

**NOTICE OF MEETING  
SCHOOL DISTRICT NO. 17**

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, January 14, 2008** at 5606 South 147th Street, Omaha, Nebraska.

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

MIKE KENNEDY,  
Secretary

1-11-08

**THE DAILY RECORD  
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher  
PROOF OF PUBLICATION**

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

**J. BOYD**

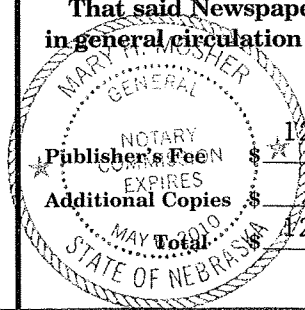
being duly sworn, deposes and says that she is

**LEGAL EDITOR**

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

January 11, 2008

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



Publisher's Fee \$ 12.50  
Additional Copies \$  
Total \$ 12.50

Subscribed in my presence and sworn to before  
me this 11th day of  
January 20 08  
Notary Public in and for Douglas County,  
State of Nebraska

MILLARD PUBLIC SCHOOLS  
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, January 14, 2008 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

**The Public Meeting Act is posted on the Wall and Available for Public Inspection**

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 Vice-President before the meeting begins.

A G E N D A

1. Revenue Projections for 2008-2009
2. Strategic Planning Progress Report
3. Legislation

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 Vice President before the meeting begins.

Minutes  
Committee of the Whole Meeting  
January 14, 2008

The members of the Board of Education met for at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The evening agenda was revenue projections for 2008-2009, a progress report on Strategic Planning, and legislation.

PRESENT: Brad Burwell, Mike Kennedy, Mike Pate, Jean Stothert, Linda Poole, and Dave Anderson

Ken Fossen reviewed preliminary revenue projections and expenditures for consideration in developing a budget for 2009.

Angelo Passarelli went over the progress of the eight strategies in the Strategic Plan. Most plans are being addressed, or have been completed. During the fall of 2008 the Strategic Planning Committee will meet again to develop strategies for the next five years for the District.

There was a discussion on the document from John Gottschalck, and the report he asked Kermit Brashear to prepare in regards to complaints in Legislative Bill 641.

Brad Burwell adjourned the meeting

A handwritten signature in black ink that reads "Brad Burwell". The signature is written in a cursive style with a large initial "B".

CHAIRMAN

# FYE09 REVENUE PROJECTIONS

Board Committee Meeting  
January 14, 2008

# REVENUE PROJECTIONS

\$ 4.1 m = FYE09 State Aid Increase

(Each \$100 CGC = \$2.4 m)

\$ 4.0 m = Property Value Increase (5%)

(Assumes 95 cent GF Levy)

\_\_\_\_\_ (Each 1% = \$0.9 m)

\$ 8.1 m = TOTAL REVENUE INCREASE

# SPENDING PROJECTIONS<sup>4</sup>

\$ 6.3 m = Salary/Benefits Increases

(Assumes 4.5% Contracts)

(Assumes no growth at MS/HS)

0.6 m = Additional Staff for Upchurch

(Traditionally Have Budgeted \$1.5 m)

1.5 m = All Other

\_\_\_\_\_ (CPI = 4.3%)

\$ 8.4 m TOTAL SPENDING INCREASE

# SUMMARY

\$ 8.1 m = TOTAL REVENUE INCREASE

8.4 m = TOTAL SPENDING INCREASE

(\$ 0.3 m) = Deficit

## Options:

- State Aid May Be Higher Than Projected
- Property Values May Be Higher Than Projected
- Reduce Some Programs/Services/Purchases
- Reduce Levy to Bldg Fund & Increase Levy in Gen Fund
- Keep \$0.95 Gen Fund Levy and Reduce Cash Reserve Further

## Strategic Planning Progress Check January 2008

### **Strategy One**

**We will address financial challenges facing our district in order for us to achieve our mission and objectives.**

- All of the plans are completed with the exception of 1-3.
- Highlights include:
  - We have a very positive association with the Benchmarking Consortium.
  - We were successful in using Ambassadors for a Bond Issue and for a successful campaign in the Legislature.
  - Foundation dollars were doubled to support site plans in 2007-08.

### **Strategy Two**

**We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.**

- All plans are completed or underway.
- Highlights include:
  - The Middle Years alternative facility issue was resolved.
  - Additional space was leased for the young adults program.
  - Plans are underway for replacing the alternative school including space for career programs.
  - All construction projects are underway and the budget has not been exceeded.

### **Strategy Three**

**We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspiration.**

- All plans are completed with the exception of the 3-3 Optional Senior Project.
- Highlights include:
  - Students are allowed to choose differentiated diploma paths.
  - Personal Learning Plans have been redesigned and included as a graduation requirement.
  - Goal-setting is in place in elementary, middle and high schools.
  - All middle school use student-lead conferences.

### **Strategy Four**

**We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.**

- All plans are completed or underway
- Highlights include:
  - All data is accessible from the Infinite Campus student data system.
  - We are providing data retreats to support site planning efforts.



- The new data warehouse will further support efforts to allow principals and teachers to use data to drive instruction.

### **Strategy Five**

**We will develop and implement plans to increase student participation in, and performance on, measures of national and international education excellence.**

- All plans are completed or underway.
- Highlights include:
  - Student results on ACT and SAT tests continue to increase each year.
  - We have more students taking and doing well on AP tests.
  - The Middle Years IB program was approved and enrollment is increasing.
  - The elementary primary year's program in IB is in process with the application submitted.

### **Strategy Six**

**We will develop and implement plans to ensure students make successful transition into district and from level to level, preschool to post-secondary.**

- All plans are completed or underway.
- Highlights include:
  - We have information from new parents about their experience in transitioning into our schools.
  - We have a successful jump-start program for students transitioning into the middle schools.
  - We have expanded summer school opportunities and reduced fees.

### **Strategy Seven**

**In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.**

- All plans are completed or underway.
- Highlights include:
  - We have initiated many opportunities for collaboration with social agencies including a very successful flu vaccine clinic for community members.
  - We have taken steps to strengthen drug and alcohol interventions.
  - We are well underway with the implementation of the 40 developmental asset programs to promote positive student behavior.

### **Strategy Eight**

**We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.**

- All plans are completed or underway.
- Highlights include:
  - Identified a System of Interventions to assist students in reading and math
  - Created and implemented plans to address the needs of students of poverty and Limited English Proficiency (LEP) and students and families that need additional community counselor support

- Expanded our relationships with Metropolitan Community College with additional articulated agreements to facilitate student needs for access to programs in the career and technical areas
- Developed a Career Academy Program that will be implemented in each of the three high schools and at Horizon High School
- Developed a plan and site for the replacement of and the Millard Leaning Center and an expansion of the program to 9<sup>th</sup> and 10<sup>th</sup> grade
- Undertaking a comprehensive review of alternative education program offerings and needs

# Action Plan Progress Report

Strategy: 1 Action Plan: 1

Person Responsible: Keith Lutz and Angelo Passarelli

Action Plan Objective: Determine the financial support necessary to achieve world-class status.

Action Plan Status: Completed XX Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

We have been working to establish critical links and networks to world-class schools.

1. We joined National Council of Educational Research and Technology (NCERT) that represents 65 premier school districts across the country.
2. We joined the Suburban School Superintendent’s group. This organization includes 100 prestigious schools. Schools are asked to join by invitation only.
3. We have recently been invited to join the Council of World-Class Schools that is just getting off the ground. The goal of this organization is to establish benchmarks to define world-class schools.
4. We are part of a Benchmarking Consortium which includes high-performing school districts in each of 11 different states. We share data and best practices at a yearly conference hosted by one of the districts. We have attended a conference in Olathe, Kansas and Nashville, Tennessee. These school districts are similar to our and per pupil spending is comparable.

# Action Plan Progress Report

Strategy:   1                        Action Plan:   2  

**Person Responsible:** Keith Lutz, Ken Fossen and Angelo Passarelli

**Action Plan Objective:** Develop a team of Community Ambassadors who would educate the Millard Public Schools community of what constitutes a “world-class” education and the financial challenges that need to be addressed to reach that status.

**Action Plan Status:** Completed   XX   Underway            Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

We developed ambassadors to help communicate our needs for the successful Bond Issues in 2004. We even recruited a new board member in the process.

We have gone to great lengths and were extremely successful in developing a team of ambassadors that we call “Key Communicators” and our “Legislative Corps” to support our efforts to guarantee our district survive the hostile takeover.

