

**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 7:00 P.M. on March 2, 2009, at Don Stroh Administrative Center
5606 South 147th Street Omaha, NE 68137

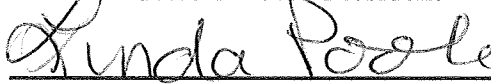
Dated this 2nd day of March, 2009.



Michael Pate - President



David Anderson - Vice President

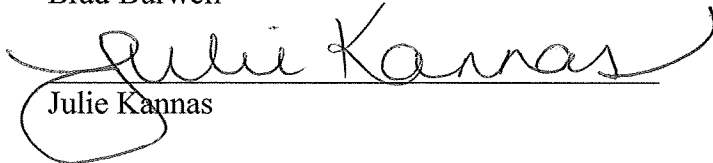


Linda Poole - Secretary

Mike Kennedy - Treasurer

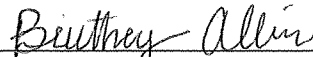


Brad Burwell

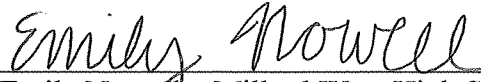


Julie Kannas

Maurice Green - Millard North High School



Brittney Albin - Millard South High School



Emily Nowell - Millard West High School

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

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, March 2, 2009** at 5606 South 147th Street, Omaha, Nebraska.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

LINDA POOLE,
Secretary

2-27-09

**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

February 27, 2009

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 \$ 14.00
Additional Copies \$
Total \$ 14.00

Subscribed in my presence and sworn to before me this 27th day of February 20 09
Notary Public in and for Douglas County, State of Nebraska

BOARD OF EDUCATION MEETINGMARCH 2, 2009NAME:REPRESENTING:

Jane Newton	Russell Middle School
Antonette Lougoy	Andersen MS
Sham LL	1st Student
Michael Wear	Russell Middle School - Parent
Brian Nelson Kathie, Eric & Laura	Central Middle School
Monica Cox	Central Middle School
Kim Gallagher	Clarkson College
Jenny Kendall	Clarkson College
Jan Baldwin & Mases	Reeder Elem.
Debi, Kyle, & Courtney Tompkins	Kiewit Middle
Wendy Hogan	MILLARD WEST
Kelsey Phipps	Kiewit Middle
Judy & Joe Klimschot	Central Mid Sch.
Tom + Chandrea Langeegger	Millard Kiewit
Liberty Lee	" "
JAY & SIERRA SANTOS	BRADLE Middle School
Anna & Kyrie Nettles (Shelby)	Andersen Middle School
Stephanie Harmon	Reeder Elem.
Jody Knopfurst	Bradle MS

BOARD OF EDUCATION MEETINGMARCH 2, 2009NAME:REPRESENTING:

Kennedy Tanes	Millard West HS.
Joseph Weber	Millard North
James Clark	Beadle
Maggie Clarke	"
Kristen Clarke	"
Bret Johnson	"
Christi Johnson	"
Lauren Mallatt	"
Carol Neah	millard north
Bonnie Neah	"
Carli Nelson	MNMS
Amy Nelson	"
Lori Tice	Krews
Chlor Jot	ARMS
Shelby Pfeifer	AMS
Matthew R Whitesel	Millard West High School
Lori Jasn	KMS
Draw Gase	
Megan Christiansen	Millard West
Brandon Wamis	Millard West

BOARD OF EDUCATION MEETINGMARCH 2, 2009NAME:REPRESENTING:

Josh Obregon	MW
Pat Ouerby	MW
Jacob Herweyer	MW
Halob De	
Kaleb Damm	Kiewit
Matt White	MW
Mike Bechtolt	MW
Tami Williams	BMS
Kevin Grothe	MW
Angela Sapp	MSHS - Leadership Academy
Kittel Schraeder	MW
Emily Rookstool	MW
Dee Sapp	CDRT
Kevin Chae	Norris
Bailly Bruce	MW
Molly Erickson	MEH
Taylor Armstrong	MW
Mark Subans	Beadle Middle
Jackie Burkland	Leadership Academy - H.O.
Ellen Ilg	MW

BOARD OF EDUCATION MEETING

MARCH 2, 2009

NAME:

REPRESENTING:

Pam Rice

Reeder

Denise Thomas

Desney

Amber Leach

Creighton U.

Andy Hall

MHS

Rex Barker

MHS

BOARD OF EDUCATION MEETING

MARCH 2, 2009

NAME:

REPRESENTING:

Ollie Grady

Millard North High

Jane Dettz

BMS

Anita Jares

Reeder Elementary

Amssa Houfen

Millard West High

Sarah Taylor

Creighton U. School of Nursing



BOARD OF EDUCATION
MEETING



MARCH 2, 2009

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
MARCH 2, 2009

AGENDA

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

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

E. Routine Matter

1. *Approval of Board of Education Minutes – February 16, 2009
2. *Approval of Bills
3. *Receive the Treasurer’s Report and Place on File

F. Information Items

1. Employees of the Month
2. Showcase: Middle School All State Musicians; UNO Middle School Honor Choir, Nebraska State Visual Arts (7-12), Nebraska Young Artists
3. Superintendent’s Comments
4. Board Comments/Announcement
5. Report from Student Representatives

G. Unfinished Business:

1. Approval of Policy 6110 – Curriculum, Instruction, and Assessment – Written Curriculum – Content Standards

H. New Business:

1. Approval of the Strategic Plan
2. Approval of Renovation of Excel Building
3. Approval for an Extension of the Busing Contract
4. Approval of Refunding of Bonds
5. Approval of Rule 6110.1 – Curriculum, Instruction, and Assessment – Written Curriculum – Content Standards
6. Approval of Millard Public Schools Language Arts Standards and Indicators for PK-12
7. Approval of Secondary Partnerships Memorandum of Understanding Metropolitan Community College and Millard Public Schools, 2009-2010
8. Approval of Administrator for Hire
9. Approval of Personnel Actions: Amendment to Continuing Contract(s), Association Leave, Leave(s) of Absence, Resignation(s), Voluntary Separation Program, and New Hires
10. Negotiations (Executive Session)

I. Reports

1. Enrollment Report

Agenda
 March 2, 2009
 Page 2

2. Legislative Update
3. Meal Price Report

J. Future Agenda Items/Board Calendar

1. Town Hall Meeting on Monday, March 9, 2009 at 7 p.m. at Millard North High School, 1010 South 144th Street
2. Board of Education Meeting on Monday, March 16, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Town Hall Meeting on Monday, March 23, 2009 at 7 p.m. at Millard South High School, 14905 "Q" Street
4. National School Boards Association Conference on April 3-7, 2009 in San Diego, CA
5. Board of Education Meeting on Monday, April 13, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Committee of the Whole Meeting on Monday, April 20, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Board of Education Meeting on Monday, May 4, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Committee of the Whole Meeting on Monday, May 11, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. Board of Education Meeting on Monday, May 18, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
10. 2009 Graduations will be held on Saturday, May 30, 2009 for Millard West High School at 10 a.m., Millard North High School at 1 p.m., and Millard South High School at 4 p.m., at the Civic Auditorium

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

L. Adjournment

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

.BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

4

BOARD MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
MARCH 2, 2009

ADMINISTRATIVE MEMORANDUM

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

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

*E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes – February 16, 2009. (See enclosure.)

*E.2. Motion by _____, seconded by _____, to approve the bills.

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

F.1. Employees of the Month

F.2. Showcase: Middle School All State Musicians; UNO Middle School Honor Choir, Nebraska State Visual Arts (7-12); Nebraska Young Artists

F.3. Superintendent's Comments

F.4. Board Comments/Announcements

F.5. Report from Student Representatives

G.1. Motion by _____, seconded by _____, to approve Policy 6110 Curriculum, Instruction, and Assessment – Written Curriculum – Content Standards (See enclosure.)

H.1. Motion by _____, seconded by _____, to approve the Strategic Plan (See enclosure.)

H.2. Motion by _____, seconded by _____, that the District proceed with the proposed Excel Building Phase I Renovation Project and that such project include the option related to space for the District's warehouse (See enclosure.)

H.3. Motion by _____, seconded by _____, that the District approve the 2-year extension of the District's transportation contract with MOEC and Laidlaw (now First Student) as provided in the AMENDMENT TO AGREEMENT as submitted (See enclosure.)

H.4. Motion by _____, seconded by _____, that the District's administration and financial advisor be authorized and directed to proceed with preparations for the issuance of refunding bonds as determined by the financial advisor and that the board schedule a special meeting for Tuesday, March 24, 2009 at 12:00 noon for the purpose of issuing such bonds (See enclosure.)

March 2, 2009

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- H.5. Motion by _____, seconded by _____, to approve Rule 6110.1 – Curriculum, Instruction, and Assessment – Written Curriculum – Content Standards (See enclosure.)
- H.6. Motion by _____, seconded by _____, to approve Millard Public Schools Language Arts Standards and Indicators for PK-12 (See enclosure.)
- H.7. Motion by _____, seconded by _____, to approve the Memorandum of Understanding with Metropolitan Community College in support of the Career Academy Program (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve administrator for hire: Kevin Chick, Director of Personnel (See enclosure.)
- H.9. Motion by _____, seconded by _____, to approve Personnel Actions: Amendment to Continuing Contract(s), Association Leave, Leave(s) of Absence, Resignation(s), Voluntary Separation Program, and New Hires. (See enclosures.)
- H.10. Negotiations (Executive Session)

I. Report

- 1. Enrollment Report
- 2. Legislative Update
- 3. Meal Price Report

J. Future Agenda Items/Board Calendar.

- 1. Town Hall Meeting on Monday, March 9, 2009 at 7 p.m. at Millard North High School, 1010 South 144th Street
- 2. Board of Education Meeting on Monday, March 16, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 3. Town Hall Meeting on Monday, March 23, 2009 at 7 p.m. at Millard South High School, 14905 “Q” Street
- 4. National School Boards Association Conference on April 3-7, 2009 in San Diego, CA
- 5. Board of Education Meeting on Monday, April 13, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 6. Committee of the Whole Meeting on Monday, April 20, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 7. Board of Education Meeting on Monday, May 4, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 8. Committee of the Whole Meeting on Monday, May 11, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 9. Board of Education Meeting on Monday, May 18, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 10. 2009 Graduations will be held on Saturday, May 30, 2009 for Millard West High School at 10 a.m., Millard North High School at 1 p.m., and Millard South High School at 4 p.m., at the Civic Auditorium

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

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. The meeting was convened in open and public session at 7:00 p.m., Monday, February 16, 2009, at the Don Stroh Administration Center, 5606 South 147th Street.

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

ABSENT: Julie Kannas

Notice of this meeting was given in advance thereof by publication in the Daily Record on February 13, 2009; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

At 7:00 p.m. Michael Pate announced the Public meeting Act is posted on the wall and available for public inspection. Mr. Pate announced that Boy Scout Troop 549 would present the colors and the audience was asked to say the Pledge of Allegiance.

The members of Boy Scout Troop 549 introduced themselves.

Roll call was taken and members and members present were Michael Pate, Dave Anderson, Linda Poole, Mike Kennedy and Brad Burwell. Absent was Julie Kannas.

Motion by Mike Kennedy, seconded by Dave Anderson, to excuse Julie Kannas, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Brad Burwell, to approve the Board of Education Minutes from February 2, 2009, to approve the bills, and to receive the treasurer's report and place on file, upon roll call vote, all members voted aye.

Superintendent's Comments:

1. On Tuesday, February 17, 2009 there will be a meeting with Congressman Lee Terry to talk about the incentive package and how it will mean to Nebraska.
2. The Learning Community Coordinating Council Superintendent's Advisory Committee met today to work out the hold harmless amendment to one of the bills. There doesn't seem to be any solidarity on the amendment. Work continues.
3. During the Town Hall meeting next week at Millard West High School there will be a brief power point. Cards will be present for the audience to write their questions, and not to take questions from the floor. Dr. Lutz will not be at the first meeting, but members of the Superintendent's Executive Committee will be present to help answer questions, if necessary. The next Town Hall meeting will be held on Monday, March 9, 2009 at 7 p.m. at Millard North High School in the Mustang Center. On Monday, March 23, 2009 at Millard South High School at 7 p.m. in the lecture hall will be the last Town Hall meeting.
4. On Monday, March 2, 2009 a proposal will be brought to the board for approval to finance bonds. There will also be a recommendation in regards to the Excel Building.

5. The Superintendent has been approached by a county commissioner about providing information about sexually transmitted disease. The question was taken to the District's Medical Advisory committee, and their recommendation was to find other measures to communicate to the parents and students about this health concern. The board was asked to inform the Superintendent with any concerns.

Board Comments:

Brad Burwell announced that the members of the Learning Community Coordinating Council Sub Achievement Council meeting will be held on March 18, 2009 at 1:00 p.m. at the Don Stroh Administration Center. Mr. Burwell said the three members of this council agreed to meet once each quarter, and will be scheduling those meeting between Millard and Elkhorn, as those are the two areas they represent.

Mr. Burwell reported at the last meeting of the Learning Community Coordinating Council they did pass bylaws for the Council. They also discussed when to hold their election of officers, and it was decided to do this at the meeting on Thursday, February 20, 2009 at ESU #3 at 6:30 p.m. Also at the meeting they will be establishing policies and rules under which to operate. In addition, they want to send out requests for proposals for hiring an accounting firm, an attorney firm, and an insurance firm to work with the Council. Mr. Burwell said the task force of Budget and Finance, which he is a member, will meet on Tuesday to talk about the requests for proposals. He has done some preliminary work on the insurance portion. Other meetings scheduled for the Learning Community Coordinating Council will be held on March 5, 2009 and March 19, 2009.

Mr. Burwell notified the board that he will not be in attendance at the Town Hall meeting on March 9, 2009, because he will be out of town.

Linda Poole reported that she and Dave Anderson attended the Federal Relations Network Conference and had the opportunity to meet with all of the Nebraska Senators and Congressmen except for Adrian Smith. Both she and Dave talked to the representatives on changes of NCLB, special education funding, and Title I. Representatives from Senator Nelson's office and Congressman Terry's office asked them what Millard would feel about not putting so much money into Title I, but where Millard would like to see it go. Mrs. Poole said she has requested information be sent to both offices.

Mrs. Poole reported she attended a parent coffee at Millard West High School where they discussed cyber bullying, and what Millard West is doing to confront the issue.

Mrs. Poole said she will be attending a State Assessment Technical Advisory meeting in Lincoln on Tuesday and Wednesday. Mrs. Poole said she will provide the agenda for the meeting to Jon Lopez, so he will know what is being discussed.

Motion by Linda Poole, seconded by Brad Burwell, to approve the Board Appointments, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Dave Anderson, to reaffirm Policy 4130 – Personnel – Examinations; Rule 4130.1 – Personnel – Health Examinations; Rule 4130.2 – Personnel – Examinations: Bus Drivers; Policy 4315 – Personnel – Non-School Employment; to reaffirm Rule 4315.1 – Personnel – Non-School Employment; Rule 4315.2 – Personnel – Tutoring; Rule 4315.3 – Personnel – Consultant Work; Policy 5200 – Pupil Services – Attendance, upon roll call vote, all members voted aye. Motion carried.

Board of Education Minutes
February 16, 2009
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Motion by Brad Burwell, seconded by Mike Kennedy, to approve Rule 5200.1 – Pupil Services – Attendance and Tardiness, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Dave Anderson, to reaffirm Rule 5200.2 – Pupil Services – Attendance Reports, and Policy 6295 – Curriculum, Instruction, and Assessment - Taught Curriculum – Loan of Textbooks to Private School Students, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Brad Burwell, to approve Rule 6295.1 – Curriculum, Instruction, and Assessment – Taught Curriculum – Purchase and Loan of Textbooks to Private School Students, upon roll call vote, all members voted aye. Motion carried.

Dave Anderson provided the first reading of Policy 6110 – Curriculum, Instruction, and Assessment – Written Curriculum – Content Standards. This policy will be on the agenda at the next board meeting for approval.

Motion by Brad Burwell, seconded by Dave Anderson, to approve Personnel Actions: Resignation: Melissa Dabadie, Jeff Koerten, and Andrea Zitek; Voluntary Separation Program: Kaye Nyffeler, Cecelia Birkhead, Sandra Hansen, Nancy Maust, Thomas Clark, Richard Brown, Linda Nichols, Nancy Armitage, Mary Morley, Diane Oakes, Denise Waller, and Gary Griffin; New Hires: Bridget Kratt and Brett Navin, upon roll call vote, all members voted aye.

Mr. Pate delayed Negotiations for Executive Session at the end of the meeting.

Reports consisted of a Legislative Update, PreK-12 Language Arts Field Study Results, and the Senior Status on ELO's.

Future Agenda Items/Board Calendar: A Town Hall Meeting will be held on Monday, February 23, 2009 at 7 p.m. at Millard West High School, 5710 South 176th Avenue. A Board of Education Meeting will be held on Monday, March 2, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Town Hall Meeting will be held on Monday, March 9, 2009 at 7 p.m. at Millard North High School, 1010 South 144th Street. A Board of Education Meeting will be held on Monday, March 16, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Town Hall Meeting will be held on Monday, March 23, 2009 at 7 p.m. at Millard South High School, 14905 “Q” Street. The National School Boards Association Conference will be held April 3-7, 2009 in San Diego, CA. A Board of Education Meeting will be held on Monday, April 13, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, April 20, 2009 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Mr. Pate announced the board would be going into Executive Session for the purpose of negotiations.

At 8:03 p.m. Linda Poole moved, seconded by Dave Anderson, to go into Executive Session for the purpose of negotiations, upon roll call vote, all members voted aye. Motion carried.

A motion was made by Linda Poole, seconded by Dave Anderson, to come out of Executive Session, upon roll call vote, all members voted aye. Motion carried.

Mr. Pate adjourned the meeting.



