math = Expected Growth - Met DIF Data 2013 - Ds 7.4%, Fs 2.5% 2014 - Ds 7.4%, Fs 2.4% 2015 - Ds 7.4%, Fs 2.4% 2016 - Ds 7.1%, Fs 2.1% 2017 S1 - Ds 6.5%, Fs 1.9% 2014 - 3545 students are enrolled in honors or AP course work (45% of enrollment). 1608 students took 2904 AP exams - 73.3% scoring 3+ 2015 - 3498 students are enrolled in honors or AP courses (45% of enrollment) 1744 students took 3310 AP exams - 68% scoring 3+ 2016 - 3546 students are enrolled in honors or AP courses (46% of enrollment) 1742 students took 3347 AP exams - 64.1% scoring 3+ 2017 - 3698 students are enrolled in honors or AP courses (48% of enrollment)
D	Students in D230 will increase their enrollment in Honors and AP level courses	Data Analysis	Fall 2013	Ongoing	Basic level enrollments 2013 - 20.0% 2014 - 19.2% 2015 - 16.3% 2016 - 14.7% 2017 - 10.8%
E	Students in D230 will decrease their enrollment in basic level courses	Data Analysis	Fall 2013	Ongoing	- 98% graduation rate is up 1%. Includes 3% of students in special services transition programs that stay in the district through 22nd birthday after meeting graduation requirements. In accordance with law. - 95% of 2015 graduates sent transcripts to university, college, or community college. - 78% of 2015 graduates enrolled in a university, college or community college the fall immediately following high school (National Student Clearinghouse). - 84% of D230 graduates have enrolled in college during the first two years after high school. (National Student Clearinghouse). - 91% of D230 students enrolled in college the first year after high school and returned for a second year. (National Student Clearinghouse).
F	District will monitor D230 graduates that attend applicable post secondary institutions	Data Analysis	Fall 2015	Ongoing	PSAT/NMSQT was administered to all 11th graders and 10th graders that request to be included on October 19, 2016. This assessment is both a practice for the SAT and the qualifier for the National Merit Scholarship program for the 11th grade students. 11-16-D230 is preparing to transition to the SAT Assessment March 1, 2017. Buildings are offering support sessions via Excel Edge. Khan academy also is available and provides tutorials and assistance for SAT administration.
G	Students will be prepared for federal, state and local assessments including transition to SAT suite	Data Analysis	Fall 2013	Ongoing	Administrative team is reviewing the IASA's Redefining Ready criteria as an additional metric tool. December 2016- ESSA updates and suggestions continue to be made to the state. Dr. Gay attended workshop in DC representing D230 and he hosted a SCOPE meeting in D230 aimed at summarizing and providing feedback to ISBE regarding ESSA.
H	Monitor career and college readiness utilizing key indicators of success through multiple data points	Data Analysis	Fall 2016	Ongoing	

D230 will guarantee a viable social and emotional curriculum and sound instructional supports that ensure college and career readiness for all students