# Action Plan Progress Report

Strategy:   1                        Action Plan:   3  

**Person Responsible:** Keith Lutz, Angelo Passarelli

**Action Plan Objective:** Secure corporate sponsorship to fund initiatives necessary to establish a “world-class” school district.

**Action Plan Status:** Completed               Underway   X      Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

We have done some preliminary research on endowed chairs in public schools.

We are considering the following

- How does this concept fit with our current programs like CCM and others
- Can we channel additional fund through the foundation to establish these chairs
- How will the union react to the concept

We are taking the next year to finalize our plans with this concept.

# Action Plan Progress Report

Strategy:   1                        Action Plan:   4  

**Person Responsible:** Keith Lutz and Amy Friedman

**Action Plan Objective:** Expand the opportunities for the Millard Public Schools Foundation to support the Millard Public Schools in becoming a world-class educational system.

**Action Plan Status:** Completed   XX      Underway           Not Started       

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

We were successful in asking the MPS Foundation to double the dollars they allocated for classroom grants (from \$140,000 to \$280,000) to allow schools to apply for multi-year funding for plans that are developed using their site planning teams. These teams include all stakeholders in their school community and the plans support district efforts to realize our mission and objectives.

We will continue to ask for increases as these plans are evaluated and the impact assessed.

# Action Plan Progress Report

Strategy:   2                        Action Plan:   1  

**Person Responsible:** John Crawford

**Action Plan Objective:** Submit concept elements (revised as of 10/28/03) to the Board of Education for Approval

**Action Plan Status:** Completed   X      Underway           Not Started       

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

The concept elements, as represented in the Master Plan and in the steps of 2-1, were taken to the Board of Education on September 20, 2004 and were approved.

# Action Plan Progress Report

Strategy:   2                        Action Plan:   2  

Person Responsible:              Keith Lutz & Ken Fossen

**Action Plan Objective:**        Acquire appropriate facilities for the alternative middle and high school at-risk programs to accommodate District needs.

**Action Plan Status:**    Completed \_\_\_\_\_    Underway   XX      Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

With regard to the middle school at-risk program, we have increased the space available to the program at the Central Middle School annex. The space available appears to be adequate for the foreseeable future.

With regard to the high school at-risk program, we have approved the schematic designs for the new Millard Horizon High School to be constructed near 208<sup>th</sup> and Q Streets. This new facility will be the center for the students currently attending the Millard Learning Center. It will also be the center for new district-wide career academy programs.

The construction of the new Millard Horizon High School will be completed sometime in 2010.



# Action Plan Progress Report

Strategy:   2        Action Plan:   3  

Person Responsible:      Ken Fossen

**Action Plan Objective:**      Build new buildings and/or additions to meet the growth needs in the southwest portion of the District.

**Action Plan Status:**   Completed \_\_\_\_\_   Underway   X     Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- The construction of Reeder Elementary School (192<sup>nd</sup> and Chandler Streets) has been completed. The school opened in August, 2005.
- The construction of Reagan Elementary School (198<sup>th</sup> & I Streets) has been completed. The school opened in August, 2007.
- The construction of Upchurch Elementary School (168<sup>th</sup> & Giles Road) is underway. The school is scheduled to be opened in August, 2008.
- The construction of three additions onto Beadle Middle Schools (180<sup>th</sup> & Jefferson Streets) has been completed. The new additions opened in August, 2007.
- The construction of one addition to Millard West High School (180<sup>th</sup> & Q Streets) for approximately 500 students has been completed. The addition opened in August, 2007.
- The additions of six classrooms and a multipurpose room onto Wheeler Elementary School (178<sup>th</sup> & Harrison Streets) have been contracted. The additional rooms are scheduled to be completed in August, 2008 with the multipurpose room being completed by the end of calendar 2008.
- The design for the new Millard Horizon High School (208<sup>th</sup> & Q Streets) has been approved. Construction is scheduled for completion 2010.
- The construction of an addition (and renovations) at Millard South High School (149<sup>th</sup> & Q Streets) has been completed. The addition was opened in August, 2007.

# Action Plan Progress Report

Strategy:   2                        Action Plan:   4  

**Person Responsible:** Jon Lopez

**Action Plan Objective:** Develop and implement a plan to redesign district boundaries to optimize facilities usage.

**Action Plan Status:** Completed            Underway   X   Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- An up to date lot count has been conducted for all remaining platted subdivisions in the district as of March of 2006 and will be updated each subsequent March with the identification of new residential building permits in each subdivision.
- Enrollment projects are made three times per year using a three year retention rate and updated housing data.
- All non-platted land within the district that has the potential for residential housing has been identified.
- Long-range enrollment projections have helped to determine building construction needs in 2006 and 2007.
- A computer program (Edulog) was purchased in the spring of 2006 that will assist in the creation of computer models for enrollment trends, and help to optimize and create efficiency in transportation routes and school assignment zones.
- In 2007-2008 computer simulations will be conducted that represent boundary realignment that would unify split attendance zones in the district.
- In 2007-2008 computer simulations will be conducted that represent boundary realignment that optimizes geographic location and building utilization.

# Action Plan Progress Report

Strategy:   2  

Action Plan:   5  

Person Responsible: Keith Lutz & Ken Fossen

Action Plan Objective: Acquire space to meet the needs of the District's technology division.

Action Plan Status: Completed   xx   Underway            Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- The District has contracted space with CSMI (formerly General Electric, then Lucent Technologies, and then Avaya). The contract runs through 2012.
- Additionally, the District is currently in the design and negotiations process with regard to the purchasing a building to house all support services (including technology). If this purchase is made, the technology division may be moved into the new site before the end of its 2012 contract with CSMI.

# Action Plan Progress Report

Strategy:   2                        Action Plan:   6  

**Person Responsible:** Jon Lopez

**Action Plan Objective:** Optimize facility usage through implementation of options such as alternative scheduling, grade level consolidation, mini-magnets, centers, special programs and district specialists.

**Action Plan Status:** Completed             Underway   X      Not Started         

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Ongoing, building specific room utilization studies have been conducted in 2006 and 2007 to determine building needs and space availability for itinerant staff.
- In the spring of 2009 (with the opening of Upchurch and the completion of the Wheeler addition), a district-wide room utilization study will be conducted for all schools.
- Room utilization study results will be compared with the need for space for district staff such as OT, PT, audiologist, psychologists, and itinerant staff, as well as the boundary scenarios to be created as per Action Plan 2.4.

# Action Plan Progress Report

Strategy:   2                        Action Plan:   7  

Person Responsible:              Ken Fossen

**Action Plan Objective:**        Acquire space to accommodate the warehouse, distribution center, and related support services to meet the District's immediate and future needs.

**Action Plan Status:**    Completed   xx      Underway   xx      Not Started       

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- The District has contracted space with CSMI (formerly General Electric, then Lucent Technologies, and then Avaya) for warehouse space. The contract runs through 2012. This addresses the District's "immediate" needs.
- In order to address the District's "future" needs, the District is currently in the design and negotiations process for the purchase (and renovation) of a building to house all support services.

# Action Plan Progress Report

Strategy: \_\_\_3\_\_\_

Action Plan: \_\_\_1\_\_\_

Updated 12/12/2007

**Person Responsible:** Mark Feldhausen

**Action Plan Objective:** Develop and implement a system through which students, parents, and teachers are involved in designing individual learning plans for high school students.

**Action Plan Status:** Completed   X   Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

The Implementation Team created four specifically designed diploma paths:

- Liberal Arts Diploma Commended
- Liberal Arts Diploma Distinguished
- Specialty Diploma Commended
- Specialty Diploma Distinguished.

On November 21, 2005, a report was made to the board about alternate diploma paths. Board member response was very positive. The handbooks for 06-07 incorporate the diploma paths, effective for the Class of 2008 (current juniors).

## Update

Diploma paths are published in the Curriculum Handbooks.

They have been incorporated into the student's Personal Learning Plans (PLP)

Diploma path reports are being planned for Infinite Campus (SIS).

Diploma paths will be reviewed relative to Career Academy offerings and the anticipated high school graduation requirements study.

# Action Plan Progress Report

Strategy: \_\_\_3\_\_\_

Action Plan: \_\_\_2\_\_\_

Updated 11/13/2007

**Person Responsible:** Mark Feldhausen

**Action Plan Objective:** Develop and implement a system through which students, parents, and teachers are involved in designing individual learning plans for high school students.