SECRETARY

Millard Public Schools
March 2, 2009

Millard Public Schools

Check Register

10

Prepared for the Board Meeting of March 2, 2009

Check No	Vend No	Vendor Name	Amount
299478	012876	CURTIS A ANDERSON	150.00
299479	137336	JUDITH A BAUERLEIN	400.00
299480	103056	CENTRAL STATES CONFERENCE	105.00
299481	107454	CHRISTOPHER COLLING	150.00
299484	133261	ANGELA M DIEHM	125.00
299485	134524	JOSEPH J GULIZIA	250.00
299486	137339	PEGGY A HOLLOWAY	100.00
299487	137335	LINDA L HULSEY	250.00
299488	136077	HYATT CORPORATION	169.00
299490	134281	LINCOLN NORTH STAR HIGH SCHOOL	77.00
299491	100006	LINCOLN SOUTHEAST HIGH SCHOOL	135.00
299492	100006	LINCOLN SOUTHEAST HIGH SCHOOL	90.00
299493	100204	MARIAN HIGH SCHOOL	0.00
299494	100204	MARIAN HIGH SCHOOL	161.00
299495	133403	AMERICAN NATIONAL BANK	7,284.63
299496	136981	ERIC R MEYER	43.75
299497	137338	MIDWEST GANG INVESTIGATIONS ASSN	60.00
299498	137227	SWANK MOTION PICTURES INC	75.00
299499	137333	ANNE C NAGOSKY	100.00
299502	107732	BRIAN L NELSON	312.50
299503	135241	NORTHEAST AREA JAZZ ENSEMBLE	125.00
299504	070810	OMAHA PUBLIC SCHOOLS	55.00
299506	137334	WILLIAM S RITCHIE	100.00
299507	130606	LOUIS E TESINSKY	55.00
299508	137304	UNITED NATIONS INTERNATIONAL SCHOOL	860.00
299509	107354	STEPHEN W. VENTEICHER	287.50
299510	132592	WILLIAM SPRAGUE, JR.	100.00
299511	033901	DOUGLAS COUNTY TREASURER	120.00
299512	133403	AMERICAN NATIONAL BANK	749.36
299514	135146	MATTHEW P BAUGHMAN	150.00
299517	107454	CHRISTOPHER COLLING	150.00
299518	133617	CONOCOPHILLIPS	5,553.61
299519	133439	CORNHUSKER HOTEL	122.08
299520	033901	DOUGLAS COUNTY TREASURER	15.00
299522	137348	SHREE RADHA VALLABM INC	568.32
299524	137349	MICHAEL KLUG	120.00
299525	100058	LINCOLN EAST HIGH SCHOOL	100.00
299526	100058	LINCOLN EAST HIGH SCHOOL	210.00
299527	137347	MAINE EAST HIGH SCHOOL	150.00
299528	137352	NATIONAL ASSN STATE DIRECTORS	35.00
299529	100729	NATIONAL SCHOOL PUBLIC RELATIONS	68.00
299530	107732	BRIAN L NELSON	156.25
299531	070810	OMAHA PUBLIC SCHOOLS	105.00
299532	103144	SIGNAL MEDIA PUBLISHERS	185.90
299535	137351	W-EMERALD LLC	437.44
299546	010040	A & D TECHNICAL SUPPLY CO INC	3.24

Date: 2/25/09

Millard Public Schools

Check Register

11

Prepared for the Board Meeting of March 2, 2009

Check No	Vend No	Vendor Name	Amount
299547	010165	ABLENET INC	330.00
299548	131632	AC AWARDS INC	240.00
299549	132534	ACCESSIBILITY DOT NET, INC	115.00
299550	010298	TEK INDUSTRIES INC	1,386.90
299551	133402	KAREN S ADAMS	34.21
299552	136378	ADAPTIVATION INC	154.00
299553	131060	ADOLPH KIEFER AND ASSOCIATES	594.65
299554	134147	ADVANCED CLEANING EQUIPMENT INC	145.00
299555	102832	ADVANCED OFFICE INTERIORS CORP	538.00
299556	136621	LAURA L AGUILAR	191.90
299557	010808	AIR-SIDE COMPONENTS, INC.	170.00
299558	108351	AIRGAS NORTH CENTRAL INC	104.88
299559	133620	AKSARBEN PIPE & SEWER CLEANING LLC	523.00
299560	010946	JEFFREY S ALFREY	88.00
299561	011051	ALL MAKES OFFICE EQUIPMENT	34,659.00
299562	107651	AMAZON.COM INC	692.65
299563	106998	AMERICAN LIBRARY ASSOCIATION	185.00
299564	102430	AMI GROUP INC	220.00
299565	069689	AMSAN LLC	20,090.09
299566	010112	ANDERSON ELECTRIC	1,540.00
299567	131265	JILL M ANDERSON	44.55
299569	012989	APPLE COMPUTER, INC.	2,643.00
299570	135051	APPLES & MORE A TEACHERS STORE	297.87
299572	108092	MERRILL COMPANY	2,092.78
299573	106436	AQUA-CHEM INC	1,327.48
299574	133770	DIANE ARAUJO	31.13
299575	106167	ASCD (CONFERENCE/REGISTRATIONS)	2,197.00
299576	134235	SARAH A ASCHENBRENNER	107.86
299577	134427	AUTISM ASPERGERS PUBLISHING CO	87.90
299578	109852	BAER SUPPLY	6.39
299579	132405	BAG 'N SAVE	118.89
299580	017670	BALCON	900.00
299581	017908	REX J BARKER	90.44
299582	099646	BARNES & NOBLE BOOKSTORE	1,469.82
299583	099646	BARNES & NOBLE BOOKSTORE	5,485.53
299584	132608	BARNES DISTRIBUTION	888.01
299585	017877	CYNTHIA L BARR-MCNAIR	176.62
299586	017926	ROSEMARY W BARTA	114.74
299588	107979	LORI A BARTELS	254.11
299589	107540	BRIAN F BEGLEY	111.10
299590	102860	BENIK CORP.	78.00
299591	101062	BENNINGTON EQUIPMENT INC	1,196.97
299592	134884	JULIE K BERGSTROM	28.82
299593	133480	BERINGER CIACCIO DENNELL MABREY	1,931.62
299594	135843	MERCEDITAS BETANCUR	50.00
299595	134945	NOLAN J BEYER	84.15

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Check No	Vend No	Vendor Name	Amount
299596	137140	ANNE M BIRKEL	42.24
299597	019111	BISHOP BUSINESS EQUIPMENT	30,252.64
299598	134478	TIFFANY M BOCK SMITH	23.10
299599	130899	KIMBERLY M BOLAN	129.80
299600	101364	BOOKWORM	89.56
299601	136633	WILLIAMS PROPERTIES LLC	144.00
299602	019559	BOUND TO STAY BOUND BOOKS INC	13,886.99
299603	019835	BOYS TOWN NATIONAL	1,666.66
299604	019852	BRACKERS GOOD EARTH CLAYS INC	3,726.25
299605	130576	PAMELA A BRENNAN	170.50
299606	019861	BRIGGS, INC.	40.49
299607	130346	BROCK ENTERPRISES INC.	1,251.06
299608	130303	BRODHEAD GARRETT	78.78
299609	136205	KIMBERLY A BROWN	113.82
299610	020270	NANCY J BRUGGER	12.21
299611	020550	BUREAU OF EDUCATION & RESEARCH	597.00
299612	135789	LINDA S BURKE	19.58
299613	137262	BURR FARMS MACHINERY INC	13,500.00
299614	106110	BRAD BURWELL	59.99
299615	099431	BUSINESS MEDIA INC	2,272.00
299616	137274	EILEEN CABRERA	30.47
299617	023831	CALLOWAY HOUSE INC	42.94
299618	134277	ALISSA CAMPBELL	90.00
299619	106806	ELIZABETH J CAREY	49.00
299620	023970	CAROLINA BIOLOGICAL SUPPLY CO	65.66
299621	135947	CARRIER CORPORATION	628.00
299622	131158	CURTIS R CASE	102.30
299624	131001	CD PUBLICATIONS	335.00
299625	133589	CDW GOVERNMENT, INC.	469.00
299626	136560	CAITLIN CEDFELDT	50.00
299627	133508	AMERICAN FUTURE SYSTEMS INC	253.95
299628	135648	SUSAN M CHADWICK	22.44
299629	134043	MALCOLM K CHAI	286.70
299630	018865	CHANNING BETE COMPANY INC	242.80
299631	132271	ERIK P CHAUSSEE	33.55
299632	024445	MARK C CHAVEZ	229.34
299633	106836	KEVIN J CHICK	335.00
299634	106851	CHILDREN'S HOME HEALTHCARE	4,700.00
299635	108297	CHILDRENS HOSPITAL	100.00
299636	025197	CITY OF OMAHA	77,545.43
299637	132581	CLARITUS	535.45
299638	099222	CLASSROOM DIRECT	44.72
299639	025235	DALE CLAUSEN	151.80
299640	131135	PATRICIA A CLIFTON	67.82
299641	137013	NANCY S COLE	65.73
299642	022701	SHARON R COMISAR-LANGDON	90.20

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Check No	Vend No	Vendor Name	Amount
299645	134145	COMPCHOICE INC	294.00
299646	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	127.00
299648	026048	CONTINENTAL FIRE SPRINKLER CO.	318.25
299649	026057	CONTROL MASTERS INC	11,566.65
299653	131506	CP RECOVERY	1,253.25
299654	026970	CRESCENT ELECTRIC SUPPLY CO	255.10
299655	099957	CRYSTAL SPRINGS BOOKS	75.55
299656	027300	CUMMINS CENTRAL POWER LLC	582.74
299657	027345	CURRICULUM ASSOCIATES INC	3,801.60
299658	100577	CURTIS 1000	135.82
299659	130900	CHERYL L CUSTARD	70.78
299660	130731	D & D COMMUNICATIONS	228.67
299661	101026	D & H DISTRIBUTING	530.20
299662	132671	JEAN T DAIGLE-ROSE	252.46
299663	131003	DAILY RECORD	89.25
299664	032140	DALTILE CORPORATION	1,820.02
299665	032246	PAMELA M DAVIS	112.75
299667	107469	DEFFENBAUGH INDUSTRIES	12,715.54
299668	106713	ANDREW S DEFREECE	272.30
299669	136493	ANNE DELUCA	100.00
299670	032800	DEMCO INC	232.12
299671	135865	SABRINA DENNEY BULL	55.00
299672	136316	EVA DENTON	8.86
299673	137331	BASTIAN DERICHS	33.28
299674	137024	DEVELOPMENTAL SERVICES OF NE INC	2,471.46
299675	136422	SUZANNE L DEVNEY	29.89
299676	134993	DIAMOND CUT LAWNS INC	565.00
299677	133968	DIAMOND MARKETING SOLUTIONS	900.24
299678	099220	DICK BLICK CO	2,244.98
299679	132750	JOHN D DICKEY	26.29
299680	033466	DIDAX INC	136.18
299681	033473	DIETZE MUSIC HOUSE INC	672.52
299682	136179	DIGITAL EXPRESS INC	15,526.16
299683	131797	DIRECT ADVANTAGE	300.12
299684	099552	DISCOUNT SCHOOL SUPPLY	154.91
299686	107232	DLR GROUP INC	18,362.50
299689	134086	AMBER J DOOLITTLE	49.61
299690	135650	JAY R DOSTAL	47.52
299692	108438	DOUGLAS COUNTY ELECTION COMMISSION	7,865.06
299697	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	502,354.08
299699	135689	SUSAN M DULANY	73.59
299701	052370	ECHO ELECTRIC SUPPLY CO	296.42
299702	132240	EDUCATION LOGISTICS, INC	954.12
299704	037525	EDUCATIONAL SERVICE UNIT #3	102,738.71
299705	037900	DELTA EDUCATION LLC	64.50
299706	101277	EFFECTIVE COMMUNICATION SKILLS INC	1,000.00

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Check No	Vend No	Vendor Name	Amount
299707	038023	EGAN SUPPLY COMPANY	791.00
299708	038025	MARY L EHLERS	23.65
299709	107980	EHLI'S DECORATING, INC.	1,153.00
299710	133823	REBECCA S EHRHORN	392.10
299711	135425	EINSTRUCTION	40.00
299713	038100	ELECTRICAL ENGINEERING & EQPT CO	2,695.55
299714	134646	ELECTRONIC LEARNING PRODUCTS INC	47.93
299715	038140	ELECTRONIC SOUND INC.	2,208.02
299716	133371	CYNTHIA ELLIS	150.00
299717	131007	ELMAN & CO INC	1,365.00
299718	038217	WARREN K ELTISTE	96.80
299719	136938	LA VISTA ES CATERING CO INC	3,794.44
299720	137303	OLD MARKET VENTURES LLC	149.94
299722	040450	FEDERAL EXPRESS	136.91
299723	131826	ALICIA C FEIST	112.26
299724	040470	MARK W FELDHAUSEN	489.00
299725	133565	STEVE FELICI	29.78
299726	106956	FERRELLGAS	33.66
299727	133919	FILTER SHOP INC	2,711.51
299728	136031	ESTELLA FINN	169.90
299729	134304	FIRST BANK RICHMOND, NA	1,824.10
299730	041086	FLINN SCIENTIFIC INC	44.86
299731	131555	FLOORS INC	549.00
299732	041100	FOLLETT LIBRARY RESOURCES	13,277.79
299733	041146	KENNETH J FOSSEN	98.67
299734	073721	PARK UNIVERSITY ENTERPRISES INC	402.74
299735	041530	SCHOOL SPECIALITY INC	29.28
299736	041543	AMY J FRIEDMAN	41.43
299737	137217	DANIELLE M FROLIO	53.90
299739	135031	FSH COMMUNICATIONS LLC	360.00
299740	134168	ERIC W FULLER	125.43
299741	131565	GARTNER & ASSOCIATES CO, INC.	109.00
299742	106894	TAMMY GEBHART	56.65
299743	044050	GENERAL BINDING CORPORATION	376.36
299744	135983	ENCORE ONE LLC	50.25
299745	106660	GLASSMASTERS INC	503.13
299746	044891	GOPHER/PLAY WITH A PURPOSE	761.60
299747	044896	KAREN A GORDON	42.30
299748	133570	KAREN GOUGHNOUR	29.78
299749	132152	GOVCONNECTION INC	856.39
299750	043609	GP DIRECT	134.35
299751	044950	GRAINGER INDUSTRIAL SUPPLY	0.00
299752	044965	KATHERINE A GRAY	47.63
299753	134133	JANET L GRIERSON	16.61
299754	130083	HARRY S GRIMMINGER	54.45
299755	010256	GRUNWALD MECHANICAL CONTRACTORS INC	261.00

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299756	135016	CANDRA R GUENTHER	88.06
299757	045310	KATHLEEN A GUINANE	13.20
299758	132938	GUSTAVE A LARSON COMPANY	531.01
299759	137356	JORDAN HALE	55.16
299760	047800	HAMMOND & STEPHENS	105.43
299761	136805	JAMES R HANLON	300.29
299762	137344	ENID E HANSEN	45.00
299763	137019	ANNE HARLEY	14.36
299764	136403	HARRIS COMPUTER	299.65
299765	107600	MARTI L HARRIS	199.19
299766	132314	HARVARD EDUCATION PRESS	100.80
299767	136458	JEAN M HASTINGS	43.56
299768	133468	HEALTH EDUCATION NETWORK LLC	179.00
299769	048475	HEARTLAND FOUNDATION	19,502.52
299770	108273	MARGARET HEBENSTREIT PT	108.35
299772	048517	GREENWOOD PUBLISHING GROUP INC	257.91
299774	108478	DAVID C HEMPHILL	72.39
299775	101881	OMAHA ZOOLOGICAL SOCIETY	140.25
299776	137342	MARCIE S HENRY	17.60
299777	132423	HEWLETT PACKARD CO	975.00
299778	048840	SUZANNE J HINMAN	34.10
299779	045329	S & W FOODS INC	95.80
299780	136639	MARIEL HOKE	50.00
299782	095520	LINDA D HORTON	49.61
299783	049600	HOUCHEN BINDERY LTD	394.40
299784	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	132.96
299786	101032	HUSKER MIDWEST PRINTING	148.40
299787	133397	HY-VEE INC	1,104.72
299788	049850	HY-VEE INC	463.36
299789	134123	IDEAL INDUSTRIAL ELECTRONIC SUPPLY	76.50
299790	137199	INGRAM LIBRARY SERVICES INC	2,204.55
299791	100016	INNOVATIVE LEARNING CONCEPTS	174.90
299792	052150	INTERNATIONAL READING ASSOC	69.00
299793	102958	INTERSTATE ALL BATTERY CENTER	921.60
299794	132627	IPARADIGMS LLC	24,140.16
299795	101991	J.A. SEXAUER	585.09
299796	100928	J.W. PEPPER & SON INC.	2,268.02
299797	131157	CHRISTINE A JANOVEC-POEHLMAN	84.21
299798	054240	HANNELORE W JASA	58.85
299800	054291	DIANNE L JELDEN	172.17
299801	135735	GEORGE W JELKIN	143.36
299802	133059	DEBBIE A JENKINS	112.97
299804	133037	JENSEN TIRE COMPANY	4,306.12
299805	131457	JIFFY SUPPLY	58.40
299806	107039	SHARON KIM H JOHANSEN	19.25
299807	135999	DESIREE K JOHN	74.91

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Check No	Vend No	Vendor Name	Amount
299808	130994	JOHNSON CONTROLS INC	3,596.55
299809	054500	JOHNSON HARDWARE CO LLC	1,554.84
299810	020316	ALINE R JONES	13.20
299812	135815	KYLE A JURGENS	73.71
299813	134473	KAEDEN CORPORATION	32.85
299814	101224	KAPCO	236.39
299815	056215	KAPLAN EARLY LEARNING CO	181.23
299816	134194	KARCHER FLOOR CARE INC	2,163.43
299817	136491	OLYMPIA TILE (USA) INC	172.20
299818	132272	SUSAN L KELLEY	24.42
299819	131177	ANDREA L KIDD	36.85
299820	132676	DENNIS F KIMBERLIN	637.00
299822	056770	BETTY H KLESITZ	33.55
299823	135946	LARISSA K KNUDSON	71.73
299824	107010	EUNICE A KOKRDA	76.45
299826	137036	JULIE D KONRAD	6.60
299827	137346	BRIAN LEROY KRACL	65.00
299828	058740	LAB SAFETY SUPPLY INC	151.67
299829	137010	CHRISTINA A LAGRONE	70.35
299830	058755	LIDLAW TRANSIT INC	120,585.64
299831	099217	LAKESHORE LEARNING MATERIALS	1,442.66
299833	135257	LANGUAGE LINE SERVICES	259.85
299834	058861	LARRY'S BOILER SERVICE, INC.	180.36
299835	121124	LORENE M LARSEN	41.74
299836	135688	DENISE A LARSON	143.00
299838	102491	LARUE DISTRIBUTING INC	885.95
299839	109816	JILL C LAVENE	9.08
299840	135156	LAWSON PRODUCTS INC	356.95
299841	136240	VOYAGER EXPANDED LEARNING	169.90
299842	135171	MICHELLE LEE	50.00
299843	137345	BONNIE K LEVINGER	24.75
299844	107903	JENNIFER M LICHTER	35.69
299845	059470	LIEN TERMITE & PEST CONTROL INC	456.00
299846	136219	LIFELOC TECHNOLOGIES INC	380.00
299847	059577	LINGUISYSTEMS, INC.	623.30
299848	131922	DANYA A LINNEMAN	75.90
299849	059560	LINWELD INC	240.04
299850	133758	KRAIG J LOFQUIST	76.94
299851	133027	TRACY LOGAN	18.59
299852	135707	JAMIE K LONDON	89.36
299853	059866	STACY L LONGACRE	56.65
299854	136913	LORENZ CORPORATION	12.95
299855	099965	LOVE AND LOGIC INSTITUTE INC	99.00
299856	060100	LOVELAND LAWNS	5,537.00
299857	131397	LOWE'S HOME CENTERS INC	353.55
299859	060121	BRYAN A LUBBERS	14.85

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Check No	Vend No	Vendor Name	Amount
299860	060125	LUCKS MUSIC LIBRARY INC	130.00
299861	134568	NATASHA E LUDWIG	21.28
299862	060153	KEITH W LUTZ	324.69
299863	060155	LYMAN-RICHEY CORPORATION	1,192.39
299864	133980	MACK PRINTING	165.56
299865	099321	MACKIN BOOK COMPANY	1,662.23
299867	137007	KAREN M MARBLE	149.81
299868	133667	MARK LARSON	81.00
299869	063920	MARCO PRODUCTS INC	457.77
299870	133201	DAWN M MARTEN	77.00
299871	108052	MAX I WALKER	569.77
299872	136618	DANIEL R MCCONNELL	153.87
299873	063349	MCGRAW-HILL COMPANIES	5,473.93
299874	063361	ALBERT G MCKAIN	47.03
299875	099781	MCQUEENY LOCK COMPANY	1,506.95
299876	064260	MECHANICAL SALES INC.	2,765.00
299877	102560	MEDCO COMPANY	38.90
299878	121126	PATRICIA A MEEKER	97.20
299879	136314	KORRINDA MENDEZ	85.47
299880	064600	METAL DOORS & HARDWARE COMPANY INC	959.00
299881	102139	METAL LOGOS AND MORE	5,977.81
299882	133403	AMERICAN NATIONAL BANK	7,284.63
299883	136384	JEANNETTE M MEYER	73.15
299884	132113	MID-PLAINS INSULATION	36.00
299885	102870	MIDLAND COMPUTER INC	303.85
299886	101068	MIDWEST BOX COMPANY	557.64
299887	010412	MIDWEST DISTRIBUTING CORP.	450.00
299888	064950	MIDWEST METAL WORKS INC	172.00
299889	064980	MIDWEST SOUND & LIGHTING INC	799.99
299890	065233	MIDWEST TURF & IRRIGATION INC	6,224.24
299891	131187	KIM R MIKOS	37.40
299892	065300	MILLARD DRYWALL SERVICES, INC.	43.40
299893	065400	MILLARD LUMBER INC	125.63
299894	107560	MILLARD METAL SERVICES INC.	64.00
299895	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	176.00
299896	136690	SARAH JEAN MILLER	62.73
299897	065810	MIRACLE RECREATION EQUIPMENT	543.50
299898	136190	LILIANA J MIRANDA-ROBLES	160.00
299899	136960	MLCS LTD	104.00
299900	065895	MODERN SCHOOL SUPPLIES INC	216.54
299901	136388	MITCHELL S MOLLRING	17.05
299902	066083	KAREN F MONTGOMERY	32.34
299903	134532	MORRISSEY ENGINEERING INC	7,200.00
299904	132491	DONITA L MOSEMAN	42.90
299905	063150	MSC INDUSTRIAL SUPPLY CO	1,824.46
299906	133712	MURPHY TRACTOR & EQUIPMENT CO	790.92