<p>A Complete a period 2 program review</p>	<p>Inventory Data Analysis Survey Analysis Usage Reports</p>	<p>Fall 2016</p>	<p>Ongoing</p>	<p>11-16- Administrative team has been reviewing Period 2 data. Formal presentation will be shared at Board Joint Committee Dec. 1, 2016. December 2016- Program review completed and presented at Joint Meeting on Dec. 1st. History of Advisory/Intervention/Enrichment was shared. Advisory is offered 40% and Intervention/Enrichment 60% during Period 2, 4 days a week. Period 2 is 35 minutes, students register for intervention/enrichment, and 100% of students are engaged. Activities during intervention/enrichment include: individualized student assistance, small group relearning, test/quiz/make ups, independent study, leadership opportunities, test prep, prescribed intervention, executive functioning, transitioning support, academic support, and social/emotional support. Advisory curriculum is based on American School Counselor Association and includes 4 pillars: academic, social/emotional, transition, and college/career. Students have the same advisory teacher for 4 years. The curriculum is thematic district wide and includes lessons for specific grade levels. All curriculum is accessible for staff via google drive. The goals of advisory remain relationships, academic wellness, and social and emotional learning. Staff and community input was also gathered and included in the curriculum via S4 Summits, Student Services Committee, and Positively D230! District remains dedicated to Period 2 and reviews it in an ongoing manner to make adjustments as needed. January 2017, although the formal program is complete, staff engaged in activity to align advisory curriculum with Developmental Asset Profile. Although the curriculum was designed prior to adaptation of the Developmental Asset Profile, the DAP aligns well with the Advisory Curriculum.</p> <p>DAP will be administered to all students between 9/6 and 9/30/2016. Intervention Room has started. PPS team to conduct review of SEL interventions. 11-16- SEL team will pursue Ombudsman as a viable option for additional consideration. All Ed Day program will be reviewed. District SEL team is studying ways to increase SEL supports at Tier 1 using DAP and discipline data. DAP data has been collected and preliminary shared with Student Services and District SEL team. Suspension rate decreased by 89% from Sept-Oct with the use of the Intervention Room. Board presentation was conducted Oct. 2016 with VJA staff noting the tenets of the Intervention Room and sharing student successes. December 2016-All Ed day and Night programs were reviewed. Data from both programs support need and student support. Students in both All Ed Day and Night are passing courses and graduating. Some students from All Ed Day are transitioning back to the general education day, while other transition to all ed night. All Ed night students continue to earn credits and graduate. All Ed Night provides students with additional supports to support post secondary options. All Ed day and night remain necessary Tier 3 interventions. Internal paperwork and processes for All Ed Programs as well as Alternative Placements will be reviewed</p>
<p>B A continuum of interventions and supports to optimize social and emotional growth will be implemented and expanded. District will implement and monitor SEL intervention room.</p>	<p>Needs Analysis Data Analysis</p>	<p>Fall 2014</p>	<p>Ongoing</p>	<p>Participation continues to increase: 2012 - 62% 2013 - 65% 2014 - 66% 2015 - 69% 2016 - 72% 11-16- District admin team has been meeting monthly since the summer. 5 areas of focus were identified: 1) To review, develop and implement standardized processes for club consistency and equity, the development of new clubs, and the elimination of existing clubs (including intramurals). 2) To review, develop, and implement standardized processes for co-curricular travel. 3) To review, develop, and implement standardized processes for recruitment, staff expectations, salary, and evaluation. 4) To review, develop, and implement standardized processes for accounting, money management, and fundraising. 5) To review and amend as needed appropriate policies and handbooks</p> <p>Team has reviewed co-curricular data. Minor inconsistencies were identified with offerings and recommendations were made as appropriate. Job descriptions will be reviewed second semester. Co-curricular processes were reviewed and tweaked to include sunsetting of clubs and pilot clubs transition to clubs. Travel from was updated and brought to Finance Committee in September and is currently being implemented. Processes for travel were reviewed and tweaked to enhance consistency and to consider travel for non IHSA competitions. Attendance options will pilot 2nd semester. Relevant policies and handbook are in the process of being completed. Team is organizing recommendations for admin review based on what has been completed. Next steps remain with job descriptions and accounting/fundraising. January 2017- Co-Curricular Job Description Review started January 25, 2017.</p>
<p>C Professional Development will be provided to enhance staff understanding and ability to implement a viable social and emotional curriculum using sound instructional strategies</p>	<p>Needs Analysis Data Analysis</p>	<p>Fall 2013</p>	<p>Ongoing</p>	<p>Intervention Room training - August, 2016. 11-16- District is hosting a SEL PD opportunity in the month of Feb- focus will be on "Grit."</p>
<p>D Complete a co-curricular program review</p>	<p>Needs Analysis Data Analysis</p>	<p>Fall 2016</p>	<p>Ongoing</p>	<p>Intervention Room training - August, 2016. 11-16- District is hosting a SEL PD opportunity in the month of Feb- focus will be on "Grit."</p>

D230 will foster two-way communication including the use of a wide-range of tools to engage stakeholders and provide accurate and timely information.