**Action Plan Status:** Completed \_\_\_x\_\_\_ Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

Update: 11/13/2007

As reported to the Board of Education on November 12, 2007, as a part of the Superintendent's Goals report, the Personal Learning Plan (PLP) has experienced the following changes:

- A PLP is required for graduation (see Rule 6120.1)
- The student PLP website material has been consolidated (reduced 50%) by eliminating redundancy and items identified by students and staff as unnecessary
- A resume component has been added emphasizing the usability of the site and an end product
- Communications to parents and students has been enhanced by the three high schools (see HS Talking Points and Notes)
- PLP quality has been addressed by creating model PLP's and evaluation rubrics
- Other PLP components are addressed by advisors and counselors

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## Earlier Material

High school certificated staff and administrators attended four hours of staff development pertaining to the Personal Learning Plan during June and August. Key ideas were: Rationale and background information on the PLP,

Activity ideas that advisors could use to build relationships among their advisees and rationale for such activities,

The dual role that staff would play as the advisor and the teacher,

Ideas for reading and math instructional strategies, and

The revision of goals using the SMART model (Specific and Strategic, Measurable, Attainable, Results-oriented, and Time-bound)

An opportunity for advisors and their advisees to take the Strengthfinders instrument and work with the Gallup organization on maximizing strengths was accepted by 41 advisors.

Millard students, staff, and parents were filmed for the creation of a video that was shown to parents during the Advisement time of each high school's Open House.

The plans were implemented in semester 1. Representatives from each school are overseeing the implementation, and they continue to talk about ways to improve the process. Gallup will assist in evaluation of Year 1 at the end of the year.

A one-day workshop with high school advisors is planned for May 30 and May 31, 2006. Plans are underway to connect the PLP – teacher version – with Infinite Campus, and to have the student version web based for ease of access.



# Action Plan Progress Report

Strategy: \_\_\_3\_\_\_      Action Plan: \_\_\_3\_\_\_

Person Responsible: Mark Feldhausen

Update: 11/13/2007

**Action Plan Objective:** Develop and implement an optional senior project program through which students could substitute alternative activities for traditional courses.

**Action Plan Status:** Completed \_\_\_\_\_ Underway \_\_\_\_\_ Not Started   X  

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

Not scheduled.

# Action Plan Progress Report

**Strategy:** 3

**Action Plan:** 3.4

Update 01/02/2008

**Person Responsible:** Nancy Johnston

**Action Plan Objective:** Unify goal-setting models at the middle school level.

**Action Plan Status:** Completed   X   Underway            Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- The S.M.A.R.T. Goal acronym was reviewed and redefined to be consistent between all elementary and middle schools: **S**pecific, **M**easurable, **A**chievable, **R**eal, **T**imed.
- As middle school students transition to the high school, the language will be further developed as all high schools use the following S.M.A.R.T. Goal acronym: **S**pecific & **S**trategic, **M**easurable, **A**chievable, **R**esults-Oriented, **T**ime-Bound.
- Each middle school has developed a process where students write S.M.A.R.T. Goals at least once each trimester, every 2 hexters. The S.M.A.R.T. Goals are shared with parents and are monitored through middle level advisory.
- Middle schools purchase an agenda/planner for each student. The agenda/planner is used as a tool to record assignments, plan for upcoming assignments, quizzes or tests, and to record action plans towards personal goals. Student use of the agenda/planner is monitored.
- Sample lessons and activities on goal setting were created and shared with teachers/advisors as a means to provide background information about S.M.A.R.T. Goals, goal setting and monitoring. A goal setting packet was created and distributed to each middle school for each grade level to be used during the implementation of S.M.A.R.T. Goals.
- A Middle Level PLP Committee has been organized to review work done towards middle level PLPs and to determine future direction and uniform implementation during the 2008-2009 school year as well as the appropriate means of communication between the middle schools and high schools in regards to meeting or progress towards S.M.A.R.T. Goals.

**Future:**

- Provide an update to middle level principals once the Middle Level PLP Committee has finalized their work.
- Middle level principals will then be asked to determine how the updated information will be communicated to their teachers.

# Action Plan Progress Report

**Strategy:** 3

**Action Plan:** 3.5

Update 01/02/2008

**Person Responsible:** Nancy Johnston

**Action Plan Objective:** Implement a unified approach to middle school conferences that facilitates goal setting.

**Action Plan Status:** Completed   X   Underway            Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Existing middle school models for parent-teacher conferences were reviewed and analyzed. A uniformed approach was determined and buildings were given the expectations based on the committee's recommendations.
- As a result, each of the middle schools has implemented a format of conferences which include parents, teachers and students at least twice a year, once each semester.
- S.M.A.R.T. Goals are written at least three times during the school year, once every trimester or every three hexters. The S.M.A.R.T. Goals and/or progress towards the goals are shared by students during conferences with their parents.

## Action Plan Progress Report

Strategy:   3  

Action Plan:   6  

Person Responsible: Carol Newton

November 21, 2008

### Action Plan Objective:

Strategy 3 – We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

A.P. 6 - Develop and implement a goal-setting program at the elementary level.

Action Plan Status: **Completed and Operational**        X  

### SUMMARY OF ACCOMPLISHMENTS:

This action plan is completed and operational.

SMART Goals are written by each student grades K-5. Curriculum is utilized and students have a grade specific SMART Goals booklets they complete each quarter. The students goals are evaluated each quarter and shared with parents during fall and spring conferences.

# Action Plan Progress Report

Strategy:   4                        Action Plan:   1  

**Person Responsible:** Jon Lopez, Mark Feldhausen

**Action Plan Objective:** Design and implement a consistent process to collect, analyze, and disseminate student performance data for certified staff.

**Action Plan Status:** Completed \_\_\_\_\_ Underway   X   Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Infinite Campus was selected as the district's student information management software and a conversion from the ESU #3 managed system to Infinite Campus took place in the spring of 2006.
- In 2006-2007 all building administrators, MEP Facilitators, supervisors were trained in the use of the data analysis functions of Infinite Campus.
- In 2006-2007 nearly all elementary and middle school teachers were trained in the use of the data analysis function of Infinite Campus.
- In 2006-2007 all principals received and were trained in the use of the district's standard school improvement data book template which utilizes available student achievement data for school improvement planning.
- In 2006-2007 the district began conducting data retreats for schools that are scheduled to renew their site plan.
- In 2007-2008 more data retreats have been conducted for schools and the Educational Services division.
- A data warehouse vendor has been selected and a contract will be presented for board approval in the spring of 2008. This vendor will provide the following enhancements to the existing assessment and data reporting system: On line ELO assessments, electronic common course assessments, data storage, electronic disaggregated, strand-level assessment result reporting for each student to the appropriate staff and supervisors, cohort and individual growth path data on student achievement, and predictive analysis of student achievement based on growth path data.
- In the spring of 2008 pilot on line assessments and the construction of the data warehouse will begin.

# Action Plan Progress Report

Strategy: 4 Action Plan: 2

**Person Responsible:** Jon Lopez, Vicki Hoskovec

**Action Plan Objective:** Provide training for all certified staff in interpreting student performance data.

**Action Plan Status:** Completed \_\_\_\_\_ Underway X Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Nearly all elementary and middle school teachers have been trained in the use of available student achievement data and Infinite Campus to determine the academic needs of their students.
- All building administrators, MEP facilitators and supervisors have been trained in the use of available student achievement data and Infinite Campus to determine the academic needs of their students.
- In the spring of 2008 high school teachers will begin to receive training in the use of Infinite Campus data tools.

# Action Plan Progress Report

Strategy:   4                        Action Plan:   3  

**Person Responsible:** Jon Lopez, Vicki Hoskovec

**Action Plan Objective:** Utilize data analysis results to drive instruction to improve student performance.

**Action Plan Status:** Completed            Underway   X   Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Nearly all elementary and middle school staff have received training in data analysis and how to interpret available student achievement data to impact instruction and learning.
- High school staff will begin training in data analysis and how to interpret available student achievement data to impact instruction and learning in the spring of 2008.
- Professional Collaboration time has been one venue where teachers use data to evaluate student achievement data.
- A team of facilitators which includes teachers, administrators and MEP facilitators has been trained to lead the data analysis process for schools that participate in a school improvement data retreat. Each of these buildings has a core group of individuals made up of teachers, counselors and administrators who are responsible for the interpretation and monitoring of achievement data for their school.
- As schools filter through the data retreat process, these data teams will be designated for each building.