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299907	067030	CYNTHIA D NABITY	28.05
299908	067000	NASCO	975.68
299909	134045	NATIONAL COUNCIL GEOGRAPHIC ED	78.54
299910	067801	NATIONAL MIDDLE SCHOOL ASSOC	219.00
299911	132854	NATIONAL SAFETY COUNCIL	59.00
299912	067996	JOHN C NOWELL	30.85
299913	130548	NCS PEARSON INC	429.30
299914	130548	NCS PEARSON INC	683.55
299915	133225	NEBRASKA ACADEMY OF SCIENCES	98.00
299916	068334	NEBRASKA AIR FILTER INC	3,020.96
299917	068340	NEBRASKA ASSOCIATION FOR GIFTED	600.00
299918	068343	NEBRASKA ASSN OF SCHOOL BOARDS	10,237.00
299919	131412	NE DEPT OF HEALTH & HUMAN SERVICES	120.00
299920	069678	NEBRASKA EDUCATIONAL MEDIA ASSN	1,000.00
299921	068445	NEBRASKA FURNITURE MART INC	1,145.77
299922	068466	NEBRASKA PRINTING CENTER	615.26
299923	068684	NEBRASKA SCIENTIFIC	614.35
299924	102590	NEBRASKA STATE READING ASSOC	535.00
299925	131550	NANCY G NELSON	20.02
299926	069099	CAROL C NEWTON	44.66
299927	069561	LYNNE NEWVILLE	48.70
299928	109843	NEXTEL PARTNERS INC	23,998.31
299929	069741	DAVID M NOODELL	54.93
299930	069930	NOVA HEALTH EQUIPMENT COMPANY	270.19
299931	137357	NOVA THERAPEUTIC COMMUNITY INC	6,244.95
299932	099567	NOVELL INC	2,600.00
299933	133368	KELLY R O'TOOLE	39.05
299934	050042	ANNE M OETH	111.10
299937	100013	OFFICE DEPOT 84133510	9,867.09
299938	101147	OFFICE MAX #521	400.92
299939	133933	OFFICENET	153.52
299940	070245	OHARCO DISTRIBUTORS	113.60
299943	071024	OMAHA TRACTOR, INCORPORATED	432.56
299944	071053	OMAHA WORLD HERALD (EDUC)	74.24
299945	071050	OMAHA WORLD HERALD CO	12,057.15
299946	133850	ONE SOURCE	1,191.00
299947	071138	ORIENTAL TRADING COMPANY	34.95
299948	137212	LOUIS OSBORN	6.21
299949	130092	MARY M OSTERLOH	82.44
299950	107193	OTIS ELEVATOR COMPANY	7,098.59
299951	071190	OVERHEAD DOOR COMPANY OMAHA	70.00
299952	071515	PAINTIN PLACE CERAMICS INC	43.81
299953	137015	GEORGE PARKER	113.19
299954	132006	ANDREA L PARSONS	103.40
299955	108098	ANGELO D PASSARELLI	732.75
299956	071758	ROBERT D PATTERSON	36.56

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Check No	Vend No	Vendor Name	Amount
299957	071891	PAYFLEX SYSTEMS USA INC	4,810.00
299958	071947	PAULA A PEAL	857.55
299959	082652	PEARSON EDUCATION	3,272.23
299960	135934	BROOKE PECORARO	18.29
299961	099302	PEGLER-SYSCO FOOD SERVICE CO	393.20
299962	072140	PEOPLES EDUCATION INC.	287.11
299963	137009	ANGELA J PETERSON	38.83
299964	134365	VICKY L PETERSON	325.20
299965	133390	HEATHER C PHIPPS	1,515.60
299966	130721	MARY J PILLE	93.50
299967	132086	PIONEER VALLEY EDUCATIONAL PRESS	187.00
299968	072760	PITSCO INC	360.93
299969	072785	PLANK ROAD PUBLISHING INC	69.40
299970	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	1,420.00
299972	131835	PRAIRIE MECHANICAL CORP	23,965.00
299973	073231	PRECISION INDUSTRIES, INC.	253.86
299974	135569	CYNTHIA L PRESTON	53.35
299975	134598	PRIME COMMUNICATIONS INC	2,200.00
299977	073650	PRUFROCK PRESS INC	22.90
299978	073040	PSI GROUP INC	20,000.00
299979	073840	PSYCHOLOGICAL ASSESSMENT	435.51
299980	130127	TASA INC	641.52
299981	077750	QUILL CORP	127.69
299982	136035	MICHAEL T QUINT	57.09
299984	099219	RADIOSHACK CORP	26.18
299985	078250	RALSTON PUBLIC SCHOOLS	551.00
299986	134755	CHARLES J RANDONE	35.00
299987	137118	LISA M RANDS	74.25
299988	137109	KAMELA RANMANZAI	89.35
299989	109810	BETHANY B RAY	133.10
299990	103030	RAYMOND GEDDES & CO INC	78.03
299991	100642	REALLY GOOD STUFF INC	1,359.48
299992	134858	JENNIFER L REID	110.29
299994	109192	KIMBERLI R RICE	72.33
299995	109118	JEFFREY E RITZ	72.78
299996	136847	RIVERSIDE TECHNOLOGIES INC	1,127.00
299997	136252	ROBERT HALF MANAGEMENT RESOURCES	2,666.25
299998	079310	ROCKBROOK CAMERA CENTER	2,013.39
299999	137006	JOAN E ROGERT	37.62
300000	134882	LINDA A ROHMILLER	16.94
300001	134990	BRITTANY A ROM	93.50
300002	134081	EILEEN A RONCI	513.25
300004	072286	JEAN M RUCHTI	94.05
300005	136033	MARGARITA RUEB	40.00
300006	137077	LAURA RUNGE	12.19
300007	133572	RURAL METRO MEDICAL SERVICES	1,224.00

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Check No	Vend No	Vendor Name	Amount
300008	137098	REE ENTERPRISES INC	295.95
300009	130477	KATHRYN I RYAN	35.20
300010	136595	THOMAS J RZEMYK	286.26
300011	079685	S & W FENCE COMPANY	755.00
300012	101101	SAFETY KLEEN SYSTEMS INC	159.75
300013	081491	SAGE PUBLICATIONS, INC.	951.60
300014	081495	LEONARD E SAGENBRECHT	65.67
300015	081630	SAM'S CLUB DIRECT	378.00
300016	081695	SARGENT WELCH	1,075.28
300017	081725	KIMBERLEY K SAUM-MILLS	51.10
300018	131353	HARLAND TECHNOLOGY SERVICES	3,517.50
300019	081880	SCHEMMER ASSOCATES INC	4,753.75
300020	106432	KELLI J SCHINSTOCK	78.42
300021	134174	ELIZABETH M SCHMIDT	66.00
300022	081891	SCHMITT MUSIC CENTER	228.25
300023	137012	SHELLEY L SCHMITZ	54.12
300024	136098	SCHOOLDUDE.COM INC	900.00
300025	082395	CLAUDIA K SCHULTE	119.53
300026	082475	SCIENCE KIT & BOREAL LABS LLC	33.52
300027	130851	SEARCH INSTITUTE	1,332.61
300028	082905	KIMBERLY A SECORA	29.15
300029	098765	SECURITY BENEFIT LIFE INS CO	221,759.63
300030	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
300031	082910	SECURITY EQUIPMENT INC	4,742.18
300032	108161	STAN J SEGAL	70.33
300033	082941	KELLY M SELTING	92.95
300034	131078	SHAR PRODUCTS COMPANY	117.95
300035	133498	SHARED MOBILITY COACH INC	3,936.60
300036	109800	AMY L SHATTUCK	112.75
300037	109830	MATTHEW V SHEPPARD	73.43
300038	137358	MATTHEW S SHRADER	145.76
300039	083400	SIMPLEXGRINNELL	190.46
300040	133949	SKAR ADVERTISING	5,654.15
300041	132108	SKATELAND 132ND INC	138.32
300042	137070	SKYLINE PHYSICAL THERAPY SERVICES	1,804.75
300043	099592	SMILE MAKERS INC.	29.89
300044	136487	WHITNEY SMITH	80.00
300045	107093	CHARLENE S SNYDER	21.12
300046	101476	SODEXO INC & AFFILIATES	84,920.43
300047	F03032	SOFTCHOICE CORPORATION	540.00
300048	130722	LYON FINANCIAL SERVICES	1,644.89
300049	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	563.20
300050	131714	JOHN D SOUTHWORTH	32.45
300051	109836	AMY ST AMOUR	102.30
300052	101378	STAFF DEVELOPMENT FOR EDUCATORS	696.00
300053	084415	STANDARD STATIONERY SUPPLY CO	572.40

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Check No	Vend No	Vendor Name	Amount
300054	084491	TRACY L STAUFFER	160.45
300055	133476	STEPS TO LITERACY	290.24
300056	084618	STETSON BUILDING PRODUCTS INC	9.76
300057	137117	JEANNE STICKNEY	57.91
300058	135211	KENNETH STOBBE	29.78
300059	135744	CLAUDIA P SUCHA	185.88
300060	084907	SUNDERLAND BROTHERS COMPANY	117.44
300061	084930	SUPER DUPER INC	173.75
300062	102869	SUPER SAVER #20	930.20
300063	132695	SUPERIOR DISTRIBUTING LLC	147.50
300064	084959	JAMES V SUTFIN	132.00
300065	137011	CARRIE A SWANEY	165.55
300066	132417	JAMES D SWITZER	209.55
300067	088654	TARGET	434.99
300068	103050	DRAPHIX, LLC	184.01
300069	132962	CHILDCRAFT EDUCATION CORPORATION	120.97
300071	088830	TED'S MOWER SALES & SERVICE INC	25.20
300072	131138	JULIE A TEIPER	13.27
300073	133969	TENNANT SALES & SERVICE COMPANY	2,509.19
300074	137359	JANE E TEPLY	45.00
300075	049700	TERRY HUGHES TREE SERVICE	5,200.00
300077	136381	ANNETTE J THOMAS	10.45
300078	137018	JANE E THORSON	26.12
300079	134962	LAURIE R THROCKMORTON	143.43
300080	135006	STEVE D THRONE	156.42
300081	134131	STORM THRONE	27.58
300082	089318	A GERALD TIEGER	33.88
300083	132493	GREGORY E TIEMANN	48.40
300084	132140	TILT GOLF	198.00
300085	136578	PEGGI S TOMLINSON	15.07
300087	131446	TOSHIBA AMERICA INFO SYS INC	16,219.11
300088	131446	TOSHIBA AMERICA INFO SYS INC	439.26
300089	089574	TOTAL MARKETING INC	390.00
300090	132138	TOYOTA FINANCIAL SERVICES	528.26
300091	106364	AMERICAN STANDARD INC	816.00
300092	089765	TRI-V TOOL & MFG. CO.	120.00
300093	135247	MARIELA J TRIBULATO	151.00
300094	107719	KIMBERLY P TRISLER	9.90
300095	106493	TRITZ PLUMBING, INC.	1,462.80
300096	136110	DONNA R TROMBLA	34.92
300097	132268	LYNNE A TRUMAN	44.00
300098	135505	TY'S OUTDOOR POWER & SERVICE INC	678.02
300099	131819	JEAN R UBBELOHDE	149.05
300100	133346	DAN UHING	6,200.00
300101	090678	UNISOURCE	4,183.55
300102	090214	UNITED ELECTRIC SUPPLY CO INC	50.22

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Check No	Vend No	Vendor Name	Amount
300103	109861	UNITED EQUIPMENT SERVICES CO INC	85.00
300104	100096	UNIVERSITY OF NE AT LINCOLN	507.19
300106	090625	US POSTAL SERVICE	565.00
300107	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	90.19
300108	091040	VAL LTD	219.47
300109	134790	VAN WALL TURF & IRRIGATION	49.31
300110	136318	JENNIFER L VEST	163.64
300111	137360	MILLENNIUM RESEARCH INC	1,007.98
300112	092600	VOSS ELECTRIC CO	3,483.00
300113	092834	WALKER TIRE INC	90.93
300114	093008	BARBARA N WALLER	61.71
300115	137354	WALLING COMPANY INC	780.73
300116	131112	LINDA WALTERS	28.99
300117	093650	WARD'S NATURAL SCIENCE EST LLC	74.64
300118	136313	DARCY N WARNER	44.99
300119	093765	WATER ENGINEERING, INC.	1,942.50
300120	133344	BRIAN KORTH	1,775.00
300121	134979	MARIA T WEAVER	33.20
300122	093978	BECKY S WEGNER	77.66
300123	094174	WEST MUSIC COMPANY	1,014.95
300124	107563	CAROL M WEST	104.17
300126	094650	WESTSIDE COMMUNITY SCHOOLS	192.00
300127	134658	CRAIG T WHALEY	75.79
300128	130510	KIM WHEATLEY	53.12
300129	094751	DEBBY A WHITAKER	176.50
300130	094820	WHOLESALE HEATING & COOLING	1,328.83
300131	136698	WIESE EQUIPMENT LLC	159.50
300132	102785	WILLIAM V MACGILL & CO	28.65
300133	137361	ABBY WILLIAMS	45.00
300134	133153	JULIE L WILLIAMS	289.85
300135	137362	NANCY J WILLIAMS	45.00
300136	136322	TAMARA J WILLIAMS	1,998.30
300137	136323	STACIE A WITHERSPOON	204.60
300138	137016	ANGELA L WITTE	81.21
300139	109073	CRAIG J WOLF	44.55
300140	095355	WOODWORKERS SUPPLY, INC.	56.37
300141	130716	SUSAN J WOOSTER	50.65
300142	095491	GLEN E WRAGGE	229.63
300143	095674	XEROX CORPORATION (LEASES)	9,070.52
300144	095674	XEROX CORPORATION (LEASES)	10,028.40
300145	101717	YOUTHLIGHT INC.	70.24
300146	136452	JESSICA N ZAVADIL	25.61
300147	136043	YUAN S ZHEN	31.00
300148	137020	CHAD R ZIMMERMAN	22.00
300149	136855	PAUL R ZOHLEN	36.52
300150	136437	MICKI J ZOUCHA	10.44

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Millard Public Schools

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Check No	Vend No	Vendor Name	Amount
300151	135647	LACHELLE ZUHLKE	44.77
300152	044950	GRAINGER INDUSTRIAL SUPPLY	2,222.77
Total for GENERAL FUND			1,825,959.27
21658	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	503.25
21659	133617	CONOCOPHILLIPS	43.99
21660	010071	CALICO INDUSTRIES, INC.	170.74
21661	048515	HELGET SAFETY SUPPLY INC	29.80
21662	109843	NEXTEL PARTNERS INC	176.47
21663	100013	OFFICE DEPOT 84133510	214.70
21664	101476	SODEXO INC & AFFILIATES	557,193.77
Total for FOOD SERVICE			558,332.72
299688	136245	DONOVAN PROPERTIES LLC	1,564.18
299821	106314	KIRKHAM MICHAEL & ASSOCIATES INC	2,813.29
299959	082652	PEARSON EDUCATION	0.00
Total for SPECIAL BUILDING			4,377.47
299568	101318	ANTHRO CORP	76.30
299593	133480	BERINGER CIACCIO DENNELL MABREY	4,069.51
299623	133970	CCS PRESENTATION SYSTEMS	299.45
299644	106902	COMMUNICATION SERVICES INC.	4,634.80
299652	108436	COX COMMUNICATIONS INC	89.78
299777	132423	HEWLETT PACKARD CO	2,316.00
299866	134668	MAGNUM RESOURCES INC	6,765.00
299976	132713	PROTEX CENTRAL INC	1,430.00
Total for CONSTRUCTION			19,680.84
299477	130955	CHARLES AHOVISSI	900.00
299482	106184	CONCORDIA UNIVERSITY	757.80
299489	137340	SONYA GRAFFT	100.00
299500	068315	NEBRASKA ACADEMY OF SCIENCES INC	246.00
299505	137337	MYRA MCPHERSON-MCMILLAN	3,347.83
299515	137341	MILES CAREY	350.00
299533	137168	NATALIE TIEHEN	300.00
299534	137350	KATELYN WALTER	300.00
299577	134427	AUTISM ASPERGERS PUBLISHING CO	92.00
299623	133970	CCS PRESENTATION SYSTEMS	3,141.00
299647	099792	CONSOLIDATED ELECTRICAL	3,810.84
299650	137295	COOPERATIVE ED SERVICE AGENCY #6	700.00
299684	099552	DISCOUNT SCHOOL SUPPLY	189.76
299685	101561	DISCOVER WRITING COMPANY	149.85
299687	137355	CATHY R DOHRMANN	11.74
299693	101959	DOUGLAS COUNTY HEALTH DEPT.	1,515.00
299698	132341	DOUGLAS/SARPY EXTENSION SERVICE	40.00
299704	037525	EDUCATIONAL SERVICE UNIT #3	250.00
299711	135425	EINSTRUCTION	9,160.00
299719	136938	LA VISTA ES CATERING CO INC	5,000.00
299721	132699	FATHER FLANAGANS BOYS HOME	137.19

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Millard Public Schools

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Check No	Vend No	Vendor Name	Amount
299750	043609	GP DIRECT	395.15
299771	048517	GREENWOOD PUBLISHING GROUP INC	635.00
299773	135616	BAILEY HEMPHILL	217.50
299785	137050	ANGELIA HUGHES	6.38
299794	132627	IPARADIGMS LLC	7,000.00
299799	136953	JSDO I LLC	102.19
299830	058755	LIDLAW TRANSIT INC	1,102.48
299858	057770	LRP PUBLICATIONS INC	270.98
299905	063150	MSC INDUSTRIAL SUPPLY CO	2,445.88
299917	068340	NEBRASKA ASSOCIATION FOR GIFTED	870.00
299921	068445	NEBRASKA FURNITURE MART INC	6,170.00
299924	102590	NEBRASKA STATE READING ASSOC	948.00
299925	131550	NANCY G NELSON	93.61
299937	100013	OFFICE DEPOT 84133510	115.94
299959	082652	PEARSON EDUCATION	16,211.69
299991	100642	REALLY GOOD STUFF INC	116.39
299993	099940	RENAISSANCE LEARNING INC.	179.00
299998	079310	ROCKBROOK CAMERA CENTER	592.50
300027	130851	SEARCH INSTITUTE	54.73
300052	101378	STAFF DEVELOPMENT FOR EDUCATORS	537.00
300067	088654	TARGET	200.00
300068	103050	DRAPHIX, LLC	100.83
300070	132974	TEACHING STRATEGIES INC	219.95
300086	089572	TOOL SHED INC	923.00
300105	068840	UNIVERSITY OF NEBRASKA AT OMAHA	650.00
300108	091040	VAL LTD	154.00
300125	131499	WESTERN BOWL LLC	12.00
Total for GRANT FUND			70,823.21
299521	064200	EARL MAY SEED & NURSERY L.P.	1,194.00
299555	102832	ADVANCED OFFICE INTERIORS CORP	1,966.00
299593	133480	BERINGER CIACCIO DENNELL MABREY	1,555.50
299643	130646	COMMONWEALTH ELECTRIC	1,673.42
299651	132170	CORMACI CONSTRUCTION INC	6,580.00
299663	131003	DAILY RECORD	58.20
299738	107370	FRY & ASSOCIATES, INC.	3,037.00
299777	132423	HEWLETT PACKARD CO	198.00
299825	134607	KONICA MINOLTA PRINTING SOLUTIONS	1,630.80
299832	058775	LAMP RYNEARSON ASSOCIATES INC	9,600.00
299903	134532	MORRISSEY ENGINEERING INC	9,150.00
300019	081880	SCHEMMER ASSOCIATES INC	5,600.00
300076	108099	THIELE GEOTECH INC	1,500.00
Total for DEPRECIATION			43,742.92
299483	032071	JOHN D'ARCY	150.00
299501	108180	NEBRASKA HUMANITIES COUNCIL	450.00
299516	136671	JAMES R CASEY	200.00

Millard Public Schools

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Check No	Vend No	Vendor Name	Amount
299523	136672	ROBERT HUPP	100.00
299550	010298	TEK INDUSTRIES INC	-11.25
299587	135319	DONNA BARTEK	35.00
299615	099431	BUSINESS MEDIA INC	644.00
299691	137267	WADE S DOUGHERTY	60.00
299700	094249	DURHAM MUSEUM	516.00
299709	107980	EHLI'S DECORATING, INC.	900.00
299777	132423	HEWLETT PACKARD CO	88.00
299781	132592	WILLIAM SPRAGUE, JR.	888.55
299796	100928	J.W. PEPPER & SON INC.	247.99
299799	136953	JSDO I LLC	181.50
299811	054710	JOSLYN ART MUSEUM	144.00
299831	099217	LAKESHORE LEARNING MATERIALS	203.68
299837	133206	MARK LARSON	150.00
299857	131397	LOWE'S HOME CENTERS INC	49.77
299893	065400	MILLARD LUMBER INC	401.17
299908	067000	NASCO	150.27
299921	068445	NEBRASKA FURNITURE MART INC	82.00
299941	099658	OMAHA CHILDRENS MUSEUM	165.00
299942	134051	OMAHA SYMPHONY	410.00
299971	079051	POSITIVE PROMOTIONS INC	336.14
299983	135884	MARK RABICK	125.00
299998	079310	ROCKBROOK CAMERA CENTER	30.00
300003	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	72.00
300117	093650	WARD'S NATURAL SCIENCE EST LLC	285.04
Total for ACTIVITY FUND			7,053.86
299505	137337	MYRA MCPHERSON-MCMILLAN	-100.00
Total for			-100.00
Report Total			2,529,870.29

February 25, 2009

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for March are Jane Pille, CADRE Associate, and Jessy Erdman, special education preschool paraprofessional at Reeder Elementary.