<p>A Engage stakeholders directly through district-sponsored and community events (e S4 Summit, Community Connections, etc)</p>	<p>Attendance</p>	<p>Fall 2013</p>	<p>Ongoing</p>	<p>Tentative schedule of dates for Community Connection meetings prepared - VJA on February 15, CS on February 16, and AAS on February 27</p>
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<p>B Integrate school and district stories through the utilization of websites, social media, video and print publications.</p>	<p>Distribution lists Follower Data Usage Reports</p>	<p>Fall 2013</p>	<p>Ongoing</p>	<p>150 news articles printed (99.3% positive, 0.7% neutral) 1,986 Facebook followers 2,348 Twitter Followers of District acct, 402 Twitter Followers of Dr. Gay acct In Their Words Video: 3,804 Technology Video: 626 State Superintendent Visit Video: 172 Website: 199,345 sessions, 481,508 page views (since July 1, 2016)</p>
<p>C Continue and enhance collaboration among the District 230 Board of Education, Foundation and all school Booster organizations</p>	<p>Attendance</p>	<p>Fall 2013</p>	<p>Ongoing</p>	<p>September 22 - Joint meeting for School Board, Foundation and Boosters September 29 - Foundation recognized at School Board meeting</p>
<p>D Continue and enhance communication between District 230 and our partner school districts, local units of government, and elected officials in Springfield.</p>	<p>Attendance</p>	<p>Fall 2013</p>	<p>Ongoing</p>	<p>Sept 12, 2016- Meeting with District and Partner School Instructional District Office Staff Sept. 21, 16 and 11-2-16, Meeting with District and Partner School Special Education District Office Staff 9-21-16, 11-16-16, School Psychologist Roundtable with Partner Schools 9-30-16, 10-21-16, 12-9-16, Speech Pathologist Articulation Meeting 12-3-16;</p>

D230 will maintain a focus on providing appropriate resources to meet the educational needs of District 230 students while maintaining fiscal responsibility to taxpayers

<p>A Maintain a balanced budget</p>	<p>Budget data</p>	<p>Fall 2013</p>	<p>Ongoing</p>	<p>A balanced Tentative Budget was presented and reviewed by both the B&F committee and the Board in August and a final budget will be considered at the September Board meeting. The audit has been completed and reflects that the district did not deficit spend.</p>
<p>B Develop long-range financial plan to include facility needs, revenue enhancement, and cost containment.</p>	<p>Facilities Data Budget Data</p>	<p>Winter 2016</p>	<p>Ongoing</p>	<p>The process has begun for preparing a 5 year projection. This will be presented at the February 2017 Building and Finance meeting.</p>
<p>C Monitor building use and continue to provide safe and secure facilities</p>	<p>Facilities Data Budget Data</p>	<p>Fall 2013</p>	<p>Ongoing</p>	<p>New secure night entrance has been completed at Sandburg. A facilities use report has been presented at the December Building and Finance meeting.</p>
<p>D Provide professional development to assure proper implementation of account structures, internal controls, and Skyward functions.</p>	<p>Needs Analysis Data Analysis</p>	<p>Fall 2016</p>	<p>Ongoing</p>	<p>Budget Transfers have been converted to an electronic process using our current financial software. ECommerce is being utilized for more vendors through the Skyward system, and more are being added, which streamlines the ordering process and provides added controls to avoid unauthorized ordering. A timeline is being set for additional improvements including using Skyward for direct department budget entry.</p>
<p>E Hire and retain highly qualified staff</p>	<p>Staffing Data</p>	<p>Fall 2014</p>	<p>Ongoing</p>	<p>As of 1/26/17: Hired 3 admin; 16 certified staff; 1 PSS; 16 ESP's, 1 Food Service Worker - Between 7/1/16 and present; 2 admin resignations; 8 certified staff resignations; 8 support staff resignations, 1 Food Service Worker resignation, and 1 probationary support staff dismissal.</p>
<p>F Conduct review of teacher and co-curricular job descriptions</p>	<p>Data Analysis</p>	<p>Fall 2016</p>	<p>Fall 2017</p>	<p>Teacher job description committee met on 9/7/16, 9/21/16, 10/5/16, 10/19/16, 11/9/16. Red-lined job descriptions are completed and have been released to supervisors for review. Final meeting was held on 11/30/16. New teacher job descriptions will be used to post vacancies in the Spring of 2017. The co-curricular job description committee convened on January 25th and will conclude at the end of April. Updated co-curricular job descriptions will be implemented for the 2017-18 school year.</p>