# Action Plan Progress Report

**Strategy:** 5

**Action Plan:** 5.1

Updated 12/12/2007

**Person Responsible:** Nancy Johnston

**Action Plan Objective:** Increase student performance on ACT and/or SAT exams.

**Action Plan Status:** Completed  X  Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- 33 students completed the summer school ACT/SAT Prep course last summer, which was an increase of four students from the prior summer.
- PLAN/ACT results are included in student Personal Learning Plans (PLP). The results are used as part of goal setting and course planning.
- High school guidance counselors inform students of the ACT Prep Course, available ACTive Prep software and other ACT websites.
- Information within the high school curriculum guides emphasizes the correlations among core curriculum, ACT scores and college preparedness.
- Analyzing PLAN/ACT Linkage Reports to determine strengths and areas of possible weaknesses in student achievement.
- Reviewing the course length of College Prep Grammar during the Language Arts curriculum phase cycle to be consistent among all of the high schools.

Future:

- Develop and implement a plan to track PLAN/ACT test scores of students who completed the ACT Prep summer school course, College Prep Grammar and other test prep opportunities.
- Promote the use of ACTive Prep software pieces through curriculum courses. For example, during English 11 or College Prep Grammar students could take the ACTive Prep Writing portion as a practice.
- Examine the feasibility of paying for students to take the ACT as a requirement in high school.
- Investigate the use of ACT Explore in 8<sup>th</sup> Grade.
- Investigate the movement of the ACT PLAN Test to 9<sup>th</sup> Grade.
- Investigate the use of a retired ACT test to be administered in 10<sup>th</sup> Grade.



# Action Plan Progress Report

Strategy: 5

Action Plan: 5.2

Update 12/12/2007

Person Responsible: Nancy Johnston

Action Plan Objective: Increase communication about ACT/SAT exams.

Action Plan Status: Completed   X   Underway            Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Each of the high schools developed specific plans for communicating the importance of college entrance exams.
- The *College Entrance Exams: What do I need to know about the ACT and SAT?* brochure was reviewed, reprinted and distributed to sophomores, juniors and seniors.
- Each high school's website, within the Guidance Office section, includes information about College Planning through a document entitled Post Secondary Planning Guide. The guide includes information about college entrance exams.
- Included within the College Planning information on each high school's website is information about available scholarships, costs and schedule of college entrance exams.
- Counselors provided information to parents and students about commercially available test prep resources.

Future:

- Counselors and advisors will be trained to better utilize the PLAN assessment results to assist students with course, Diploma Path and Academy selections.
- In the event we adopt the use of ACT Explore, training will need to be provided to eighth and ninth grade counselors and advisors in order to best promote and utilize the results to assist students with course, Diploma Path and Academy selections.

# Action Plan Progress Report

**Strategy:** 5

**Action Plan:** 5.3

Updated 12/12/2007

**Person Responsible:** Nancy Johnston

**Action Plan Objective:** Develop a systematic plan to train teachers to help prepare students for ACT/SAT exams.

**Action Plan Status:** Completed   X   Underway            Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Reviewed available score report options to determine implications for curriculum alignment and the implementation of this Action Plan.
- Distributed available PLAN/ACT/SAT reports to buildings.
- Teachers analyze data within their Professional Learning Communities and determine future instructional focus and curriculum connections based on those discussions.
- Purchased College Readiness Standards and a district site license for ACT On-Line Prep.

Future:

- Post PLAN test data on Infinite Campus for advisor access.
- Organize an ACT writing committee to further develop and implement plans to assist teachers as they prepare students for ACT/SAT exams.

# Action Plan Progress Report

**Strategy:** 5

**Action Plan:** 5.4

Updated 12/12/2007

**Person Responsible:** Nancy Johnston

**Action Plan Objective:** Create an Advanced Placement (AP<sup>®</sup>) culture.

**Action Plan Status:** Completed  X  Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Each high school holds parent meetings, distributes brochures, and communicates the importance of AP<sup>®</sup> through newsletters.
- A district-wide brochure was created promoting AP<sup>®</sup> courses and dual enrollment opportunities.
- Each high school communicates information about AP<sup>®</sup> courses and tests through their websites.
- Counselors, advisors and Curriculum and Instruction Assistant Principals have communicated and assisted students in regards to AP<sup>®</sup> courses, Diploma Paths and test opportunities.
- Each high school holds AP<sup>®</sup> Informational Nights for parents and students.
- As a district, we maintain membership with the College Board and communication between the College Board, the Director of Secondary Education, Curriculum and Instruction Assistant Principals, and teachers occur on a regular basis.
- Each high school maintains a link to the College Board website through the building website.
- In the pursuit of creating an AP<sup>®</sup> culture while providing more opportunities for students, Advanced Placement (AP<sup>®</sup>) courses added for the 2008-09 school year include: AP<sup>®</sup> Human Geography and AP<sup>®</sup> Government & Politics: Comparative. To better promote participation in AP<sup>®</sup> Macroeconomics, this course was moved from Social Studies to business beginning with the 2008-09 school year.

# Action Plan Progress Report

**Strategy:** 5

**Action Plan:** 5.5

Updated 12/12/2007

**Person Responsible:** Nancy Johnston

**Action Plan Objective:** Develop a systematic plan for training and support of Advanced Placement (AP<sup>®</sup>) teachers.

**Action Plan Status:** Completed  X  Underway   Not Started

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- All Advanced Placement (AP<sup>®</sup>) teachers complete a 5-day training session in their content area. A plan for continued training has been implemented.
- Each of the high schools provides course guide information, retired tests, etc. to assist teachers in preparing for the AP<sup>®</sup> courses.
- Communication between AP<sup>®</sup> teachers, review of AP<sup>®</sup> test data, course content and instructional impact occurs through Professional Learning Communities.
- Teachers meet and collaborate through AP<sup>®</sup> Vertical Team opportunities provided by the district through the MEP Facilitators.
- Teachers are encouraged to use the College Board website as a resource as it contains pertinent information and materials for them and is updated on a regular basis.
- Teachers can also connect with AP<sup>®</sup> teachers within the nation and internationally through the College Board website.

# Action Plan Progress Report

**Strategy:** 5

**Action Plan:** 5.6

Updated 12/12/2007

**Person Responsible:** Nancy Johnston

**Action Plan Objective:** Ensure Advanced Placement (AP<sup>®</sup>) curriculum alignment across all levels with College Board standards for AP<sup>®</sup> exams.

**Action Plan Status:** Completed   X   Underway            Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Each of the high schools continues to provide course guide information, retired tests and encourages the use of the College Board website to assist teachers in preparing students for the AP<sup>®</sup> exams.
- Teachers meet and collaborate through AP<sup>®</sup> Vertical Team opportunities provided by the district through the MEP Facilitators in the areas of language arts, math, social studies and science. Vertical teams include teachers from various grade levels, including middle and elementary, and various courses within the content area, which assists with curriculum alignment.
- As Advanced Placement (AP<sup>®</sup>) courses are added, we collaborate with College Board representatives, use College Board materials and resources, and invite consultation when writing the curriculum.
- AP<sup>®</sup> teachers have collaborated to create an instructional template to assist with student preparation for the AP<sup>®</sup> exams.
- AP<sup>®</sup> exam scores are analyzed and discussed through Professional Learning Communities. Teachers have developed instructional strategies and implemented changes as a result of their conversations.

Future:

- Through the Vertical Team meetings, continued discussion and plan towards best preparing students for success in AP<sup>®</sup> courses.
- Through the Vertical Team meetings, discussion and plan towards providing staff development in regards to further development of AP<sup>®</sup> strategies to be used in courses leading to AP<sup>®</sup> level courses.
- Continued review through the MEP process to determine the sequence of courses for students wishing to pursue more AP<sup>®</sup> opportunities in the future to include discussion about sequence, Honors, and when AP<sup>®</sup> courses are offered to students.

# Action Plan Progress Report

Strategy: 5

Action Plan: 5.7

Updated 12/12/2007

Person Responsible: Nancy Johnston

Action Plan Objective: Increase student participation in and performance on Advanced Placement (AP<sup>®</sup>) exams.

Action Plan Status: Completed  X  Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- Within the AP<sup>®</sup> Exam Plan, goals were set as a means to increase student participation in testing opportunities. To date, we have surpassed the goal. The original targets are listed below with the percentage obtained following the statement (in bold) for the each of the two years data exists.