AF:sp

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Policy 6110 Written Curriculum—Content Standards

MEETING DATE: March 2, 2009

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Second Reading and Approval of revised Policy 6110 Written Curriculum—Content Standards

ACTION DESIRED: Approve

BACKGROUND: The State Board of Education has approved new Language Arts Standards and Indicators for inclusion in Rule 10 and to support the new state-wide reading test. The revisions to Policy 6110 incorporate the language from the state standards into the District's Essential Learner Outcomes to provide alignment and continuity as is called for in the Curriculum Management Audit. These changes will support the new Language Arts Framework which will be submitted to the Board in April.

RECOMMENDATIONS: Approve Changes

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Carol Newton, Nancy Johnston

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Curriculum, Instruction, and Assessment

Written Curriculum - Content Standards

6110

The written curriculum of the Millard Public Schools will reflect state-approved standards and district-established content standards. These content standards describe the knowledge, skills, and processes that are taught, learned, and assessed.

The District's content standards shall consist of Academic Skills and Applications, and Life Skills and Performances. Academic skills and applications shall be in the areas of ~~literacy and communications~~ [language arts](#), mathematics, science, social studies, consumer economics, human relations, technology, fine and performing arts, and wellness. Life skills and performances shall be in the areas of readiness for work, readiness for life-long learning and citizenship. District content standards shall be referred to as Essential Learner Outcomes (ELOs).

Policy adopted: May 3, 1999

Revised: December 4, 2006; [March 2, 2009](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve the District Strategic Plan

MEETING DATE: March 2, 2009

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION:

Approve the new Strategic Plan that was recently developed.

ACTION DESIRED: APPROVAL XX DISCUSSION ____ INFORMATION ONLY

BACKGROUND:

The new strategic plan was completed in January of this year. The attached document reflects a complete summary of the changes made to the strategic plan.

This planning framework has been in place since 1989 and continues to drive and focus the change effort in our school district.

As in years past, any new plan slated for implementation will go through the program budgeting process and will be a part of the new budget.

Strategy 6 is a continuation of the action plans approved in 2004. The action plans in strategy 6 are complete with the exception of those that deal with Horizon High School and Career Academies.

OPTIONS AND ALTERNATIVES CONSIDERED:

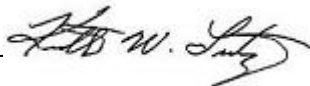
RECOMMENDATION: Approval

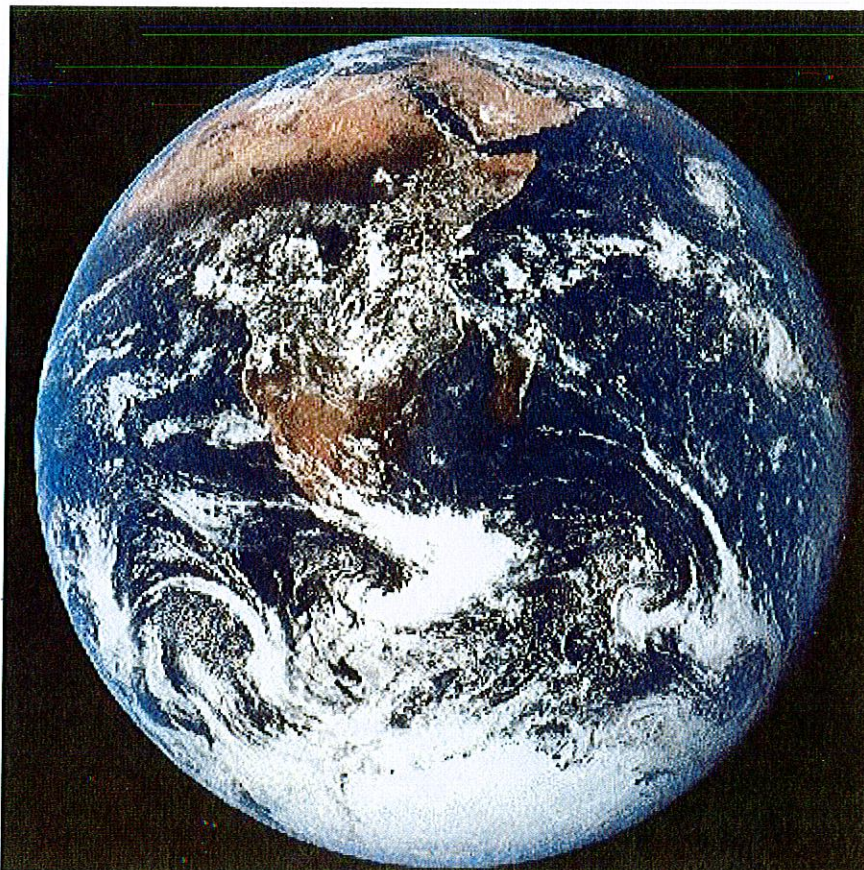
STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSON: Angelo D. Passarelli

SUPERINTENDENT'S APPROVAL: _____  _____



Proud to be
millard
PUBLIC SCHOOLS
www.mpsomaha.org

A “World-Class” School District

STRATEGIC PLAN

March 2009

STRATEGIC PLANNING TEAM

August 4-6, 2008
January 26-27, 2009

Administrators

Curtis Case
 Kirby Eltiste
 Mark Feldhausen
 Ken Fossen
 Amy Friedman
 Melissa Gilbert
 Vicki Hoskovec
 Jon Lopez
 Keith Lutz
 Carrie Novotny-Buss
 Charlene Snyder
 John Southworth
 Craig Whaley

School Board Members

Dave Anderson
 Brad Burwell
 Mike Kennedy
 Mike Pate
 Linda Poole
 Jean Stothert

Certified Staff

Suzie Antoniak
 Molly Erickson
 Marilyn Kerkhove
 Randy Langdon
 Gina Rudloff

Community Members

Tracy Frerichs
 Martha Jane Matthews
 Jim McCain

Students

Kylie Kneifl
 Gabby Peterson

Internal Facilitator

Angelo Passarelli

External Facilitator

Howard Feddema

Mission

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

Beliefs

We believe:

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

Approved:

We will always operate safe, caring environments to ensure student learning.

We will not tolerate any behavior that diminishes the self-worth of any student, staff member, or community member.

Nothing will take precedence over the pre-kindergarten through 12th grade education program.

No new program, course, and/or service will be added unless:

- it meets a clearly demonstrated, mission-related need;
- it survives a cost-benefit analysis;
- its impact on other programs/courses/services is addressed;
- adequate staffing, staff development, funding, and facilities are provided;
- it contains an evaluation procedure.

No existing program, course, and/or service will be maintained unless it:

- meets a clearly demonstrated, mission-related need;
- survives a cost-benefit analysis and periodic evaluation.

District-wide performance on standardized achievement tests will always be above state and national averages.

We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of student, staff, family and community support.

We will attract, develop, and retain the highest quality staff dedicated to achieving our mission and objectives.

Objectives

All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.

Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.

The percentage of students participating in and performing at high levels on measures of national and/or international educational excellence will increase annually.

All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

(Approved:)

Strategies (Current)

1. We will address financial challenges facing our district in order for us to achieve our mission and objectives. (2004/2009)
2. We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence. (2009)
3. We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives. (2009)
4. We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups. (2009)
5. We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship. (2009)
6. We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways. (2004/2009)

Strategies (Implemented)

- (1990) *We will ensure we have facilities necessary to achieve our mission and objectives.*
- (1990) *We will develop and implement plans to ensure the highest quality staff.*
- (1992) *We will design and implement co-curricular programs (clubs and activities) to help us achieve our mission.*
- (1995) *We will develop and implement plans to communicate effectively, both internally and externally, to develop an understanding of the intent of our Strategic Plan and support for its effective implementation.*
- (1996) *We will develop plans, which assure all teachers use effective instructional practices to help all students learn identified outcomes.*
- (1996) *We will investigate, develop, and implement innovative methods to provide the financial resources to achieve our mission and objectives.*
- (1996) *We will complete the process of identifying, developing and implementing the outcomes, standards, and assessments for the Millard Education Program.*
- (1996) *We will develop and implement plans for meaningful business partnerships to support strategic initiatives.*
- (1996) *We will develop and implement an array of diverse opportunities that challenge each student to excel. (Revised 1999, 2001)*
- (1998) *We will develop and implement plans in partnership with our community to assist students who are at risk of not achieving identified learner outcomes. (Revised 1999)*
- (1998) *We will develop and implement plans to use technology to effectively manage the district and help students achieve identified learner outcomes.*
- (1999) *We will develop and implement plans to ensure safety throughout our schools.*
- (2001) *In partnership with the community, we will address the challenges presented by state limitations on expenditures and levies.*
- (2004) *We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.*
- (2004) *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.*

- (2004) *We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.*
- (2004) *We will develop and implement plans to increase student participation in and performance on measures of national and international educational excellence.*
- (2004) *We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.*
- (2004) *In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.*

Strategy 1

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

ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 1
DATE: March 2, 2009

38

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

SPECIFIC RESULT: *Evaluate the merit of a bond issue.*

Assigned To:

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Update district standards for equity.					
2.	Assess interior/exterior building needs.					
3.	Prioritize areas of greatest need.					
4.	Determine size of bond issue based on needs.					
5.	Hire an independent survey company.					
6.	Form a committee to communicate the benefits of a bond issue.					

Cost Benefit Analysis

STRATEGY NUMBER: 1³⁹
PLAN NUMBER: 1
DATE: March 2, 2009

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

SPECIFIC RESULT: Evaluate the merit of a bond issue.

COSTS

BENEFITS

<p><i>Tangible:</i></p> <ul style="list-style-type: none">• Advertising costs (MPS or MEF)• Staff• Time• Outside consulting (Sodexo) to assess building needs <p><i>Intangible:</i></p> <ul style="list-style-type: none">• Stress• Increased work load• Divided support in community/risk of rejection• Distraction to district administration	<p><i>Tangible:</i></p> <ul style="list-style-type: none">• Money from the bond• Facility improvements to district standards• Improved district technologies• Improved test scores/achievement• District equality standards created• Financial stability• Economic stimulus• Objectives analysis of the merits of the bond <p><i>Intangible:</i></p> <ul style="list-style-type: none">• Better learning environments• World-class status maintained• Community awareness/support• Increased morale of students & staff
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ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 2
DATE: March 2, 2009

40

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

SPECIFIC RESULT: *Maximize the use of energy efficient technology to help address the financial challenges.*

Assigned To:

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Receive competitive proposals to identify a proven energy consulting firm who has worked with schools.					
2.	Do a Cost Benefit Analysis of the findings from the energy audit.					
3.	Develop a process and procedure to implement the findings of the audit.					
4.	Evaluate the cost benefit of the implementation.					

Cost Benefit Analysis

STRATEGY NUMBER: 1⁴¹
PLAN NUMBER: 2
DATE: March 2, 2009

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

SPECIFIC RESULT: Maximize usage of energy efficient technology to help address the financial challenges.

COSTS

BENEFITS

Tangible:

- Cost to have audit completed
- Purchases or changes that may be needed to improve as a result of the audit
- Estimate scope of energy savings
- Cost of implementation
- Identifying the quality and costs of various energy inputs
- More or higher labor costs
- Loss of volume discounts
- Length of payback

Intangible:

- More or higher labor costs
- Time
- Understanding of utility costs
- Identifying the quality and costs of various energy inputs
- Possible change in standard operating procedures

Tangible:

- Money savings after payback becomes money earned
- Possible new equipment that requires less maintenance
- Provide knowledge for energy conservation
- Extend the standing or useful life of current equipment
- Identify most likely areas of attention and immediate savings or improvement
- Reduction of energy use and costs

Intangible:

- Proactive, operating more efficiently
- Comfort knowing that we are doing the best we can with what we have
- Proactive, in optimizing equipment and operations
- Collection of basic data on condition and use of equipment
- Regulatory compliance
- Motivation of district personnel or end user toward energy conservation
- Public relations benefits

ACTION PLAN

STRATEGY NUMBER: 1
 PLAN NUMBER: 3
 DATE: March 2, 2009

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

SPECIFIC RESULT: *Provide wellness programs and incentives to covered individual for actions that may result in lower health cost for the District.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Survey staff to assess preferences for a wellness program.					
2.	Explore established/successful wellness programs and identify potential opportunities for a wellness program for Millard Public Schools.					
3.	Select wellness plan components that best meet the needs of the participants through cost-benefit analyses.					
4.	Develop a process and procedure for implementing the wellness plan.					
5.	Encourage participation.					
6.	Evaluate wellness plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 1⁴³
PLAN NUMBER: 3
DATE: March 2, 2009

STRATEGY: We will address the financial challenges facing our district in order for us to achieve our mission and objective.

SPECIFIC RESULT: Provide wellness programs and incentives to covered individuals for actions that may result in lower health cost for the District.

COSTS

BENEFITS

Tangible:

- Time- staff initiated
- Staff- to research current programs
- Consulting fees
- Time- for consulting fees
- Implementation
- Advertising
- Without participation in the wellness program may lose money

Intangible:

- Stress- getting the program started
- Anxiety- misconceptions
- Lack of motivation

Tangible:

- Lower health cost
- Healthy staff
- Fewer sick days
- Higher productivity
- Healthy families
- Healthy community
- Longer life span
- More money back to the District insurance plan if staff is healthier.
- Every dollar saved on insurance will go back o the employees

Intangible:

- Role model of healthy living for students
- Mental health- happy
- More energy
- Less stress and positive way to deal with stress
- Motivating to some people

ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 4
DATE: March 2, 2009

44

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

SPECIFIC RESULT: *Optimize technology opportunities to minimize financial costs to Millard Public Schools.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Create and utilize online courses.					
2.	Expand online books.					
3.	Reduce paper copies.					
4.	Incorporate emerging technologies to reduce costs.					
5.	Evaluate usage for cost effectiveness.					

Cost Benefit Analysis

STRATEGY NUMBER: 1⁴⁵
PLAN NUMBER: 4
DATE: March 2, 2009

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

SPECIFIC RESULT: Optimize technology opportunities to minimize financial costs to Millard Public Schools.

COSTS

Tangible:

- Increased technology costs
- Increased technology costs
 - Student without computers at home
 - Increased costs for technology support
- Increase cost of emerging technologies
 - Maintenance of these new technologies
 - Possible unpredictable problems that cost money and use human resources

Intangible:

- Less face-to-face work time
 - Students may lack motivation and determination to complete the class
 - Impact of online learning?
 - Significant increase or decrease on test scores
- Frustration from computer use if teacher and student are not computer literate
- Student/parent/teacher missing important info. from going paperless
- Can impact student learning when these “problems” are encountered in the classroom

BENEFITS

Tangible:

- Free up classrooms
 - Possible grants available to support schools/school systems in this area
- Less paper, better on the environment
 - Decrease in paper cost
 - Discount for online books
 - No “lost” books from students
 - Possible new grants available to support schools in this area
- Save money, better for the environment, decrease cost on maintenance of copiers, thus use money on things that are more beneficial
- Can save money in the long run

Intangible:

- More flexibility with student and teacher “work time”
 - Increased job satisfaction for teacher and school satisfaction for the student
 - Much easier to adjust to individual needs of students
- Increased computer literacy for teachers and students
 - Better for special need students – increase font, copy and paste on the computer
 - Availability – any computer any time
- Teach students/families the importance of sustainability and being environment aware, be a leader in this area

Strategy 2

We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain person excellence.

ACTION PLAN

STRATEGY NUMBER: 2
 PLAN NUMBER: 1
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Select a norm-referenced survey (e.g., Gallup Engagement Survey).					
2.	Determine frequency of administration to measure change and align with strategic-planning process (district and building levels).					
3.	Administer the survey.					
4.	Train necessary personnel to interpret and respond to survey results at both the district and building levels.					
5.	Integrate engagement data into the site-planning process: <ul style="list-style-type: none"> • Data book • Data retreat 					
6.	Communicate/publish survey results/data and plans of action to all stakeholders. <ul style="list-style-type: none"> • Examples include, but are not limited to, district/building websites, data warehouse, school newsletters, forums 					
7.	Provide access to district-level engagement resources for students, staff, families, and the community at large. Resources could be provided through a virtual center and could be web-based.					
8.	Evaluate the action plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 2⁴⁸
PLAN NUMBER: 1
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Implement a process for ongoing collection and utilization of data that measures engagement of students, families, and staff.*

COSTS

BENEFITS

Tangible:

- Cost of survey materials
- Time associated with administering survey
- Training of necessary personnel to interpret survey data
- Cost of communicating/publishing survey results/data and plans of action to all stakeholders
- Cost and time associated with providing access to district-level engagement resources for students, staff, families, and the community-at-large
- Staff time in training and implementation of plan

Tangible:

- Increased engagement of students, staff, and families
- Acquisition and utilization of current and ongoing engagement data
- Training of leadership to effectively respond to engagement survey data
- Access to district-level engagement resources for students, staff, families, and the community-at-large

Intangible:

Intangible:

- Confidence in survey results
- Increased awareness of engagement issues

ACTION PLAN

STRATEGY NUMBER: 2
 PLAN NUMBER: 2
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases staff engagement.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Prioritize and evaluate current district initiatives before implementing any new initiatives.					
2.	Create a system in which collaborative professional development is offered in various formats including, but not limited to, online collaboration, choice of day/time, etc.					
3.	Utilize technology that allows staff with similar professional development needs and interests to collaborate in formats, including but not limited to, Blackboard, Google.doc, blog, etc.					
4.	Utilize current and future business partnerships to enhance staff engagement.					
5.	Collaborate to build 40 Developmental Assets in each other to increase staff engagement.					
6.	Provide or allow for differentiated independent professional development when offerings are not relevant to an individual or group.					
7.	Train current leaders to build new instructional leaders by recognizing and building on individual strengths.					
8.	Build instructional leaders by recognizing and building on individual strengths.					
9.	Increase staff recognition and celebrations at district and building levels.					
10.	Elicit feedback through district and building-level focus groups to adjust for the needs and interests of individual professional growth.					
11.	Evaluate the baseline level and current level of engagement of staff to determine the effectiveness of this plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 2⁵⁰
PLAN NUMBER: 2
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases staff engagement*

COSTS

BENEFITS

Tangible:

- Cost and time associated with:
 - Creating a system in which professional development is offered in various formats
 - Utilization of technology resources
 - Training current leaders to build new instructional leaders
 - Staff collaboration to build 40 Developmental Assets

Intangible:

Tangible:

- Increased engagement of students and staff
- Higher student achievement
- Increase of instructional leaders
- Decrease in staff turnover/increase in staff retention

Intangible:

- Higher staff morale
- Increased motivation of staff due to choice
- Professional growth of staff in area specific to job

ACTION PLAN

STRATEGY NUMBER: 2
 PLAN NUMBER: 3
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases student engagement.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Increase opportunities for students to participate at the school level in the decision-making process regarding their learning experience.					
2.	Develop opportunities for all students to be recognized by identifying and implementing multiple ways for students to be recognized based on individual talents and strengths.					
3.	Utilize current and future business partnerships to enhance student engagement.					
4.	Support teacher understanding of the connection between assessment practices (Grading for Learning) and student engagement through professional development, mentor relationships, professional learning communities, walk-throughs and teacher evaluation.					
5.	Support teaching understanding of the connection between specific components of the Millard Instructional Model and student engagement through methods such as professional development, mentor relationships, professional learning communities, walk-throughs and teacher evaluation.					
6.	Create and respond to student focus groups representing diverse student populations to gather more specific information on engagement. Topics of discussion include, but are not limited to: <ul style="list-style-type: none"> • Extracurricular activities that appeal to the interest of all • Student recognition of talents • Staff and student relationships 					
7.	Evaluate the effectiveness of the plan using student engagement data.					

Cost Benefit Analysis

STRATEGY NUMBER: 52
PLAN NUMBER: 3
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: Create a culture that increases student engagement.

COSTS

Tangible:

- Cost and time associated with:
 - Staff development on engagement and subsequent materials needed
 - Staff compensation for focus groups
 - Recognizing all students

Intangible:

BENEFITS

Tangible:

- Increased engagement of students
- Higher student achievement
- Improved student attendance
- Increased opportunities for disengaged students to become more involved in school setting
- Increased opportunities for students to feel more valued by school personnel
- Availability of materials and resources to improve staff understanding of, and ability to improve, student engagement

Intangible:

- Increased student morale—Feelings of success and attainment of personal excellence
- Increased student motivation (intrinsic)
- Sense of ownership by students
- Increased school pride

ACTION PLAN

STRATEGY NUMBER: 2
 PLAN NUMBER: 4
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: Utilize 21st Century Learning Skills to increase student engagement.

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Develop a unified, collective vision for 21 st Century Learning that can be used in the curriculum development cycle.					
2.	Include the specific 21 st Century Learning Skills, knowledge and expertise students should master in the district learning objectives, assessments and curriculum guides.					
3.	Embed 21 st Century Learning Skills into the curriculum framework and provide specific examples of how these skills can be applied in the classroom environment.					
4.	Support teacher understanding of the connection between specific components of the Millard Instructional Model and 21 st Century Learning Skills through methods such as professional development, mentor relationships, Professional Learning Communities, walk- throughs and teacher evaluation.					
5.	Evaluate the effectiveness of the plan using student engagement data.					
	<i>*Cross Reference: Strategy 4, Action Plans 1 and 2</i>					

Cost Benefit Analysis

STRATEGY NUMBER: 2⁵⁴
PLAN NUMBER: 4
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: Utilize 21st Century Learning Skills to increase student engagement.

COSTS

Tangible:

- Cost and time associated with:
 - Staff development on 21st Century Learning Skills, including training from sources outside the district, and subsequent materials needed
 - Revised curriculum, instructional tools, and assessments to include 21st Century Learning Skills

Intangible:

- Stress and negative attitudes associated with new curriculum initiative
- Staff resistance to learn new technology

BENEFITS

Tangible:

- Increased engagement of students, staff, and families
- Higher student achievement
- Improved assessment scores
- Increased student acquisition of 21st Century Learning Skills such as learning and innovation, information, media, and technology, and life and career
- Increased readiness for employment

Intangible:

- Increased student motivation (intrinsic)

ACTION PLAN

STRATEGY NUMBER: 2
 PLAN NUMBER: 5
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases family engagement.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Build relationships and connections between families at the elementary, middle, and high school levels.					
2.	Develop a community of families at each level.					
3.	Enhance communication through the use of multimedia tools. <ul style="list-style-type: none"> • Examples include, but are not limited to: building/district websites, DVD, telephone, paper or electronic newsletters, webinars, town hall meetings, teleconferences. 					
4.	Increase family education opportunities. <ul style="list-style-type: none"> • Examples include, but are not limited to: technology (computers, text-messaging, internet safety), parenting, 40 Developmental Assets, community resources (nutritionists, MADD, Boys Town). 					
5.	Increase family participation in school-based functions (Open House, Back-to-School Orientation, Curriculum Night, by providing: <ul style="list-style-type: none"> • Transportation • Food • Childcare 					
6.	Evaluate the effectiveness of the plan using data from engagement survey.					

Cost Benefit Analysis

STRATEGY NUMBER: 56
PLAN NUMBER: 5
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to actively engage students, families, and staff to improve student achievement and attain personal excellence.

SPECIFIC RESULT: *Create a culture that increases family engagement.*

COSTS

Tangible:

- Cost and time associated with:
 - Communicating through the use of multi-media tools
 - Providing family education
 - Providing resources to improve family attendance in school-based functions such as transportation, food, and childcare

Intangible:

BENEFITS

Tangible:

- Increased engagement of students, staff, and families
- Increased participation in school-based functions
- Increased knowledge in family education topics
- Creation of a culture that makes families feel welcome

Intangible:

- Greater sense of involvement by family
- Family's improved perception of their impact on student achievement
- Increased family confidence and support in school district

Strategy 3

We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

ACTION PLAN

STRATEGY NUMBER: 3
 PLAN NUMBER: 1
 DATE: March 2, 2009

58

STRATEGY: We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

SPECIFIC RESULT: *Establish a centralized system of communication to inform, update and engage the Millard community about the Learning Community.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Identify a communication coordinator that will disseminate timely and relevant information regarding the Learning Community.					
2.	Provide ongoing information to community groups regarding the Learning Community.					
3.	Target specific Millard community groups to receive information and updates regarding the Learning Community.					
4.	Expand communication formats that will provide avenues for effective delivery of information. <ul style="list-style-type: none"> • Recruit “Key Communicators” to engage the patrons of the Millard District to support our mission and objectives in relation to the Learning Community. 					
5.	Evaluate communication strategies to ensure the community has access to timely, accurate information.					

Cost Benefit Analysis

STRATEGY NUMBER: 3
PLAN NUMBER: 1
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

SPECIFIC RESULT: *Establish a centralized system of communication to inform, update and engage the Millard community about the Learning Community.*

COSTS

BENEFITS

Tangible:

- Resource materials to expand external communication
- Production costs (consultation, equipment, lobbying, publications, media productions, audiovisual, etc.)

Tangible:

- Resources for stakeholders (website, publications, contacts etc.)
- Feedback from stakeholders

Intangible:

- Time of the coordinator to administer program
- Time of the “Key Communicators” to communicate information

Intangible:

- Increased awareness and involvement for all stakeholders
- Increased engagement and ownership for all stakeholders
- Greater support network regarding key issues

ACTION PLAN

STRATEGY NUMBER: 3

60

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

SPECIFIC RESULT: *Provide input, feedback, and data to assist the Learning Community in implementing programs and focus schools.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Identify what magnet schools, focus programs, and focus schools meet the needs and interests of the students and families in Millard Public Schools. <ul style="list-style-type: none"> • Survey community • Conduct community forums • Other solicited feedback 					
2.	Propose programs to meet identified needs. <ul style="list-style-type: none"> • Align new and existing programs with identified needs • Prioritize recommendations for programs 					
3.	Recommend programs to meet the needs as identified in the survey data.					

Cost Benefit Analysis

STRATEGY NUMBER: 3
PLAN NUMBER: 2
DATE: March 2, 2009

61

STRATEGY: We will develop and implement plans to capitalize on the Learning Community to best achieve our mission and objectives.

SPECIFIC RESULT: *Provide input, feedback, and data to assist the Learning Community in implementing programs and focus schools.*

COSTS

BENEFITS

Tangible:

- Survey the entire two-county Learning Community families; \$30,000 – \$50,000 (~~ideally cost to LCCC~~)
- Staff time
- Furnishing the rooms (chairs, tables, computers, etc.)
- Cost of implementation and operation of pathways/magnets and focus programs
- Cost of evaluation instrument of participants' satisfaction
- Student recruitment costs

Intangible:

- More work for staff
- Loss of space in buildings for some other function (unless there happens to be free space available)

Tangible:

- Information on the needs and interests of the Learning Community families
 - Working toward the Learning Community's goal
 - Increased diversity in our schools
 - Additional choices due to pathways/magnet and focus programs

Intangible:

- Increased community involvement

Strategy 4

We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

ACTION PLAN

STRATEGY NUMBER: 4

63

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Revise current Millard Essential Learner Outcomes (Academic and Life Skills) to include 21st Century Skills.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Determine the extent to which current Millard standards incorporate 21 st century knowledge and skills, then revise the Essential Learner Outcomes by including (but not limited to): Learning and Innovation Skills, Information, Media and Technology Skills, Life and Career Skills and 21 st Century Tools; Global Awareness and World Language instruction at elementary level.					
2.	Implement an online, interactive curriculum and assessment resource.					
3.	Utilize criteria in Partnership for 21 st Century Skills toolbox for recognizing exemplary 21 st century schools.					
4.	Create a professional development plan for all educational stakeholders to foster 21 st century learning and teaching.					
5.	Evaluate the effectiveness of this plan.					
	<i>*Cross reference with Strategy 5, Action Plan 2</i>					

Cost Benefit Analysis

STRATEGY NUMBER: 64
PLAN NUMBER: 1
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: Revise current Millard Essential Learner Outcomes (Academic and Life Skills) to include 21st Century Skills.

COSTS

BENEFITS

Tangible:

- Costs associated with implementing 21st Century skills
- Online resource
- Staff development

Tangible:

- Teaching and learning is aligned to demands of 21st century.
- Higher-order, critical-thinking, communication, technological, and analytical skills are mastered as students enter a service-oriented, entrepreneurial, and global workplace.
- Graduates are successful, global citizens.
- Students are more engaged learners.
- Student achievement is improved.
- Attendance is increased and dropout rate is decreased
- Achievement gap is narrowed.
- Resources available from Partnership of 21st Century Skills
- Increased collaboration among all teachers at all grade levels, content areas, and specialties

Intangible:

- Time to update academic and life skills
- Shift of teacher's role
- Community education

Intangible:

- Shift of teacher's role
- Support for teachers in 21st century skills delivery
- Increased community approval

ACTION PLAN

STRATEGY NUMBER: 4

65

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Include Partnership for 21st Century Skills in ongoing curriculum revisions and create systems that support a 21st century education.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Using the Millard Public Schools curriculum framework, revise and include the 21 st century content specific skills; utilize interdisciplinary themes; integrate the Information, Media and Technology Skills (IMT); include Learning and Innovation Skills; and revise Life and Career Skills					
2.	Identify and provide equal access to tools that students/teachers need to interact in an ever changing world.					
3.	Evaluate and provide a learning environment that ensures 21 st century teaching and learning: <ul style="list-style-type: none"> • facilities and design • technology infrastructure • scheduling • school culture • leadership • professional learning communities • community involvement 					
4.	Develop new assessment tools and strategies that address 21 st century skills, including but not limited to: <ul style="list-style-type: none"> • Cumulative Progress Indicators that reflect 21st century student outcomes • Descriptors that define proficient students at various benchmark levels • Examples of performance assessments that reflect 21st century knowledge and skills 					
5.	Provide professional development that is strategically aligned to support the goal of offering a 21 st century education to all students					
6.	Engage educators, students, employers, community members, parents and policymakers in an ongoing dialogue about 21 st century education.					
7.	Evaluate the effectiveness of this plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 4⁶⁶
PLAN NUMBER: 2
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Include Partnership for 21st Century Skills in ongoing curriculum revisions and create systems that support a 21st century education.*

COSTS

BENEFITS

Tangible:

- Tools that support 21st century learning
- Increased investment in learning environments and technology infrastructure
- New assessment tools that utilize 21st century methods
- Staff training

Tangible:

- Graduates are successful, global citizens
- Graduates are highly recruited by employers in the work force
- Interdisciplinary work is drawn on real world context
- Learning is expanded from classroom to anytime learning
- Collaboration and communication is increased
- Excellence and equity are achieved for all students
- Improved student achievement
- Improved teaching of core content and life skills
- Decrease in student achievement gap
- Higher student engagement

Intangible:

- Time for identifying and implementing tools
- Difficulty in scoring new assessments
- Time for staff training
- Change in teacher roles will cause stress

Intangible:

- Critical connections between traditional content areas and 21st century skills
- Support for teachers by increasing their resources
- Increased parental satisfaction
- Increased employer satisfaction

ACTION PLAN

STRATEGY NUMBER: 4

67

PLAN NUMBER: 3

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Expand early childhood resources for families and daycare providers.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Establish ongoing data collection (fall/winter/spring) to identify appropriate programming opportunities for parents and children (birth to four) utilizing online, phone and print surveys					
2.	Provide families with intervention strategies and information about available community resources for basic needs (food, health, social/behavioral supports, safety) and parenting skills through services of Family Liaison/Community Counselor.					
3.	Identify elementary building location for Early Childhood Center with dedicated space for Family Resource Center, parent learning opportunities and Early Childhood staff (FRC, Partners With Providers, Family Liaison/Community Counselor).					
4.	Provide ongoing parent education, provider education and parent/child learning opportunities as identified through needs survey (to be held at Early Childhood Center and/or elementary building sites).					
5.	Expand Partners With Providers Early Literacy services beyond Title I Targeted sites (Bryan, Rockwell, Cody, Sandoz, Norris, Holling Heights) across district as identified through needs analysis and census data.					
6.	Establish bi-weekly story hour at each elementary building for neighborhood community.					
7.	Establish early childhood parent education lending library at each elementary building for neighborhood community.					
8.	Expand parent education resources currently available at preschool sites across all elementary buildings (instructional pamphlets, newsletters, magazines).					
9.	Seek available resources with such organizations as Building Bright Futures.					
10.	Evaluate plan through family and staff survey.					

Cost Benefit Analysis

STRATEGY NUMBER: 68
PLAN NUMBER: 3
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups

SPECIFIC RESULT: *Expand early childhood resources for families and daycare providers.*

COSTS

BENEFITS

Tangible:

- Time to develop, collect and analyze survey data
- Cost to develop and disseminate information about early childhood and parenting programs
- Cost for print and instructional materials for early childhood/parent classes
- Cost for additional preschool staff member to serve as family liaison
- Cost for setting up and furnishing additional space

Intangible:

- Time for current staff to develop expanded opportunities
- Increased building census (traffic, utilization of existing resources such as media, PE, student services, etc)

Tangible:

- Reliable data available for long range planning
- Improved readiness for kindergarten across demographic groups
- Closing the achievement gap earlier
- Decrease in participation/need for early literacy intervention programs for those that attend preschool
- Decrease in counseling/community resources for older families if needs met early (behavioral/family supports, social services, etc)

Intangible:

- Improved transitions between preschool and kindergarten
- Increased collaboration among preschool/school age programs
- Increased family support of Millard Public Schools
- Increased family and student engagement
- Increased awareness of community needs

ACTION PLAN

STRATEGY NUMBER: 4
 PLAN NUMBER: 4
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and Summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Develop and use quality formative and summative assessments to determine the level of each student's knowledge of the Millard Public School's written and taught curriculum.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Define and implement a district-wide consistent definition of the terms "formative" and "summative" assessments.					
2.	Develop and implement guidelines that can be used by teachers when creating assessments.					
3.	Establish clear and well-defined standards and outcomes for all curriculum areas to ensure that every assessment, both formative and summative, is measuring the level of each student's knowledge of the written and taught curriculum.					
4.	Support teachers in developing assessment literacy in order to create quality formative and summative assessments.					
5.	Create an intranet location in which teachers can share quality assessments by curriculum and grade level, to be accessed and used by classroom teachers and Professional Learning Communities district-wide.					

Cost Benefit Analysis

STRATEGY NUMBER: 470

PLAN NUMBER: 4

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and Summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Develop and use quality formative and summative assessments to determine the level of each student's knowledge of the Millard Public School's written and taught curriculum.*

COSTS

Tangible:

- Staff development for training building staff development trainers
- Building staff development time to train building certificated personnel.
- Funds to create, develop, and maintain an on-line website to house the teacher created formative and summative assessments

Intangible:

- Time to train, monitor, inform parents
- Building Professional Learning Community Time
- Time to allow for district-wide collaborative teams within content areas/grade levels
- Quality Assurance time

BENEFITS

Tangible:

- Valid and reliable formative and summative assessments to provide quality data.
- Improved methods of data collection to assess student's level of taught curriculum.
- A website that provides all teachers quality assessment techniques.
- Reliable student progress data.
- Increased student achievement.

Intangible:

- Increased levels of collaboration among certificated personnel.
- Classroom teachers are assessing student knowledge of Millard's curriculum.
- Increased district-wide communication and collaboration among teachers teaching like subjects and grades.

ACTION PLAN

STRATEGY NUMBER: 4
 PLAN NUMBER: 5
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and Summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: Complete the review of Millard Public Schools grading policies and practices to determine if achievement should be assessed separately from behavior.

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Establish district committee of representative stakeholders to review Millard Public Schools grading practice and research best practices.					
2.	Survey staff to elicit feedback regarding grading practices.					
3.	Establish student and staff focus groups to elicit feedback regarding grading practices and possible revisions.					
4.	District committee reviews input from all stakeholders and revises Millard Public Schools grading policy and practices.					
5.	Evaluate student management system/grade book for compatibility of new grading policy and practices.					
6.	Create district staff development for consistency of implementation of new Millard Public Schools grading policy and practices.					
7.	Educate community regarding researched best grading practices.					

Cost Benefit Analysis

STRATEGY NUMBER: 4⁷²
PLAN NUMBER: 5
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and Summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups

SPECIFIC RESULT: Complete the review of Millard Public Schools grading policies and practices to determine if achievement should be assessed separately from behavior.

COSTS

BENEFITS

Tangible:

- Participation of teachers on grading committee meetings (subs)
- Possible new technology student management system
- District-wide staff development
- Communication resources

Tangible:

- Student achievement increases
- Consistent grading practice
- Grades reflect learning
- Provides a true picture of what the child knows and is able to do

Intangible:

- Time to research and/or develop grading practices
- Time to communicate, implement and refine
- Change of grading – controversy
- Increased work load of learning curve

Intangible:

- Accurate and specific communication between parents and school
- Students are more engaged in their learning process

ACTION PLAN

STRATEGY NUMBER: 4

73

PLAN NUMBER: 6

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Provide a dynamic, user-friendly, interactive online resource center of instructional best practices and delivery strategies that are supported by research.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Provide step-by-step guides to assist teachers					
2.	Incorporate current and past Summer Academy initiatives for teachers to peruse, study and incorporate into their lessons.					
3.	Provide online staff development to learn more about and how to implement.					
4.	Provide a vehicle for teachers to communicate and share best practices utilized within their classrooms.					
5.	Evaluate the effectiveness of this plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 4⁴

PLAN NUMBER: 6

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Provide a dynamic, user-friendly, interactive online resource center of instructional best practices and delivery strategies that are supported by research.*

COSTS

Tangible:

- Costs to develop and maintain interactive website
- Costs for researching best instructional practices

Intangible:

- Time for staff training and utilization of website

BENEFITS

Tangible:

- Improved teacher instruction that meets the needs of all students
- Improved academic success to narrow the achievement gap
- Reduced time for teachers to research best practices
- Increased collaboration amongst all teachers at all grade levels, content areas, and specialties
- Differentiated practice amongst teachers
- Improved positive perceptions of staff development

Intangible:

- Higher teacher self-efficacy
- Easy accessibility for teachers to utilize when convenient for them
- Increased teacher desire and motivation to improve instructional delivery

ACTION PLAN

STRATEGY NUMBER: 4

75

PLAN NUMBER: 7

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and demographic subgroups.

SPECIFIC RESULT: *Improve the utilization of data analysis results to drive instructional best practices that improve student performance.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Enhance, review and improve the process for collecting, analyzing and disseminating student performance data by evaluating the current student information system (Infinite Campus) and by fully implementing the new data warehouse, including both formative and summative assessment data, to ensure the system provides pertinent data for a variety of users.					
2.	Train district and building personnel to use new dashboard/interface for data warehouse.					
3.	Conduct needs analysis for Planning and Evaluation and building support and make appropriate recommendations to allow better response to needs of teachers, administrators, parents, and students, including assistance in interpreting student performance data.					
4.	Evaluate and redesign non-student contact time to provide more blocks of time, in addition to Professional Learning Communities, for staff to interpret, utilize, and implement effective instructional strategies based on student performance data.					
5.	Train building staff to utilize data to inform instruction and to evaluate the effectiveness of data-based instructional decisions.					
6.	Evaluate and improve the effectiveness of Professional Learning Communities.					
7.	Share successful instructional strategies through a web-based resource center.					
8.	Embed the utilization of student performance data in the curriculum development and monitoring process.					
9.	Ensure accountability through action research teams, documentation in lesson plans, and administrators' observations.					
10.	Evaluate effectiveness of this plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 4⁶

PLAN NUMBER: 7

DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and demographic subgroups.