In 2005-06: 35% of AP student course enrollment taking AP exams (**38%**)

In 2006-07: 45% of AP student course enrollment taking the AP exam (**57%**)

In 2007-08: 55% of AP student course enrollment taking the AP exam

In 2008-09: 65% of AP student course enrollment taking the AP exam

- District guidelines have been developed for AP<sup>®</sup> teachers to use in helping prepare students for testing.
- Review sessions for AP<sup>®</sup> exams have been created, shared and are utilized with students at each of the high schools.
- A district administrator assists buildings with coordinating AP<sup>®</sup> exams, test locations, proctoring, and securing materials and equipment as needed.
- Strategies for facilitating student testing are in place and continue to be implemented annually.

# Action Plan Progress Report

Strategy:   5                        Action Plan:   8                        Update 01/02/2008

**Person Responsible:** Nancy Johnston (Update)  
Dr. Judy Porter (Original)

**Action Plan Objective:** Increase the number of students participating in IB Programmes

**Action Plan Status:** Completed   X      Underway               Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

## Update

Program evaluations for the International Baccalaureate Diploma Program (IBDP) and the IB Middle Years Program (MYP) were conducted by the Office of Planning and Evaluation and presented to the Board of Education on December 3, 2007. In the last four years IBDP participation has doubled at every grade level with an increased cohort retention rate of 8%. This past year 34 seniors complete the IBD program compared with 23 the year before. MYP enrollment has also increased significantly. (see complete report for details—BOE Packet December 3, 2007 on the web at <http://www.mpsomaha.org/mps/bmtm/documents/Board%20Packet%20December%203,%202007.pdf>)

## Original Report

- Parent information sessions have been implemented to provide information about the IB program, testimonials from parents, students, and information about university recognition of IB coursework and diploma, etc.
- Additional opportunities to meet with IB students (and students preparing for IB) have been initiated. IB lunches twice a month with each grade level 10-12, 9<sup>th</sup> on Monday during PLC time. Topics for discussion have included IB processes, CAS, Extended Essay, grades, study skills, organization, time management, learning styles, etc.
- Further efforts to include former IB students in a role for recruitment have been and are occurring including email availability. IB students have presented at parent nights for both the IB diploma programme and the MYP.
- Two SL courses were added in 2004-05 – Theatre Arts SL and Computer Science SL – these opportunities were added to existing courses. Chemistry SL was added in 2005-06.

- Discussion and promotion to UNL has helped to cause the university to develop recognition for work in IB this year. UNO indicated that they will honor UNL's policy. Information on university recognition exists on the IBO website. Our participation with Midwest IB Schools has facilitated contacts with colleges/universities in a 5 state area to promote recognition of IB work.



# Action Plan Progress Report

Strategy: 5 Action Plan: 9 & 10 Updated: 12/14/2007

**Person Responsible:** Nancy Johnston and Mark Feldhausen

**Action Plan Objective:**

5.9, Ensure vertical articulation of all International Baccalaureate (IB) and pre International Baccalaureate programs.

5.10, Establish a Middle Years Programme for Internationale Baccalaureate

**Action Plan Status:** Completed X Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

Update: 12/14/2007

- Articulation of the MYP and IBO Diploma Program between Millard North High School and Millard North Middle School is well underway.
- The second evaluation of the Middle Years Program at NMS was presented to the Board of Education in December 2007. The program continues to grow in student numbers and student scores on achievement tests have been above average on local and national assessments

2006 Information

- The initial offering of a Middle Years Programme (MYP) is occurring at North Middle School in grade 6 in 2005-06. Grades 7 and 9 will be added in 2005-06. The offerings will continue to expand for MYP through grade 10 at North High School. This method of instruction will help interested students to be well prepared for the diploma programme.
- Currently teacher training is occurring for design and implementation of IB methods of instruction using identified Areas of Interaction.
- A Primary Years Programme (PYP) is being planned for the future.
- Critical thinking and inquiry-based instruction a key components of instructional methodology in all IB programs.
- Results of student testing are always reviewed and adjustments to instruction occur when deemed appropriate. Diploma teachers receive specific feedback from IB on the results of their students after testing. Adjustments in instruction or areas of emphasis occur if deemed necessary. Additional materials or training are purchased for teachers needing more information, materials, or training.
- There is a continual effort to remain current with information and resources.
- 100% of our students earned IB diplomas in 2004-05.
- Teachers are ready to go to high level training.

- All IB students are encouraged to participate in extra-curricular activities. These activities contribute to meeting the requirements in the diploma program list.
- Finding collaboration time for teachers continues to be emphasized. Work in finding time and methods to assure collaboration will continue.

# Action Plan Progress Report

Strategy: \_\_\_5\_\_\_      Action Plan: \_\_\_11\_\_\_      Updated 12/12/2007

**Person Responsible:** Carol Newton, Susie Melliger, Sharon Epstein

**Action Plan Objective:** Establish a Primary Years International Baccalaureate Organization (IBO) Programme (PYP) in at least one Millard Elementary School.

**Action Plan Status:** Completed \_\_\_\_\_ Underway \_\_\_X\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

Application B has been completed, submitted, and the school is preparing for authorization visit during second semester. The PYP Planners are being reviewed to verify all curriculum content are covered and connections to ELO Assessments are included.

# Action Plan Progress Report

Strategy:   5                        Action Plan:   12  

Person Responsible: Carol Newton                      Date: 11/28/2007

**Action Plan Objective:** Increase the number of national and international learning opportunities and test measures for students – Step 5 – Develop a proposal for a PreK-12 world language program.

**Action Plan Status:** Completed               Underway   X      Not Started           

## SUMMARY OF ACCOMPLISHMENTS TO DATE

A proposal was developed during the 2006-07 school year and presented to the Board of Education in a report on April 9, 2007. A follow-up report was presented to the Board of Education on December 14, 2007.

The proposal was a compilation of information gathered during the development of the K-5 Spanish Program for the Aldrich Primary Years Program. Activities included: research on the critical period for learning a second language; review of national, state, and district world language standards; review of existing elementary world language programs in the Metro area, across the U.S., and other countries; surveys of MPS secondary foreign language teachers, elementary teachers, elementary principals; beginning discussions between elementary, middle, and high school world language teachers to align and plan a PreK-12 articulation; surveys of MPS elementary parents and PAYBAC Partners; and regional and national world language conferences.

The Board of Education preferred the option that would implement a Spanish program at the K-1 level in year one, with the next grade level being added each year thereafter. The fifth year of implementation would complete the K-5 Spanish Program. The program would be instructed by certified teacher with a foreign language endorsement or fluency in Spanish. At the K-2 level the program would be 25 minute blocks twice a week and 30 minutes twice a week at the 3-5 grades. Students would learn to speak, read, and write in a foreign language, as well as learning about the cultural traditions. Instruction would be tightly aligned with classroom content and articulated through the secondary program.

# Action Plan Progress Report

Strategy: 6

Action Plan: 6.1 And 6.2

Update 12/12/2007

Person Responsible: Mark Feldhausen/Mandy Johnson

## Action Plan Objective:

6.1 – To ensure new students and families are welcomed

- Implement a formal student induction program
- Create information packets
- Survey new students and their families

6.2 – To ensure new students' academic needs are identified and met

- Implement a formal student induction program
- Provide resources for new students
- Survey new students and their families
- Develop a check list for new students

Action Plan Status: Completed  X  Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

The formal student induction program that was developed by this Action Team included information packets, surveys, resources, and checklists. The program was communicated to all district secretaries, building administrators, and counselors in the Fall of 2005.

New student welcome folders and templates were created and distributed to each school in August, at the beginning of the school year. The folders included all required district forms for enrollment, a listing of building items to be included, a listing of optional items for possible inclusion, as well as a listing of other suggestions for welcoming new students and their families.

The Action Team created the new student survey as well as the parent survey. These were sent out to all new students or parents of new students in October, January and April of this school year. There was approximately a 30% return rate on all surveys sent out. Individual school results and district averages were reported back to each building in November, February and will be in May so that buildings can reflect on strengths as well as areas of concern. District wide results will be communicated to all building administrators in June.

## Update

Plans reviewed September 2007 and continued. Survey information of new parents and students should be available by end of first semester 2007-2008.

# Action Plan Progress Report

**Strategy:** \_\_6\_\_\_\_ **Action Plan:** \_\_3/4/5\_\_\_\_ Updated: November 19,2008

**Person Responsible:** Carol Newton

**Action Plan Objective:**

**Strategy 6** – We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

**Action Plan 3** – Implement a collaborative communication process among families, early elementary staff, and District-administered preschool program staff to ensure successful transitions into elementary school.