SPECIFIC RESULT: *Improve the utilization of data analysis results to drive instructional best practices that improve student performance.*

COSTS

Tangible:

- Cost for staff development for certificated staff regarding the analysis of data
- Pay for certificated staff member in each building who is responsible for providing support for data driven instruction.
- Cost to create a web-based tool for teachers to share data driven instructional practices

Intangible:

- Increased workload.
- Time for working with data.
- Time to develop a training session for staff.
- More time required by planning and evaluation staff at the building level.
- Stress due to change in the education process

BENEFITS

Tangible:

- Increased morale in staff (district focus on time for data).
- Increased knowledge of data analysis.
- Extra help at the building level to work with data.
- Differentiated instruction through the use of data.
- Increased student achievement
- Increased use of varied teaching strategies based on data analysis
- Increased time and quality of teacher collaboration

Intangible:

- More ownership of collaborative teams.
- Better understanding of data analysis by teachers and administrators.
- Efficient planning
- Effective instruction

ACTION PLAN

STRATEGY NUMBER: 4 77
 PLAN NUMBER: 8
 DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Implement a district-wide response to intervention (RTI) model for K-12 interventions based on individual academic achievement level for any student in need.					
2.	Identify valid and reliable K-12 universal screening, diagnostic, progress and strategic monitoring tools that have a strong positive correlation to district standards, indicators and assessment..					
3.	Provide professional development in the administration and scoring of assessments and the use of data for instructional planning and decision making.					
4.	Identify and evaluate appropriate scientifically or research based core instruction and interventions.					
5.	Determine a menu of intervention materials available with district support and professional development for building-level implementation with fidelity.					
6.	Develop a process to monitor the fidelity and adherence of core instruction, supplemental programs and interventions.					
7.	Identify data analysis teams that use data decision making criteria for determining instructional/intervention decisions at each tier of support.					
8.	Evaluate the effectiveness of interventions in closing the achievement gap.					

Cost Benefit Analysis

STRATEGY NUMBER: 4⁸
PLAN NUMBER: 8
DATE: March 2, 2009

STRATEGY: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: *Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.*

COSTS

BENEFITS

Tangible:

- Funding for universal screening, strategic and progress monitoring tools
- Funding for diagnostic tools
- Funding for research-based interventions
- Funding for staff development
- Development of a process to inform parents

Tangible:

- Higher achievement by all
- Closing the achievement gap
- Improves decision making about instruction
- Potential to decrease special education identification.
- Better accountability
- Improved effectiveness in instructional decision-making

Intangible:

- Discomfort related to meeting new expectations
- Possible impact of time related to the use of monitoring tools and diagnostic measures
- Anxiety related to fidelity

Intangible:

- Life changing impact for numerous students
- Lower learning stress for students
- Increased student engagement
- Increased community approval
- Increased collaboration between general education, interventionist and special education staff
- Increased teacher engagement and satisfaction
- Utilizing best practices

Strategy 5

We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

ACTION PLAN

STRATEGY NUMBER: 5

80

PLAN NUMBER: 1

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: Create a culture reflective of the Search Institute's 40 Developmental Assets program within the Millard community.

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Ensure all certificated and classified staff is trained to understand and use the 40 Developmental Assets framework in their respective classrooms and buildings.					
2.	Provide innovative ways to regularly inform parents and community members about the 40 Developmental Assets and provide strategies to build assets in their children as well as in others. Ideas might include: <ul style="list-style-type: none"> o Interactive website o Podcasts o Automatic email updates 					
3.	Educate and encourage coaches, sponsors, and community partnerships (Project PAYBAC) to use the 40 Developmental Assets framework to recognize positive student behavior.					
4.	Promote the 40 Developmental Assets framework with organizations and community sectors including, but not limited to, healthcare, mental health, faith-based organizations and government agencies.					
5.	Create a district-wide system to share 40 Developmental Assets ideas with all teachers and administrators.					
6.	Infuse a 40 Developmental Assets building philosophy into the curriculum cycle on a phase in basis.					
7.	Implement a 40 Developmental Assets profile at the elementary level.					
8.	Evaluate the effectiveness of the plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 5⁸¹
PLAN NUMBER: 1
DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Create a culture reflective of the Search Institute's 40 Developmental Assets program within the Millard Public School community*

COSTS

BENEFITS

Tangible:

- Time for meeting and presentations
- Cost of staff development
- Cost of materials that may be provided to parents and community
- Increased work load for staff and administration
- Cost to purchase or develop an elementary assessment

Tangible:

- Common language used by all stakeholders
- Increase in reported assets (DAP) among students
- Decrease in negative social behaviors
- Improved communication with community related to 40 Developmental Assets framework
- Increased involvement from schools, parents and community partners in the implementation of the 40 Developmental Assets
- Increased modeling of the 40 Developmental Assets in schools, homes and community
- Safer social learning environment

Intangible:

- Stress on staff as they feel like there is another "add-on"

Intangible:

- District-wide commitment to building assets
- Positive parent/community feelings
- Community-wide appreciation for program consistency PreK-12
- Increased number of responsible citizens
- Commitment from schools, parents and community partners for implementation of the 40 Developmental Assets

ACTION PLAN

STRATEGY NUMBER: 5

82

PLAN NUMBER: 2

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Infuse Life and Career Skills as defined by the Partnership for 21st Century Skills in the Millard Education Program.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Review and align the Millard Education Program components that reference Life Skills and character attributes and make modifications to reflect the new Partnership for 21 st Century Life and Career Skills (e.g., Life Skills Framework, elementary and middle school goal setting, high school P.I.P., elementary report card, grade five and middle school Life Skills assessment, IC Life Skills)					
2.	Develop and implement district-wide staff development PreK-12 on the Partnership for 21 st Century Life and Career Skills to include, but not be limited to: <ul style="list-style-type: none"> • changes to the Millard Education Program components relevant to each grade span • correlation with 40 Developmental Assets. 					
3.	As a result of this review, identify the Millard Public Schools character attributes.					
4.	Provide staff development on the Partnership for 21 st Century Life and Career Skills to new administrators and staff each year.					
5.	Communicate the Partnership for 21 st Century Life and Career Skills to parents.					
6.	Utilize the resources provided by the Partnership for 21 st Century Life and Career Skills when the Nebraska Department of Education becomes a member.					
7.	Infuse the Partnership for 21 st Century Life and Career Skills into the Curriculum Cycle on a phase in basis.					
8.	Develop appropriate means of recognizing students demonstrating exemplary character traits, service learning, and positive behaviors.					
9.	Evaluate the effectiveness of the plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 5⁸³
PLAN NUMBER: 2
DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Infuse Life and Career Skills as defined by the Partnership for 21st Century Skills in the Millard Education Program.*

COSTS

Tangible:

- Costs for new assessments for students and parents
- Costs for revising the current Life Skills website maintained at Educational Service Unit #3
- Development of district-wide staff inservice presentation materials:
 - 24 people x 3 days = \$21,600
- New staff development
 - 6 people x .5 day = \$900
- Certificated staff time to implement components of action steps

Intangible:

- Stress associated with change

BENEFITS

Tangible:

- Common Language used by all stakeholders
- All students and parents would self-evaluate/evaluate using the same tool
- Convenience to students and parents by using an electronic document to complete Partnership for 21st Century Life and Career Skills Assessment
- All staff members will be exposed to the same material and training
- All staff will understand Partnership for 21st Century Life and Career Skills as they pertain to Millard Public Schools

Intangible:

- Staff, parents, and community members will appreciate the consistency of a common program.
- Millard students will develop the Life and Career Skills to prepare them for 21st Century tasks.
- Students will become more flexible, adaptable, self-directed, socially aware, accountable and responsible.

ACTION PLAN

STRATEGY NUMBER: 5

84

PLAN NUMBER: 3

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Integrate service learning instruction into existing PreK-12 curriculum based upon the established curriculum cycles.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Create and implement district-wide staff development for all staff regarding service learning. Staff development should include, but is not limited to: <ul style="list-style-type: none"> • Connection to 40 Developmental Assets and Partnership for 21st Century Life and Career Skills • Service learning versus community service • Necessary components of service learning • Methods to measure the success of service learning projects. 					
2.	Integrate service learning ideas in curriculum guides.					
3.	Share service learning ideas among buildings.					
4.	Educate parents, students, PAYBAC [®] partners, community members / organizations regarding service learning.					
5.	Involve PAYBAC [®] partners, parents and community members in service learning projects.					
6.	Develop and implement a system for students, parents and the community to suggest service learning projects.					
7.	Celebrate successful service learning projects through district communication with staff.					
8.	Share successful service learning projects with families and community.					
9.	Evaluate the effectiveness of the plan.					

Cost Benefit Analysis

STRATEGY NUMBER: 5⁸⁵
PLAN NUMBER: 3
DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Integrate service learning instruction into existing PreK-12 curriculum based upon the established curriculum cycles.*

COSTS

Tangible:

- Time for staff to learn how to integrate community service into the curriculum so that it becomes service learning
- Time for staff to learn about the theory of service learning
- Costs for staff development
- Service Learning Coordinator – approximately \$55,000 salary + benefits

Intangible:

- Fear of the unknown for staff
- Stress due to a change in culture

BENEFITS

Tangible:

- Increased student achievement
- Increased student morale
- Increased 40 Developmental Assets in students, resulting in additional positive character traits
- Positive impact on Effective Schools Survey results among students, parents, and staff
- Follow-up staff development could occur through already scheduled grade level cluster meetings or building staff meetings, which will not cost the District money for substitute teachers
- Higher quality resumes for students applying for jobs and/or the next level of education
- Common language used by all stakeholders
- Increased student engagement
- Increased cohesiveness among staff
- Increased enthusiasm for teaching and teaming among staff members

Intangible:

- Understanding of what it means to make a difference in the community
- Strengthened community perception toward Millard Public Schools
- Meaningful partnerships between school and community

ACTION PLAN

STRATEGY NUMBER: 5

86

PLAN NUMBER: 4

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Form a character education partnership with the community.*

Assigned To:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Create a committee to promote character education partnerships including PreK-12 staff, students, PAYBAC® partners, community sector representatives, and parents.					
2.	Community sectors include, but are not limited to, faith-based organizations, government, mental health, and health care.					
3.	Develop a marketing plan to promote the Millard Public Schools Character Initiative (40 Developmental Assets, Character Education, Life Skills, 21 st Century Life and Career Skills) Education Program to the Millard community.					
4.	Publicize programs/services offered in the Millard Public Schools Character Education initiatives.					
5.	Evaluate the effectiveness of the plan.					

Cost Benefit Analysis

STRATEGY NUMBER: S⁸⁷
PLAN NUMBER: 4
DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Form a character education partnership with the community.*

COSTS

Tangible:

- Cost of marketing materials
- Time to serve on committee and learn about programs

Intangible:

- Stress on Millard Public Schools community to learn about new program for character education
- Stress of being involved in "another committee"

BENEFITS

Tangible:

- Common language used by all stakeholders
- Increased student and community understanding of effects of positive social behaviors
- Decreased negative social behaviors
- Improved communication with community regarding goals of Millard Public Schools and its character education program
- Strengthened relationship with PAYBAC[®] partners

Intangible:

- District-wide commitment to character education program
- Increased student and staff morale
- Community will be empowered to affect student behavior
- Students will increase positive social behaviors and become more responsible citizens

ACTION PLAN

STRATEGY NUMBER: 5

88

PLAN NUMBER: 5

DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Implement a comprehensive communication system that reports the development of character traits, social behaviors and citizenship.*

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Develop appropriate rubrics to assess the identified character traits and/or behavior.					
2.	Configure PreK-12 report cards to reflect academics separate from character traits, social behavior and citizenship.					
3.	Complete an evaluation and cost/benefit analysis of Infinite Campus and other student data information systems to determine which system meets the District's need for reporting academics, character traits, social behaviors and citizenship.					
4.	Within a student information system, make character trait assessment information readily available to students, staff and parents in conjunction with academics and assessments.					
5.	Train staff on reporting measures of character traits, social behaviors and citizenship.					
6.	Educate community, students, parents and staff on the practice of grading and reporting character traits separate from academics.					
7.	Evaluate the effectiveness of the plan.					
	<i>*Cross reference with Strategy 4, Action Plan 6</i>					

Cost Benefit Analysis

STRATEGY NUMBER: 5⁸⁹
PLAN NUMBER: 5
DATE: March 2, 2009

STRATEGY: We will develop and implement programs in cooperation with families and community that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: *Implement a comprehensive communication system that reports the development of character traits, social behaviors and citizenship.*

COSTS

Tangible:

- Cost for improved student information reporting system including:
 - Time to evaluate Infinite Campus and other student data systems
 - Cost to reconfigure report cards
 - Staff training costs
- Cost for educating community, students, parents and staff on the reporting system

Intangible:

- Stress on staff

BENEFITS

Tangible:

- Improved communication between school and community
- Common language used by all stakeholders
- Consistent PreK-12 reporting system
- Time savings related to an improved reporting system
- Creates a clear profile of students
- Improved reporting of academic learning
- Improved communication with parents on character traits
- Centralized reporting system (i.e.; Dashboard)

Intangible:

- Improved staff, student and parent morale
- Positive community awareness

Strategy 6

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

ACTION PLAN

STRATEGY NUMBER: 6
 PLAN NUMBER: 1
 DATE: *March 2, 2009*

91

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

SPECIFIC RESULT: *Develop and implement alternative learning experiences to motivate and educate elementary students.*

ASSIGNED TO:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Administer needs assessment at the school building level to determine levels of student need.					
2.	Identify students who learn in non-traditional ways.					
3.	Implement programs based upon individual building needs assessment.					
4.	Develop and implement innovative learning experiences using technology at the Pre-K through fifth grade level.					
5.	Develop and implement summer school for kids who work in non-traditional ways					
6.	Evaluate the effectiveness of existing programs.					

Cost Benefit Analysis

STRATEGY NUMBER: ⁹²6
PLAN NUMBER: 1
DATE: March 2, 2009

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

SPECIFIC RESULT: Develop and implement alternative learning experiences to motivate and educate elementary students.

COSTS

BENEFITS

Tangible:

- Additional 11 FTEs for full-time counselors at each building (assuming we have 11 FTEs now)
- One FTE elementary social worker to serve all elementary buildings
- Staff development for building focus in meeting needs of non-traditional students
- Costs for additional school-within-schools
 - research and development
 - staff development
 - specific supplies/equipment

Intangible:

- Stress caused from "raising the bar"
- Controversy

Tangible:

- Improved student academic success
- Education options/alternatives for students and parents
- More efficient use of facilities
- Lower costs for reteaching
- Appropriate staff involvement in student interventions (academic and social)
- Meet NCLB standards
- Lower absentee rates
- Fewer referrals to Child Protective Service

Intangible:

- Improved student attitudes about school
- Less staff burn-out with alternative school calendar
- Positive community public relations/greater confidence due to appropriate options for non-traditional learners

ACTION PLAN

STRATEGY NUMBER: 6

93

PLAN NUMBER: 2

DATE: *March 2, 2009*

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

SPECIFIC RESULT: *Develop and implement alternative school-year calendar options.*

ASSIGNED TO:

#	<i>ACTION STEP (Number each one)</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>
1.	Develop and implement alternative school-year calendar options at chosen sites: <ul style="list-style-type: none"> • Modified 45/15 or 60/30 plan with intercessions utilizing reteaching and enrichment activities 					
2.	Implement a flexible school-day schedule at chosen sites, providing small group sessions for alternative learning at the beginning and end of the school day.					
3.	Evaluate the effectiveness of the programs.					

Cost Benefit Analysis

STRATEGY NUMBER: 6⁹⁴
PLAN NUMBER: 2
DATE: March 2, 2009

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

SPECIFIC RESULT: *Develop and implement alternative school-year calendar options.*

COSTS

Tangible:

- Committee expenses
- Extended contracts for administrators, teachers and support staff

Intangible:

BENEFITS

Tangible:

- Improved student success
- Education options/alternatives for students and parents
- More efficient use of facilities
- Lower absentee rates
- Consistent learning experiences for students with shorter breaks between learning sessions
- Higher student achievement
- Efficient use of school facilities
- Higher attendance rates (fewer parents pulling out of school for vacations)

Intangible:

- Less staff burn-out
- Positive school climate

ACTION PLAN

STRATEGY NUMBER: 6

95

PLAN NUMBER: 3

DATE: *March 2, 2009*

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

SPECIFIC RESULT: *Develop and implement alternative learning experiences to motivate and educate middle school students.*

ASSIGNED TO:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Administer needs assessment at the school /building level to determine levels of student need. <ul style="list-style-type: none"> • Select an appropriate learning styles inventory for students to complete • Learning Styles Inventory • Academic Competencies (Terra Nova, HAL) • Interest Inventory • Social, Emotional, Behavioral Inventory 					
2.	Effectively implement differentiated instruction. <ul style="list-style-type: none"> • Modify teacher evaluation system. • Develop a post-instruction student assessment for differentiation. This assessment could be completed by each student at the end of each course and used for teacher growth and shared with the evaluator. • Match student's learning style with teacher's inventory style. • Reteaching strategies. • Staff development on addressing learning styles. 					
3.	Provide district summer school program for students who learn in non-traditional ways.					
4.	Modified teaming and/or mini-magnet proposals based upon individual building strengths and interests with focuses to include, but not limited to, foreign language immersion, highly gifted, technology, fine arts, jump-start program, careers, math, and science immersion. <ul style="list-style-type: none"> • Restructure middle school teams to match the above action step. 					
5.	Identify software/services (research-based) that will address learning needs of specific populations. <ul style="list-style-type: none"> • Provide for adequate funding. • Enrichment activities to enhance the curriculum: distance learning, wireless mobile carts, and handheld devices (including tablet PCs). 					
6.	Evaluate the effectiveness of each program at meeting the needs of students.					

Cost Benefit Analysis

STRATEGY NUMBER: 6⁹⁶
PLAN NUMBER: 3
DATE: March 2, 2009

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

SPECIFIC RESULT: *Develop and implement alternative learning experiences to motivate and educate middle school students.*

COSTS

BENEFITS

Tangible:

- Cost of purchasing teaching style inventory.
- Cost of purchasing student learning styles inventory.
- Cost of implementing the "District" Summer School Program. (Cost of FTE personnel)
- Possible increase in staff.
- Increase in technology costs for building/district.

Tangible:

- Improve or have a positive effect on staff development and/or differentiation.
- Improve student achievement.
- Improve student achievement and increase graduation rate.
- Significant increase in student achievement.
- Increase in the use of technology.
- Evaluation results can be used to improve this strategy.

Intangible:

- Time for selecting inventory.
- Additional data analysis and time selecting inventory(s).
- Time to restructure the teacher evaluation system.
- Time to set up program.
- Scheduling/organization nightmare.
- Time technology staff spends on researching.
- Time needed to evaluate program.

Intangible:

- Better match between student and teacher.
- Improved learning environment for the student.
- Positive perception of ELOs.
- Significant increase in student morale.
- Increase in student proficiency with technology.

ACTION PLAN

STRATEGY NUMBER: 6
 PLAN NUMBER: 4
 DATE: *March 2, 2009*

97

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

SPECIFIC RESULT: *Develop and implement alternative on-campus learning experiences for high school students.*

ASSIGNED TO:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self-selection, etc.					
2.	Establish building-level committee to investigate the feasibility of non-traditional educational options on campus. These may include, but are not limited to, the following: <ul style="list-style-type: none"> • Allow for alternative grading options within individual classes. • Night school in the traditional setting. • Creative ideas of staff members who are willing to design and implement an educational dream for students. • Researching innovative techniques being used at other schools of comparable size. • Department help room 					
3.	Research and implement creative ways to support differentiation within each high school building, i.e., <ul style="list-style-type: none"> • Drop-in evaluations by administration. • Use of department heads in the teacher evaluation process. • Develop an end-of-course student assessment regarding differentiation used in the class. This assessment should be used for teacher growth and shared with evaluator. 					
4.	Evaluate the effectiveness of each program.					

Cost Benefit Analysis

STRATEGY NUMBER: 6⁹⁸
PLAN NUMBER: 4
DATE: *March 2, 2009*

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

SPECIFIC RESULT: *Develop and implement alternative on-campus learning experiences for high school students.*

COSTS

Tangible:

- Monies for development of post instruction student assessment.
- Monies to research and visit other schools with exemplary programs that we might want to adopt or modify.

Intangible:

- Time for counselors to develop and implement the high school entry program to inform parents and students about educational options.
- Time for building committees to investigate non-traditional education options for use within the culture of each high school
- Time for teachers to develop "dream" courses

BENEFITS

Tangible:

- Increased student achievement
- Lower dropout rate
- Increased graduation

Intangible:

- Non-traditional learners feel that school is making more of an effort to address their learning styles.
- Non-traditional learners feel better about learning which will enhance their feelings of competence

ACTION PLAN

STRATEGY NUMBER: 6

99

PLAN NUMBER: 5

DATE: *March 2, 2009*

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

SPECIFIC RESULT: *Develop and implement alternative off-campus learning experiences for high school students.*

ASSIGNED TO:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self-selection, etc.					
2.	Actively recruit students to seek out currently articulated internships, academies, work-study opportunities, and classes in postsecondary institutions, as well as online options.					
3.	Create new internships, academies, work-study opportunities and articulations with area post-secondary institutions. Coordinate these with district level persons and school registrars.					
4.	Seek new online options and other technological programs available for student use.					
5.	Educate staff, students and current parents regarding these options and the steps a student must take in order to become a participant.					
6.	Develop a high school entry program that informs incoming parents and students of available choices as juniors and seniors.					
7.	Evaluate the effectiveness of each program.					