**Action Plan 4** – Implement a collaborative communication process among families, early elementary staff, and community-based preschool program staff to ensure successful transitions into elementary school.

**Action Plan 5** – Develop outreach materials to increase parental awareness and knowledge of developmental milestones, pre-readiness skills and kindergarten expectations.

**Action Plan Status:** **Completed and Operational** X

**SUMMARY OF ACCOMPLISHMENTS:**

The plan is completed and operational for the second year.

Operational tasks include:

**September** - Informational packets are mailed to all prospective kindergarten families and daycare/preschool providers, along with invitations to October informational meetings.

**October** – two parent informational meetings for future kindergartners and one daycare/preschool provider meeting are held with kindergarten teachers, Family Resource Center, and Early Childhood Special Education information shared.

**January – May** – Kindergarten Parent Meetings and Roundups are held at each building. Consistent information is shared across buildings. A district developed Interest Inventory is completed by parents.

**March – April** – Transition meetings are held for each ECSE students with parents and receiving kindergarten team. Files are sent to the receiving school

# Action Plan Progress Report

Strategy: 6 Action Plan: 6 Update 01/02/2008

**Person Responsible:** Mark Feldhausen (Update)  
Martha Bruckner, Roberta Deremer, Lori Jasa (Original)

**Action Plan Objective:** Provide district orientation and support systems for fifth into sixth grade students that ensure a successful transition to middle school.

**Action Plan Status:** Completed \_\_\_\_\_ Underway x Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

## Update 01/02/2008

Roberta Deremer, Lori Jasa, and Michele Gehringer report that this action plan is fully operational. Transition forms, timelines, and task analyses completed and in place for 05-06, 06-07, and 07-08.

## Original Report

Roberta and Lori met on September 23<sup>rd</sup> to review the strategy and develop a timeline. They met again on November 11<sup>th</sup> to prepare for a district counselor meeting which was scheduled for November 15<sup>th</sup>. The presentation was postponed and rescheduled for December 14<sup>th</sup>. At that time, Roberta and Lori highlighted aspects of the plan which will involve the elementary and middle school counselors such as:

- 1.Coordination between elementary and middle school counselors-counselor meetings, counselor transition forms
- 2.Middle School visits to the elementary school (booklets, video/multi-media presentation, Q/A, middle school student representatives, etc.
- 3.May Orientation—groups, fifth grade teacher luncheon and shadowing, transition packets for new students, lunch for students at the middle school

Roberta provided a brief overview of the transitional process with the elementary principals at their December meeting.

Lori organized an ad hoc committee to review plan 6-6 Steps #2 and #4 regarding an expanded Jump Start program. The committee met on 11-30-05 and developed parameters involving the program. The committee met again on December 20<sup>th</sup>. On December 7<sup>th</sup>, two committee members presented a basic outline of the Jump Start program to the middle level administrators. Each building has a Jump Start resource

notebook and individuals from each school will work with their administrators to schedule, publicize, and implement the summer Jump Start program in early August.



# Action Plan Progress Report

Strategy:   6                        Action Plan:   7                        Update 01/02/2008

**Person Responsible:** Mark Feldhausen (Update)  
Martha Bruckner, Lori Jasa, Bert Deremer (Original)

**Action Plan Objective:** Formalize a structure of communication between fifth and sixth grade staff to address curriculum, instruction, and student profiles.

**Action Plan Status:** Completed \_\_\_\_\_ Underway   X   Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

## Update 01/02/2008

All middle schools conducted Jump Start programs for invited students (those whom elementary teachers recommended) in August 2006. The August 2007 program was open to all students transitioning from 5<sup>th</sup> to 6<sup>th</sup> grade. This is not a mandatory program but all are welcome and encouraged to participate.

## Original Report

1. Lori Jasa contacted Tracy Logan in June, 2005 and asked for clarifications on various action plan steps.
2. Lori met with the middle level administrators on June 15, 2005 at Central Middle School to review the implementation recommendations for 6-7.
3. Lori contacted Sharon Freeman, John Crawford and Judy Porter about various ways to administer the surveys. (It was decided by the 6-15-05 administrators that we could administer parts of the survey to get some baseline data.)
4. I sent an email to the middle level administrators outlining suggestions regarding the surveys. I revised them slightly and included them as an attachment for the administrators to use if they wanted to get some baseline data prior to the implementation of the steps included in 6-7.
5. Lori sent a reminder email on Sept. 6, 2005 to remind middle level administrators about possible upcoming considerations (video, jump start, fall transition program, surveys).
6. Roberta and Lori met with other action plan designees, Dr. Porter, Dr. Bruckner, and Dr. Newton to discuss progress to date and upcoming communications/activities.
7. Lori and Roberta met on 9-23-05 to review 6-6, 6-7 and developed a timeline. They met again on 11-11-05 to review plans to share with the counselors.
8. Roberta and Lori will meet with the KMS counselors to review fall transition program on December 14, 2005.

9. Lori organized an ad hoc committee to review plan 6-6 Steps #2 and #4 regarding an expanded Jump Start program. The committee met on 11-30-05 and developed parameters involving the summer jump start program. The committee met again on December 20<sup>th</sup>. During the interim, two committee members presented a basic outline of the jump start program to the middle level administrators on 12-7-05.
10. Each building was given a Jump Start resource notebook. Individuals from each Building will work with their administrators to implement the open Jump Start program at each site in August.

# Action Plan Progress Report

Strategy: \_\_\_6\_\_\_

Action Plan: \_\_\_8\_\_\_

Update 01/0/2008

**Person Responsible:** Mark Feldhausen (Update)  
Martha Bruckner (Original)

**Action Plan Objective:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary

Specific Result: Establish smaller learning communities for high school students.

**Action Plan Status:** Completed \_\_\_X\_\_\_ Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

Update

Professional Learning Communities (PLC) continue to meet regularly. The DuFour's presented to all K-12 certificated staff on October 24-25, 2007, at the Qwest Center.

Advisement times at the high schools continue to be modified to address student Personal Learning Plans. Electronic PLP's were revised based on student focus groups. They are also now a graduation requirement.

Original Report

Professional Learning Communities have been established in each school based on site-based decisions. Implementation began in Fall, 2005, with an altered schedule designed to allow teachers to meet regularly to talk about what students need to learn, how to measure if they learn, and what to do if they do not learn.

Advisement times have been expanded and revised to provide small learning communities for each high school student.

Summer school classes provided additional opportunities for students.

# Action Plan Progress Report

**Strategy:** 6

**Action Plan:** 6.9

Updated 12/12/2007

**Person Responsible:** Nancy Johnston

**Action Plan Objective:** Formalize a structure of communication between eighth and ninth grade staff to address curriculum, instruction and student profiles.

**Action Plan Status:** Completed  X  Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

- A transition plan between eighth and ninth grade was developed and implemented.
- Periodic timeline reminders are shared with administrators throughout the school year.
- A transition form was developed and is utilized each spring as a piece of the plan in order to meet the needs of targeted students.
- A parent guide is distributed to parents.
- Teachers have been trained in Infinite Campus and are able to retrieve student information which can be helpful in determining courses and student success through grades and assessments.
- Visitation exchanges between middle and high school teachers have been organized. Teachers benefited from the conversations between levels as they better defined transition activities and/or strategies that could be helpful to students.
- High schools have implemented an adjusted schedule so ninth grade students can participate in their first day of school while upperclassman are not in session
- High schools have implemented spring visits so that eighth grade students have the opportunity to tour the building and learn about the high school prior to the end of their eighth grade year.
- Discussions through various Vertical Team meetings have assisted in the curriculum and instruction articulation between middle level and high schools.

**Future:**

- As middle schools finalize the format of the Middle Level PLP, procedures will include how to best transition this information to the high schools.

# Action Plan Progress Report

**Strategy:** 6

**Action Plan:** 6.10

Updated 12/12/2007

**Person Responsible:** Mark Feldhausen and Nancy Johnston

**Action Plan Objective:** Ensure high schools students make successful transitions to postsecondary experiences, including careers and further education.