Cost Benefit Analysis

STRATEGY NUMBER: 106

PLAN NUMBER: 5

DATE: March 2, 2009

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

SPECIFIC RESULT: *Develop and implement alternative off-campus learning experiences for high school students.*

COSTS

Tangible:

- FTE for full time coordinator at each high school building for steps 1 – 6
- Room for periodic meetings with students involved in programs outside the school building
- Monies to research and visit other schools with exemplary programs which we might want to adopt or modify

Intangible:

- Time for counselors to develop and implement the high school entry program to inform parents about educational options
- Time for registrars to assess off-campus educational options for credit (could the experience equate to MPS credit)

BENEFITS

Tangible:

- Increased student achievement
- Lower dropout rate
- Students more bonded to the educational process whether it is on campus or off
- Students better able to transition to jobs, apprenticeships, training programs or other post-secondary institutions

Intangible:

- Non-traditional learners will feel that school as an institution is making more of an effort to address their leaning styles
- Non-traditional learners feel better about learning which will enhance their feelings of competence

ACTION PLAN

STRATEGY NUMBER: 6

101

PLAN NUMBER: 6

DATE: *March 2, 2009*

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

SPECIFIC RESULT: *Develop and implement plans to create a small high school.*

ASSIGNED TO:

#	ACTION STEP (Number each one)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1.	Survey parents and students to determine the level of interest in a small high school within the District.					
2.	Identify specific niches of nontraditional students whose needs could best be met through a small high school.					
3.	Develop a specific profile for a new small high school (mission, vision, student body makeup, curriculum, special programs, calendar, schedule, staff) that encompasses best practices aimed at motivating non-traditional students.					
4.	Identify in detailed specifics how to best leverage the opportunity for personalization that a small school affords.					
5.	Create an innovative activities department that includes traditional and non-traditional opportunities for students to be engaged with, and attached to, school.					
6.	Brainstorm with colleges and universities about roles that they might play in providing innovative, motivational programming.					
7.	Identify an existing building that could be converted into a small high school.					
8.	Charge an administrator with developing the logistics of opening a new high school.					

Cost Benefit Analysis

STRATEGY NUMBER: 6¹⁰²
PLAN NUMBER: 6
DATE: March 2, 2009

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

SPECIFIC RESULT: Develop and implement plans to create a small high school.

COSTS

BENEFITS

Tangible:

- Resources needed for conversion of existing building to a high school.
- Additional furniture and equipment.
- Additional certified and classified personnel.
- Increased use of transportation.
- Costs associated with developing innovative programs and accompanying materials.
- Promotion/advertisement of new school.
- Some loss of economies of scale.

Intangible:

- Political cost of converting an existing school to a high school.
- Time and energy associated with a start-up operation.

Tangible:

- Afford students an alternative to attending a large high school.
- Higher degree of student involvement and student participation.
- Increased personalization of educational experience for students.
- Improved student achievement.
- Lower dropout rate.
- Reduced violence and drug abuse.
- Decreased cost per graduate.
- Laboratory environment provides opportunities for innovation.
- Improved ability to focus on individual student educational goals.
- Smaller school size may allow for larger class sizes.

Intangible:

- Smaller, more intimate school climate and culture.
- Creation of a Millard Public Schools presence among small schools in the state and region.
- Increased parent satisfaction.
- Increased ability to be responsive to individual and group needs.

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Renovation of Excel Building

MEETING DATE: March 2, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Approval of Renovation of Excel Building – The renovation of the Excel Building at 13737 Industrial Road to accommodate the District’s warehouse and those departments currently in leased space at CSMI.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND:

The District currently has several departments (e.g., technology, psychologists, etc.) in leased space at the CSMI location. By renovating the recently purchased Excel Building, space for these departments would be available in District-owned facilities. (Note: The lease at CSMI expires in 2012 and will likely not be renewed.)

Additionally, the Excel Building could be used to accommodate space for the District’s warehouse. Moving the warehouse to the Excel Building would provide some additional space for the operations and maintenance departments at the Support Services Center.

See the attached for more information. Most of the information was presented to the board at an earlier meeting.

The architect will be present to answer questions.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that the District proceed with the proposed Excel Building Phase I Renovation Project and that such project include the option related to space for the District’s warehouse.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT’S APPROVAL: 

PROGRAM CONSOLIDATION PLAN FOR THE EXCEL FACILITY

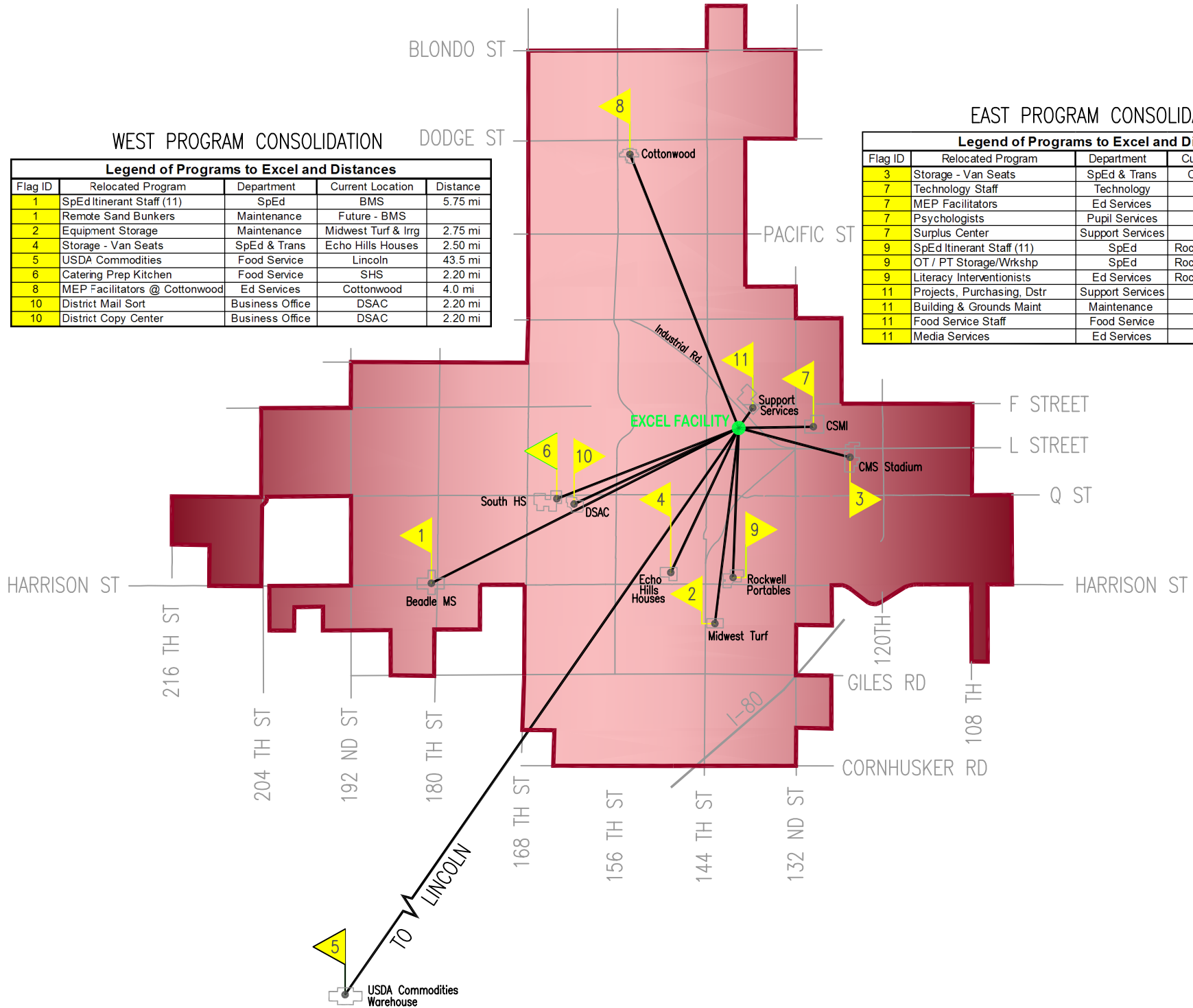
WEST PROGRAM CONSOLIDATION

BLONDO ST
DODGE ST
PACIFIC ST

Legend of Programs to Excel and Distances				
Flag ID	Relocated Program	Department	Current Location	Distance
1	SpEd Itinerant Staff (11)	SpEd	BMS	5.75 mi
1	Remote Sand Bunkers	Maintenance	Future - BMS	
2	Equipment Storage	Maintenance	Midwest Turf & Irrg	2.75 mi
4	Storage - Van Seats	SpEd & Trans	Echo Hills Houses	2.50 mi
5	USDA Commodities	Food Service	Lincoln	43.5 mi
6	Catering Prep Kitchen	Food Service	SHS	2.20 mi
8	MEP Facilitators @ Cottonwood	Ed Services	Cottonwood	4.0 mi
10	District Mail Sort	Business Office	DSAC	2.20 mi
10	District Copy Center	Business Office	DSAC	2.20 mi

EAST PROGRAM CONSOLIDATION

Legend of Programs to Excel and Distances				
Flag ID	Relocated Program	Department	Current Location	Distance
3	Storage - Van Seats	SpEd & Trans	CMS Stadium	1.50 mi
7	Technology Staff	Technology	CSMI	1.25 mi
7	MEP Facilitators	Ed Services	CSMI	1.25 mi
7	Psychologists	Pupil Services	CSMI	1.25 mi
7	Surplus Center	Support Services	CSMI	1.25 mi
9	SpEd Itinerant Staff (11)	SpEd	Rockwell Portables	2.20 mi
9	OT / PT Storage/Wrkshp	SpEd	Rockwell Portables	2.20 mi
9	Literacy Interventionists	Ed Services	Rockwell Portables	2.20 mi
11	Projects, Purchasing, Dstr	Support Services	SSC	.50 mi
11	Building & Grounds Maint	Maintenance	SSC	.50 mi
11	Food Service Staff	Food Service	SSC	.50 mi
11	Media Services	Ed Services	SSC	.50 mi



SUPPORT SERVICES SITE PLAN - PHASE I (TECHNOLOGY), OPTION (DISTRIBUTION)



105
187 TOTAL PARKING STALLS

INDUSTRIAL FRONTAGE ROAD

96 PARKING STALLS

34 PARKING STALLS

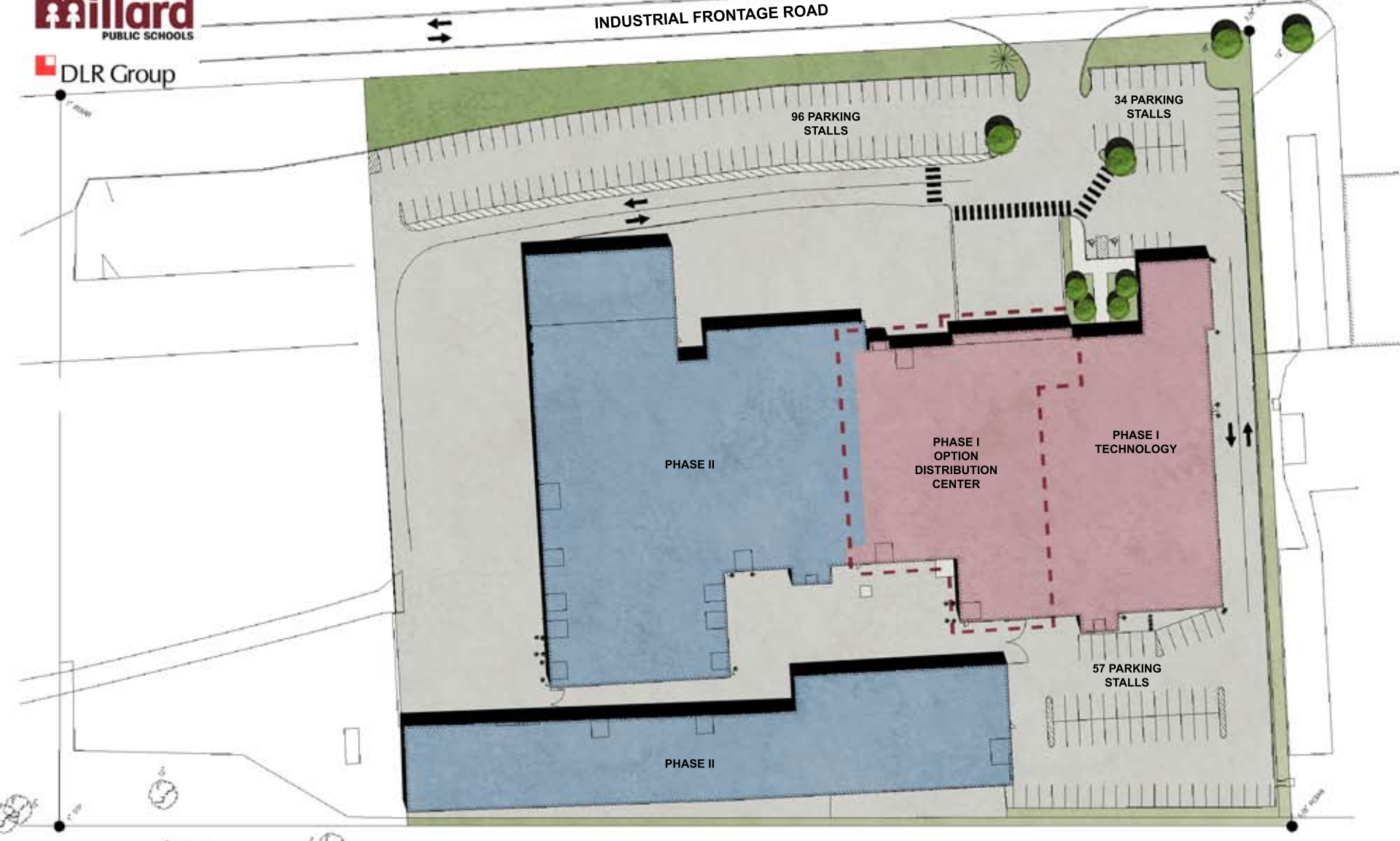
PHASE II

PHASE I OPTION DISTRIBUTION CENTER

PHASE I TECHNOLOGY

57 PARKING STALLS

PHASE II

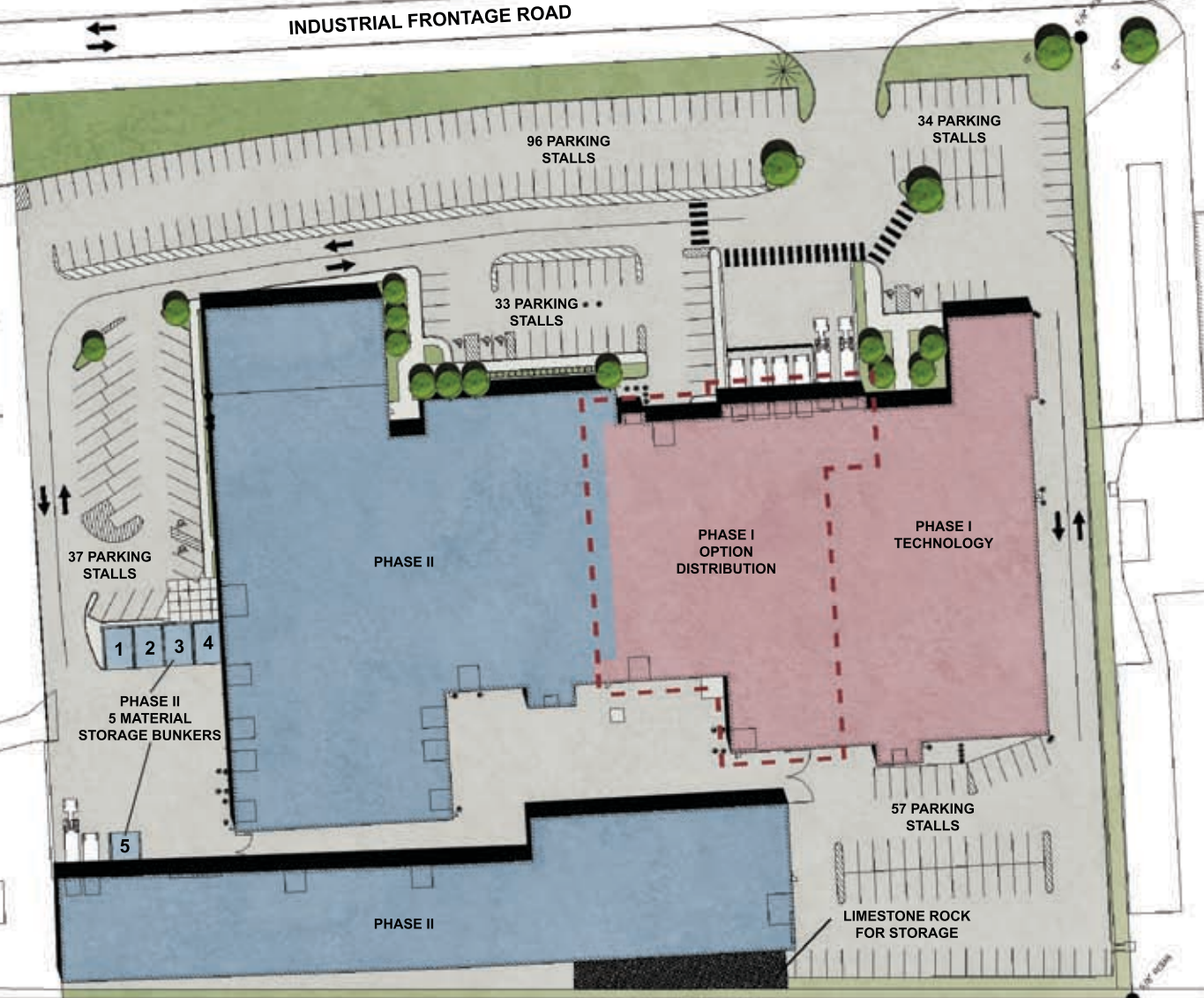


SUPPORT SERVICES SITE PLAN - PHASE I & II

257 TOTAL PARKING STALLS
INCLUDING 7 ADA STALLS



INDUSTRIAL FRONTAGE ROAD



SUPPORT SERVICES FLOOR PLAN

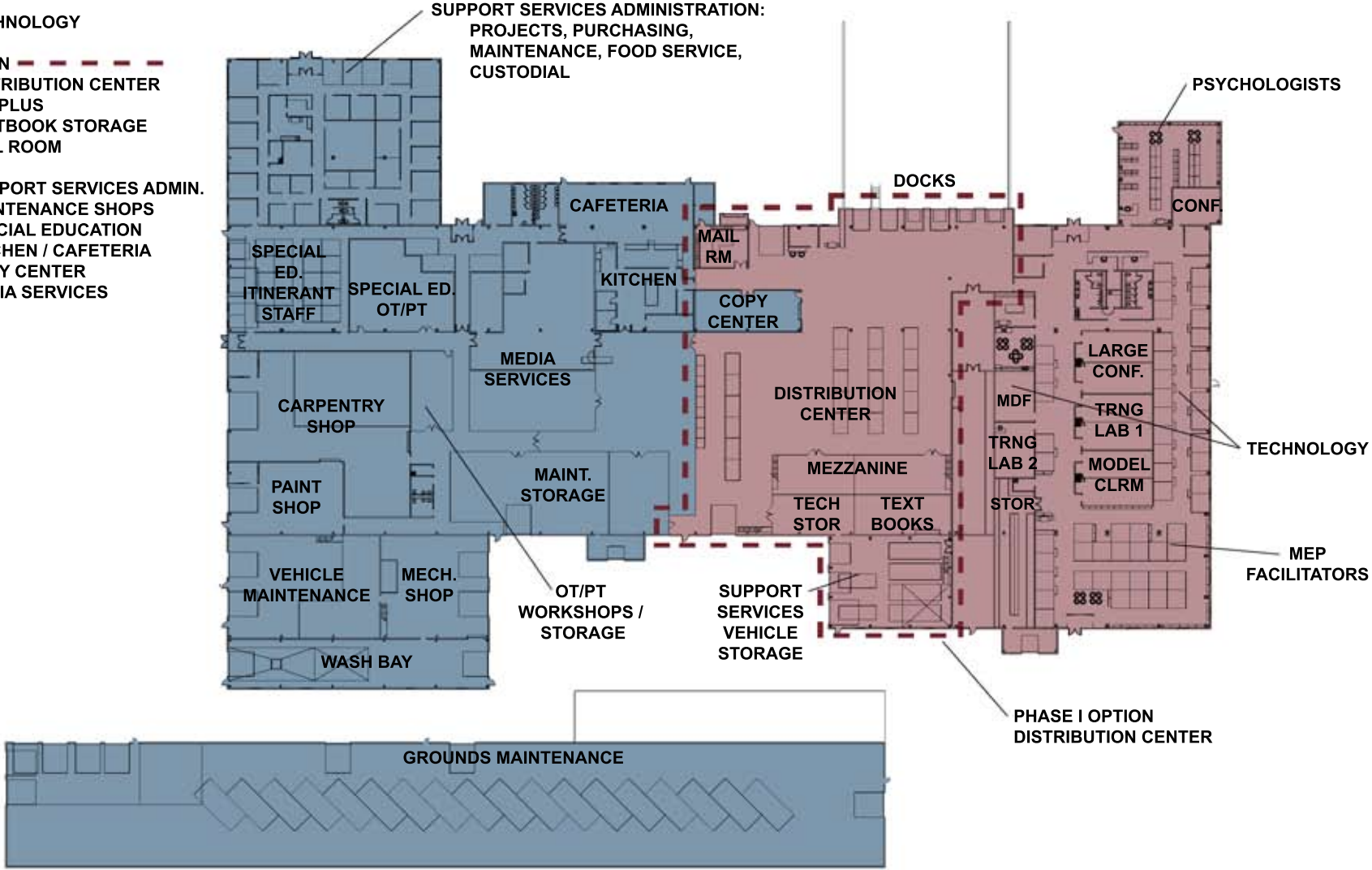


PHASE I – TECHNOLOGY

- PHASE I OPTION** - - - - -
- DISTRIBUTION CENTER
 - SURPLUS
 - TEXTBOOK STORAGE
 - MAIL ROOM

PHASE II – SUPPORT SERVICES ADMIN.