**Action Plan Status:** Completed \_\_\_\_\_ Underway  X  Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

Cross Reference to Strategy 3, Action Plan 2

1. Personal Learning Plans (PLP) report in 3-2
2. Creation of career academies at the three high schools and at the new Millard Horizon High School. Three career academies, one at each high school, will open in the fall of 2009. Business and Finance will be at MNHS, Business and Entrepreneurship at MSHS, and Education at MWHS. They will be followed by three career academies at Millard Horizon High School, culinary arts, public safety, and transportation and distribution, which will open in the fall of 2010. In addition, a second career academy is being discussed for MSHS (Digital Media & Communications) and for MWHS (Health Occupations).
3. Review post graduate surveys to include data related to career planning.

## Action Plan Progress Report

**Strategy: 7**

**Action Plan: 1**

*In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

**Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste**

Action Plan Objective: *Create communication channels between Millard Public Schools staff and community agencies.*

**Action Plan Status:** Completed XXX Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE: (What have you done and what will you do in the future):**

In the past few years, Millard Public School associates have facilitated a series of “lunch and learn” sessions that have culminated in a Healthy Communities/Healthy Youth Initiative. Numerous organizations make up the initiative and include, but are not limited to: Region VI Behavior Health, Office of the Mayor, OPS, Blair Community Schools, Douglas and Sarpy Juvenile Diversion, PRIDE Omaha and Alegent Health. The vision of the group is to create a community that is invested in providing a nurturing environment that empowers all youth to thrive.

The Community Agency Fair which is held on Martin Luther King Day each year continues to be a success. We continually strive to have more community agency interactions. This year, counselors, psychologists and agency representatives will attend “break-out” sessions presented by community agency representatives. We also invite agency representatives to attend relevant workshops or in-services throughout the year.

The strategic plan also includes better communication between agencies. The Millard Public School counselor and school psychologist phone numbers as well as daily schedules are sent to community counselors and mental health practitioners. This practice creates better communication channels, and the information is updated bi-annually. A comprehensive community agency list has been created to increase communication and interaction with Millard Public Schools. We update this list each semester. We have had numerous requests from the community to be on this list. This has been beneficial, as we have referred families to community counselors to address specific issues. We are able to suggest professionals that specialize in certain areas of intervention. We are also able to

suggest certain agencies who accept different types of insurance or acceptable payment methods.

We have developed a “networking list” that is student centered and can be found on the district’s web-page under Pupil Services. The list includes:

1. Business/Project Paybac
2. Area Sports/Activities
3. Medical Agencies
4. Mental Health/Substance Abuse Agencies
5. Governmental Agencies
6. Legal Resources/Juvenile Assessment Center
7. Family Assistance
8. Faith Based Organizations

## Action Plan Progress Report

**Strategy: 7**

**Action Plan: 2**

*In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

**Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste**

Action Plan Objective: *Increase the use of neighborhood schools as centers to provide information and support to families.*

**Action Plan Status:** Completed \_\_\_\_\_ Underway XXX Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE: (What have you done and what will you do in the future):**

Brochures have been developed for families in need which can link them to necessary service agencies. These brochures can be obtained by visiting with the building principal, social worker, school counselor or they can be found in the schools entry way where display racks are located (Title I schools only).

Also, detailed agency contact information is available to families who may be “at-risk”. The information can be found on the district’s web-site. Resources are categorized and listed with phone numbers and addresses.

We continue to disseminate information to families regarding the importance of Developmental Assets. This is done through sports programs, rosters, district mailings and newsletters. Additionally, parents have done presentations to other parents at certain schools. Other relevant information has been shared about alcohol, tobacco and other drug use which includes strategies for prevention and intervention.

This year, working in partnership with the Visiting Nurses Association, we were able to help provide flu shot clinics to Millard patrons. The clinics were held on two different occasions to ensure as many people as possible were inoculated. The clinics were held at KMS as well as AMS. Both sessions were well attended.

Parenting classes are offered each spring. Recent class sizes have increased. We continue to offer ADHD parent support groups.



Finally, we continue to work on a an extended day type of program to address other unique needs such as ELL classes for parents, clubs and activities as well as media center use. Grants are actively being sought to help fund the cost of such programs. We are trying to build the plan into building site plans.

## Action Plan Progress Report

**Strategy: 7**

**Action Plan: 3**

*In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

**Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste**

**Action Plan Objective: *Improve the effectiveness of the K-12 drug abuse prevention***

**Action Plan Status: Completed XXX Underway \_\_\_\_\_ Not Started \_\_\_\_\_**

In the spring of 2007 a comprehensive assessment known as the American Drug and Alcohol Survey (ADAS) was given to all students in grades 6-12. The results assisted a comprehensive Drug and Alcohol Task Force in developing a comprehensive plan to address illegal drug and alcohol use among students.

Action plans were created which included:

1. Improving the use of illegal drug and alcohol testing devices and procedures.
2. Developing and implementing a K-9 Drug Detection Program.
3. Strengthening the Millard Public Schools Student Code of Conduct to deter student use of drugs and alcohol.
4. Implementing a drug and alcohol recognition training program for Millard Public School staff.
5. Strengthening the requirements of the existing drug and alcohol diversion programs.

We continue to work on the counseling side of substance abuse. Students in need are referred for in-depth services through our School Community Intervention Program (SCIP). Also, we use information from the Developmental Asset Profile (DAP) to understand a student's strengths and provide strategies on how they can avoid making poor decisions regarding alcohol, tobacco and other drug use. The information is shared with parents and their input is valued.

Finally this year we changed our drug prevention clubs to "asset builder" teams. Students and staff disseminate ways that all students can build Developmental Assets. These certified staff members known as "asset builders" understand the power of Developmental Assets and how they promote positive behaviors and attitudes and protect youth from high-risk behaviors such as alcohol and drug usage.

## Action Plan Progress Report

**Strategy: 7**

**Action Plan: 4**

*In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

**Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste**

Action Plan Objective: *Expand school-wide programs for the prevention of student harassment, bullying, and violence to include students, parents, community and staff.*

**Action Plan Status: Completed ~~XXX~~ Underway \_\_\_\_\_ Not Started \_\_\_\_\_**

**SUMMARY OF ACCOMPLISHMENTS TO DATE: (What have you done and what will you do in the future):**

Each building in the district has an “Asset Builders” team. During the 2007-08 school-year these teams disseminated information regarding assets to each of their schools. This research supports reduced “violence” and “bullying” behavior when the number of “assets” is increased. Asset information is also being shared with community groups and parents.

## Action Plan Progress Report

**Strategy: 7**

**Action Plan: 5**

***In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.***

**Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste**

Action Plan Objective: ***Develop proactive, non-punitive, school-wide programs that effectively promote positive student behavior through student recognition.***

**Action Plan Status:** Completed XXXX Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE: (What have you done and what will you do in the future):**

When the Strategy #7 Committee reconvened, it readdressed action plan number five. It was determined that the district does a very good job of recognizing student behavior and achievement.

Therefore, the committee changed the plan to build upon the successful existing recognition programs to incorporate a 40 Developmental Asset focus. For example, Central Middle School has an “Asset Day” where students who have been working on building Developmental Assets and have achieved their goals are recognized before their peers. They receive a key denoting their growth in the areas of “Support”, “Empowerment”, “Boundaries & Expectations”, “Constructive Use of Time”, “Positive Identity”, “Positive Values”, “Social Competencies”, and “Commitment to Learning”. Central has also revised their “Honors Night” and their “Honor Roll” to include an asset rich focus.

Cody Elementary shares asset research and language to address students who have achieved academically. For example, information is shared with families and students during school wide, parent involved presentations. Asset research is shared regarding the importance of “reading for pleasure” and “homework”.

Rockwell Elementary recognizes student participation in service clubs such as the elementary version of Kiwanis, also known as the Rockwell “K” Club. Specifically, Asset #9 notes the importance of “service to others”. Recently, this group has started a fund raiser for the victims of the Westroads tragedy. Rockwell also recognizes their

safety patrol as well as other students who have built assets through positive academics or other contributions.

Beadle Middle School places a simple message on the bottom of each student's report card that states: When you discuss this report card with your student you are building the following developmental assets: #1 Family support, #2 Positive family communication, #6 Parent involvement in schooling, #16 High expectations, #21 Achievement motivation, #22 School engagement, and #24 Bonding to school. For more information about developmental assets please contact your student's school counselor.

## Action Plan Progress Report

**Strategy: 7**

**Action Plan: 6**

*In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

**Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste**

**Action Plan Objective:** *Identify student with suicidal tendencies and provide immediate intervention strategies.*

**Action Plan Status:** Completed XXX Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE: (What have you done and what will you do in the future):**

Each high school has a curriculum known as Signs of Suicide (SOS). This curriculum was recently expanded to include all middle schools. Millard Public Schools was one of the first schools in the nation to use the new information. We continue to monitor trends regarding this phenomenon which indicates that students 10-14 years of age are the fastest growing group of children who commit suicide. If difficult questions arise we communicate with national experts, Poland and Leibermann to ensure we address the issue correctly.

While we have not had this happen in Millard for some time, we do continue to work with other Metro Districts. Suicide ideation and contagion does not know boundaries. Communication channels have been developed and we assist other districts and they reciprocate in the event of suicide activity. These communication plans place schools in the Metro area on an elevated alert status.

School counselors, psychologists and nurses meet to review our suicide intervention strategies each year. As stated in prior communication, the process was updated and continues to be reviewed with best practices in mind. The updated intervention process used district-wide has allowed us to work effectively with parents and refer them to mental health agencies for intervention when needed.

## Action Plan Progress Report

**Strategy: 7**

**Action Plan: 7**

*In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

**Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste**

Action Plan Objective: *Educate parents and staff about various mental health issues, including effects of various medications.*

**Action Plan Status:** Completed XXX Underway \_\_\_\_\_ Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE: (What have you done and what will you do in the future):**

On Martin Luther King Day, a community agency fair will be held regarding Mental Health. Topics of interest that will be addressed that day include anxiety disorders, depression, and school phobia. The presentations will address the latest research regarding the aforementioned diagnosis and strategies schools may employ to assist students who have these disorders.

In the past, the school psychologists have presented information to all staff members regarding mental health. The latest brain research was discussed during these presentations as well as “co-morbid” disorders including substance abuse.

In the fall of 2006, Dr. Chris Kratochvil from UNMC did a community presentation addressing a variety of mental illnesses and the current medications that are available to address them. He also addressed co-morbid disorders.

Information continues to be disseminated to parents and staff.

# Action Plan Progress Report

Strategy: 7                      Action Plan: 8

**Person Responsible:** Kraig Lofquist, Dr. Kirby Eltiste

**Action Plan Objective:** *Use the 40 Developmental Assets Framework as a research-based foundation for building thriving behaviors and addressing risk behaviors in all students, PreK-12.*

**Action Plan Status:** Completed XXX      Underway \_\_\_\_\_      Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

In-depth training relative to the Developmental Asset Framework has been disseminated to all district administrators as well as the identified “asset builders” in each building. Furthermore, information about how the “assets” compliment the district’s “life skills” has also been shared. In-services are scheduled for each building this year to educate all remaining staff members that have not heard of the Developmental Asset Framework.

An assessment instrument known as the Developmental Asset Profile (DAP) has been administered to each student in grades 7, 9 and 11. The assessment shows a student’s strengths, and it also shows them how they can improve. The student fills out a “reflection” and writes a SMART goal using the assessment as a guide. Information from the DAP is used in the students personal learning plan. The information is shared with parents in a variety of ways. For example, at MWHS information from the DAP is shared with parents during the students advisement and planning session.

Information from the Developmental Asset Profile (DAP) also yields aggregate data regarding the student body in each school. Specifics can be addressed in each buildings site plan on how to help build better young people.



# Action Plan Progress Report

Strategy: 7                      Action Plan: 9

Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste

**Action Plan Objective:** *Increase the number of service learning opportunities across grade levels for students in individual classes, in school-wide projects and in extra-curricular activities.*

**Action Plan Status:** Completed \_\_\_\_\_ Underway XXX Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

The importance of service learning as well as the research that supports it has been shared with each district administrator. This was done during comprehensive Developmental Asset training that took place on February 27, 28 and March 23 of 2007.

An audit was conducted to see how many schools currently use service learning. Some schools have already implemented the concept on a school wide basis. For example, Central Middle School uses a program called *Giraffe Heroes-Stick Your Neck Out For Somebody*. This program simultaneously builds **numerous** developmental assets. In Central's case, each home room chooses an issue or topic to research and plan how they can make a difference. A project to assist in resolving the issue is then discussed and implemented. Reflections are put in writing.

# Action Plan Progress Report

Strategy:   8                        Action Plan:   1                        Date: 11/28/2007

**Person Responsible:** Mark Feldhausen, Carol Newton

**Strategy 8:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**Action Plan Objective:** Develop and implement alternative learning experiences to motivate and educate elementary students.

**Action Plan Status:** Completed               Underway   X        Not Started         

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

This action plan is being developed through several major district projects:

- The District Poverty Plan provides direction for implementing programs and strategies that support the learning needs of a diverse student population at the PreK-5 level.
- The design and implementation of a System of Interventions at the classroom and support program level for students at-risk in reading and mathematics by identifying students early and providing immediate support. Student progress will be monitored bi-weekly and interventions adjusted to assist students in closing their achievement gap. This System of Interventions is currently being developed in the area of reading at the PreK-8 level.
- Staff development will be designed that will provide teachers the skills and tools needed to meet the goals of the Poverty Plan and the System of Interventions.
- The action plan cost benefit analysis identified the addition of 11 FTE for elementary counselors. At this time we believe that the projects listed above will provide the support needed to meet this plan without adding additional counselors
- The action plan cost benefit analysis identified the addition of 1 FTE for an elementary social worker. An elementary social worker/community counselor was added in 2006-07, funded from the school age flex funds SPED budget.

# Action Plan Progress Report

**Strategy:** 8                      **Action Plan:** 2

**Person Responsible:** Angelo Passarelli

**Action Plan Objective:** Develop and implement alternative school-year options.

**Action Plan Status:** Completed            Underway XX Not Started           

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

The calendar committee discussed the issues related to alternative school-year calendar options. These options will be site-specific and based on educational recommendations. The calendar committee did not recommend these options for all students.

The implementation committee that is planning for the alternative high school has specific recommendations for alternative calendar options.

Willowdale's attempt to implement a year-round calendar was not successful.

We will consider alternative calendar options through site planning and will encourage selected sites to consider appropriate calendar options.

# Action Plan Progress Report

**Strategy:** \_\_\_8\_\_\_      **Action Plan:** \_\_\_3, 4, 5, & 6\_\_\_      Updated 12/12/2007

**Person Responsible:** 8.3-5, Mark Feldhausen and Nancy Johnston  
8.6, Keith Lutz and Mark Feldhausen;

**Action Plan Objective:**

8.3, Develop and implement alternative learning experiences to motivate and educate middle school students

8.4, Develop and implement alternative on-campus learning experiences for high school students.

8.5, Develop and implement alternative off-campus learning experiences for high school students.

8.6, Develop and implement plans to create a small high school

**Action Plan Status:** Completed \_\_\_\_\_ Underway XX Not Started \_\_\_\_\_

**SUMMARY OF ACCOMPLISHMENTS TO DATE** (What have you done and what will you do in the future):

Update 12/12/2007

As a result of the Board identifying a Superintendent Goal that “will review the current Alternative Middle School, High School and New Frontier programs and redesign and/or develop a comprehensive Alternative Program for Grades 6 - 12 and also determine the future needs of this type of program and develop a Framework for its implementation including curriculum and facility requirements” the Career Academy High School Concept was reconfigured.

A facility, to be located at 2007<sup>th</sup> and Q, has been designed that would replace the Millard Learning Center, increase the enrollment from 90 to 240 students, expand program offerings to 9<sup>th</sup> and 10<sup>th</sup> grade, and provide a wing for 3-4 career academies.

Career Academies have been identified for each of the three high schools and are currently under development. The first academies will open in the fall of 2009.

Career Academies will provide a continuum of educational and career opportunities that will incorporate articulated and dual enrollment courses (Metropolitan Community College and the University of Nebraska at Omaha) with internships and work experiences with local companies. Each career pathway will identify exit points for certification/licensure, as well as educational alignment.

A comprehensive review of internal and external options for alternative learning at the middle level and high school level is being organized with recommendations due in late spring 2008. This includes a review of the Middle School Alternative Program, New Frontier, Millard Learning Center, programs for expelled students, etc.

Previous Update (2006)

We are moving forward to purchase the property at 185<sup>th</sup> and Harrison at a cost that is under the budget.

We have met with stakeholders to discuss overarching issues for this school.

We have met with organizations including UNO, Metro Community College, ITT and Vaderott to discuss collaboration.

It appears that Metro may have some money for capital expenditures and is interested in exploring an investment in our new high school.

All of the partners have expressed interest in an ongoing relationship in regard to this alternative high school.