- MAINTENANCE SHOPS
- SPECIAL EDUCATION
- KITCHEN / CAFETERIA
- COPY CENTER
- MEDIA SERVICES



MILLARD PUBLIC SCHOOL DISTRICT

DLR Project No. 10-08101-01

Remodel Excel Facility for Technology Support - SSC & Maint. to Remain at Existing SSC
Proposed Phase I - Technology Only - Project Budget

Property Acquisition Cost			\$	-
Excel Cabinet Property Acquisition		\$	-	
Construction Cost			\$	2,294,476
Site & Building Demolition		\$	102,291	
Site Paving & Walks		\$	204,136	
Storm Sewer		\$	8,779	
Site Improvements		\$	27,758	
Landscaping		\$	23,611	
Exterior Building Envelope Renovation				
Roof Panels & Insulation	26,556 SF	\$	185,892	
Wall Panels & Insulation	5,000 SF	\$	25,000	
Building Remodeling Scope	21,823 SF			
Office Remodeling	21,823 SF	\$	1,592,796	
Owner Provided Fixtures, Furnishings & Equipment (NIC)		\$	124,213	
Architect / Engineering Fees				292,546
Basic Services		\$	292,546	
Miscellaneous Expenses			\$	41,301
Printing, Construction Testing, Inspections & Misc. Expenses		\$	41,301	
PROJECT EXPENDITURE SUBTOTAL (excluding contingency)			\$	2,628,323
DESIGN & CONSTRUCTION CONTINGENCY	13.95%		\$	366,677
TOTAL PROJECT BUDGET (including contingency)			\$	2,995,000

MILLARD PUBLIC SCHOOL DISTRICT

DLR Project No. 10-08101-01

**Remodel Excel Facility for Technology Support with Option for Distribution Center -
SSC to Remain at Existing SSC****Proposed Phase I - Project Budget**

Property Acquisition Cost		\$	-
Excel Cabinet Property Acquisition		\$	-
Construction Cost		\$	3,246,723
Site & Building Demolition		\$	102,291
Site Paving & Walks		\$	204,136
Storm Sewer		\$	8,779
Site Improvements		\$	27,758
Landscaping		\$	23,611
Reconstruction of Loading Dock Area	1,500 SF	\$	9,000
Exterior Building Envelope Renovation			
Roof Panels & Insulation	49,533 SF	\$	346,730
Wall Panels & Insulation	5,000 SF	\$	25,000
Building Remodeling Scope	49,533 SF		
Technology Office Remodeling	21,823 SF	\$	1,592,796
Distribution Center Remodeling	27,710 SF	\$	757,409
Owner Provided Fixtures, Furnishings & Equipment (NIC)		\$	149,213
Architect / Engineering Fees			342,529
Basic Services		\$	342,529
Miscellaneous Expenses		\$	42,207
Printing, Construction Testing, Inspections & Misc. Expenses		\$	42,207
PROJECT EXPENDITURE SUBTOTAL (excluding contingency)		\$	3,631,460
DESIGN & CONSTRUCTION CONTINGENCY	10.01%	\$	363,540
TOTAL PROJECT BUDGET (including contingency)		\$	3,995,000

MILLARD PUBLIC SCHOOL DISTRICT

DLR Project No. 10-08101-01

Remodel Excel Cabinet Facility for Support Services Center
Proposed Phase II - Project Budget

Property Acquisition Cost			\$	-
Excel Cabinet Property Acquisition		\$	-	
Construction Cost			\$	5,520,190
Site & Building Demolition		\$	55,080	
Site Paving & Walks		\$	109,920	
Storm Sewer		\$	3,072	
Site Improvements		\$	14,946	
Landscaping		\$	12,714	
Bunker Construction	2,625 SF	\$	157,500	
Exterior Building Envelope Renovation				
Roof Panels & Insulation	31,467 SF	\$	220,270	
Wall Panels & Insulation	15,000 SF	\$	75,000	
Building Remodeling Scope	53,869 SF			
SSC Office Remodeling Scope	25,613 SF	\$	2,174,926	
Shop Remodeling Scope	28,256 SF	\$	1,507,224	
Food Service Equipment	LS	\$	275,000	
Owner Provided Fixtures, Furnishings & Equipment (NIC)		\$	914,538	
Architect / Engineering Fees				607,221
Basic Services		\$	607,221	
Miscellaneous Expenses			\$	82,803
Printing, Construction Testing, Inspections & Misc. Expenses		\$	82,803	
PROJECT EXPENDITURE SUBTOTAL (excluding contingency)			\$	6,210,214
DESIGN & CONSTRUCTION CONTINGENCY	10.30%		\$	639,786
TOTAL PROJECT BUDGET (including contingency)			\$	6,850,000
INFLATION FACTOR TO FY2012	18.00%		\$	<u>1,233,000</u>
TOTAL PROJECT BUDGET FY2012			\$	8,083,000

AGENDA SUMMARY SHEET

AGENDA ITEM: Extension of Busing Contract

MEETING DATE: March 2, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Extension of Busing Contract – The 2-year extension of the transportation contract with Laidlaw (now First Student)

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND:

The Contract with First Student (formerly Laidlaw) expires at the end of the 2008-09 school year. There is, however, a provision in the contract that permits a 2-year extension of services if the District should so chose. (The extension has an approximate 3% increase in costs but does not have any fuel cost escalation provisions.)

Since the busing contract is held within the MOEC (Metro Omaha Education Consortium) Transportation Interlocal Agreement, the extension notice needs to come from the Interlocal Agreement officers, but approval from each of the schools in being sought before the notice is issued.

The attached AMENDMENT TO AGREEMENT has additional information.

OPTIONS AND ALTERNATIVES: The Districts could rebid the contract.


RECOMMENDATION: It is recommended that the District approve the 2-year extension of the District's transportation contract with MOEC and Laidlaw (now First Student) as provided in the AMENDMENT TO AGREEMENT as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL: 

AMENDMENT TO AGREEMENT

THIS AMENDMENT TO AGREEMENT ("Amendment") is made and entered into this 2nd day of MARCH, 2009, by and between MOEC Interlocal Transportation Association, a Nebraska public body corporation and politic (hereinafter "MOEC") and Douglas County School District 0017, a Nebraska political subdivision (hereinafter "MPS").

WITNESSETH

WHEREAS, MOEC entered into a contract (the "Bus Contract") with Laidlaw Transit, Inc. a Delaware corporation ("Laidlaw"), dated April 22, 2005, to provide student transportation services to students of MPS and to Douglas County School District 0001 ("OPS"), and

WHEREAS, the Bus Contract was subsequently assigned by Laidlaw to First Student ("First Student"), and

WHEREAS, MPS is a member of MOEC and has contracted with MOEC for student transportation services pursuant to an Agreement dated January 17, 2005 ("Transportation Agreement"), and

WHEREAS, MOEC has decided to exercise an option to extend the term of the Contract for an additional two year period, to run from August 15, 2009 to August 14, 2011 (the "Extension Term"), provided that MPS and OPS also each agree to extend their respective Transportation Agreements with MOEC for the same period.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

1. MPS and MOEC hereby agree that the term of the Transportation Agreement shall be extended by an additional two years to correspond with the Extension Term set forth above and to now expire on August 14, 2011. This Amendment and the obligations of the parties hereunder are specifically subject to and conditional upon OPS agreeing on extension of its transportation agreement with MOEC for the same period. All terms and conditions of the Transportation Agreement shall remain in full force and effect during the Extension Term

2. This Amendment shall be binding on the successors and assigns of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Agreement the day and date first above written.

MOEC INTERLOCAL TRANSPORTATION ASSOCIATION, a Nebraska public body corporation and politic

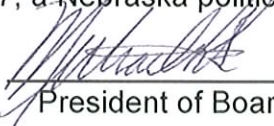
By: 

Its: President

ATTEST:

By: Linda Poole
Secretary, Board of Education

DOUGLAS COUNTY SCHOOL DISTRICT 0017, a Nebraska political subdivision

By: 
President of Board of Education

DOCS/899642.1

AGENDA SUMMARY SHEET

AGENDA ITEM: Refunding of Bonds

MEETING DATE: March 2, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Refunding of Bonds – The refunding of approximately \$ 27 million of outstanding bonds.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: With the low interest rate environment, the District's financial advisor is recommending that the District refund approximately \$ 27 million of its outstanding bonds. (See the attached for more information.)

Dan Smith (financial advisor) plans to be in attendance at the meeting to address questions from the board.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that the District's administration and financial advisor be authorized and directed to proceed with preparations for the issuance of refunding bonds as determined by the financial advisor and that the board schedule a special meeting for Tuesday, March 24, 2009 at 12:00 noon for the purpose of issuing such bonds.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Dan Smith (Financial Advisor) and Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

SOURCES AND USES OF FUNDS

DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]

Dated Date 04/02/2009
 Delivery Date 04/02/2009

Sources:

<hr/>	
Bond Proceeds:	
Par Amount	23,735,000.00
Premium	2,689,648.30
	26,424,648.30
Other Sources of Funds:	
Refunded Int. - cash contribution	319,635.26
	26,744,283.56

Uses:

<hr/>	
Refunding Escrow Deposits:	
Cash Deposit	26,382,812.81
Delivery Date Expenses:	
Underwriter's Discount	272,952.50
Rating Agency Fee	10,000.00
Paying Agent	1,000.00
Bond Counsel	18,988.00
Financial Advisor	51,030.25
Muniauction Fee	7,500.00
	361,470.75
	26,744,283.56

SUMMARY OF REFUNDING RESULTS

DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]

Dated Date	04/02/2009
Delivery Date	04/02/2009
Arbitrage yield	2.046194%
Escrow yield	
Bond Par Amount	23,735,000.00
True Interest Cost	2.867765%
Net Interest Cost	3.057268%
All-In TIC	2.934437%
Average Coupon	4.813997%
Average Life	5.796
Par amount of refunded bonds	25,670,000.00
Average coupon of refunded bonds	4.391492%
Average life of refunded bonds	5.278
PV of prior debt to 04/02/2009 @ 2.046194%	29,037,700.35
Net PV Savings	1,442,871.58
Percentage savings of refunded bonds	5.620848%
Percentage savings of refunding bonds	6.079088%

SAVINGS

DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]

Date	Prior Debt Service	Prior Receipts	Prior Net Cash Flow	Refunding Debt Service	Savings	Annual Savings	Present Value to 04/02/2009 @ 2.0461937%
04/02/2009		319,635.26	-319,635.26		-319,635.26		-319,635.26
05/15/2009	457,668.75		457,668.75		457,668.75		456,557.21
06/15/2009	92,625.00		92,625.00	224,566.25	-131,941.25	6,092.24	-131,397.70
11/15/2009	457,668.75		457,668.75		457,668.75		451,933.50
12/15/2009	92,625.00		92,625.00	553,725.00	-461,100.00		-454,549.95
05/15/2010	457,668.75		457,668.75		457,668.75		447,356.60
06/15/2010	92,625.00		92,625.00	553,725.00	-461,100.00	-6,862.50	-449,946.56
11/15/2010	3,212,668.75		3,212,668.75		3,212,668.75		3,108,478.48
12/15/2010	107,625.00		107,625.00	553,725.00	-446,100.00		-430,900.86
05/15/2011	402,568.75		402,568.75		402,568.75		385,568.28
06/15/2011	102,268.75		102,268.75	3,103,725.00	-3,001,456.25	167,681.25	-2,869,832.02
11/15/2011	3,262,568.75		3,262,568.75		3,262,568.75		3,093,144.67
12/15/2011	102,031.25		102,031.25	502,725.00	-400,693.75		-379,241.93
05/15/2012	345,368.75		345,368.75		345,368.75		324,117.83
06/15/2012	106,793.75		106,793.75	3,142,725.00	-3,035,931.25	171,312.50	-2,844,297.61
11/15/2012	3,315,368.75		3,315,368.75		3,315,368.75		3,079,860.50
12/15/2012	101,437.50		101,437.50	449,925.00	-348,487.50		-323,183.84
05/15/2013	285,968.75		285,968.75		285,968.75		262,964.49
06/15/2013	106,200.00		106,200.00	3,189,925.00	-3,083,725.00	169,125.00	-2,830,853.47
11/15/2013	3,375,968.75		3,375,968.75		3,375,968.75		3,072,955.48
12/15/2013	105,843.75		105,843.75	395,125.00	-289,281.25		-262,870.20
05/15/2014	222,237.50		222,237.50		222,237.50		200,241.70
06/15/2014	105,487.50		105,487.50	3,245,125.00	-3,139,637.50	169,287.50	-2,824,098.90
11/15/2014	3,442,237.50		3,442,237.50		3,442,237.50		3,070,133.97
12/15/2014	105,131.25		105,131.25	323,875.00	-218,743.75		-194,767.00
05/15/2015	153,007.50		153,007.50		153,007.50		135,085.44
06/15/2015	104,775.00		104,775.00	3,313,875.00	-3,209,100.00	167,401.25	-2,828,409.51
11/15/2015	3,513,007.50		3,513,007.50		3,513,007.50		3,070,111.99
12/15/2015	104,418.75		104,418.75	249,125.00	-144,706.25		-126,248.33
05/15/2016	79,087.50		79,087.50		79,087.50		68,416.73
06/15/2016	104,062.50		104,062.50	3,384,125.00	-3,280,062.50	167,326.25	-2,832,694.91
11/15/2016	3,594,087.50		3,594,087.50		3,594,087.50		3,077,672.70
12/15/2016	108,706.25		108,706.25	170,750.00	-62,043.75		-53,038.97
06/15/2017	3,803,231.25		3,803,231.25	7,000,750.00	-3,197,518.75	334,525.00	-2,705,760.97
	32,023,040.00	319,635.26	31,703,404.74	30,357,516.25	1,345,888.49	1,345,888.49	1,442,871.58

Savings Summary

PV of savings from cash flow	1,442,871.58
Net PV Savings	1,442,871.58

SAVINGS BY MATURITY

DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]

Bond	Maturity Date	Interest Rate	Par Amount	Adjusted Savings	Adjusted Savings Percent
Ser. 2002 dtd 11/1/02, Ref of 1997 Bonds, callable, 02GORB:					
SERIALS	11/15/2010	4.000%	2,755,000.00	50,638.49	1.838%
	11/15/2011	4.000%	2,860,000.00	119,413.87	4.175%
	11/15/2012	4.000%	2,970,000.00	178,027.36	5.994%
	11/15/2013	4.125%	3,090,000.00	214,113.22	6.929%
	11/15/2014	4.300%	3,220,000.00	204,757.27	6.359%
	11/15/2015	4.400%	3,360,000.00	178,912.05	5.325%
	11/15/2016	4.500%	3,515,000.00	162,188.33	4.614%
			21,770,000.00	1,108,050.59	
Ser. 1999 GO Refg Bonds callable 6/15/06 (CR 94s &, 99GORB:					
TERM17	12/15/2010	4.750%	15,000.00	627.90	4.186%
	06/15/2011	4.750%	10,000.00	534.81	5.348%
	12/15/2011	4.750%	10,000.00	702.45	7.025%
	06/15/2012	4.750%	15,000.00	1,264.33	8.429%
	12/15/2012	4.750%	10,000.00	944.39	9.444%
	06/15/2013	4.750%	15,000.00	1,623.40	10.823%
	12/15/2013	4.750%	15,000.00	1,564.24	10.428%
	06/15/2014	4.750%	15,000.00	1,747.17	11.648%
	12/15/2014	4.750%	15,000.00	1,387.80	9.252%
	06/15/2015	4.750%	15,000.00	1,567.04	10.447%
	12/15/2015	4.750%	15,000.00	1,167.88	7.786%
	06/15/2016	4.750%	15,000.00	1,343.51	8.957%
	12/15/2016	4.750%	20,000.00	1,944.39	9.722%
	06/15/2017	4.750%	3,715,000.00	318,401.65	8.571%
			3,900,000.00	334,820.99	
			25,670,000.00	1,442,871.58	

Note: Calculated Using Remaining Maturities

BOND PRICING

DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]

Bond Component	Maturity Date	Amount	Rate	Yield	Price	Yield to Maturity	Call Date	Call Price
Serial Bond:								
	06/15/2011	2,550,000	4.000%	1.210%	106.045			
	06/15/2012	2,640,000	4.000%	1.350%	108.277			
	06/15/2013	2,740,000	4.000%	1.540%	109.972			
	06/15/2014	2,850,000	5.000%	1.840%	115.029 C	1.948%	04/02/2014	100.000
	06/15/2015	2,990,000	5.000%	2.030%	114.053 C	2.537%	04/02/2014	100.000
	06/15/2016	3,135,000	5.000%	2.280%	112.784 C	3.012%	04/02/2014	100.000
	06/15/2017	6,830,000	5.000%	2.510%	111.632 C	3.365%	04/02/2014	100.000
		23,735,000						

Dated Date	04/02/2009	
Delivery Date	04/02/2009	
First Coupon	06/15/2009	
Par Amount	23,735,000.00	
Premium	2,689,648.30	
Production	26,424,648.30	111.331992%
Underwriter's Discount	-272,952.50	-1.150000%
Purchase Price	26,151,695.80	110.181992%
Accrued Interest		
Net Proceeds	26,151,695.80	

BOND DEBT SERVICE

**DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]**

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
06/15/2009			224,566.25	224,566.25	224,566.25
12/15/2009			553,725.00	553,725.00	
06/15/2010			553,725.00	553,725.00	1,107,450.00
12/15/2010			553,725.00	553,725.00	
06/15/2011	2,550,000	4.000%	553,725.00	3,103,725.00	3,657,450.00
12/15/2011			502,725.00	502,725.00	
06/15/2012	2,640,000	4.000%	502,725.00	3,142,725.00	3,645,450.00
12/15/2012			449,925.00	449,925.00	
06/15/2013	2,740,000	4.000%	449,925.00	3,189,925.00	3,639,850.00
12/15/2013			395,125.00	395,125.00	
06/15/2014	2,850,000	5.000%	395,125.00	3,245,125.00	3,640,250.00
12/15/2014			323,875.00	323,875.00	
06/15/2015	2,990,000	5.000%	323,875.00	3,313,875.00	3,637,750.00
12/15/2015			249,125.00	249,125.00	
06/15/2016	3,135,000	5.000%	249,125.00	3,384,125.00	3,633,250.00
12/15/2016			170,750.00	170,750.00	
06/15/2017	6,830,000	5.000%	170,750.00	7,000,750.00	7,171,500.00
	23,735,000		6,622,516.25	30,357,516.25	30,357,516.25

AGGREGATE NET REFUNDING DEBT SERVICE
DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]

Debt Service of Proposed and Unrefunded Bonds

Date	Proposed Debt Service (net of Accrued)	Unrefunded and/or Other Debt Service	Total	Annual Total
04/02/2009		319,635.26	319,635.26	
05/15/2009		48,121.88	48,121.88	
06/15/2009	224,566.25	10,712.50	235,278.75	603,035.89
11/15/2009		2,703,121.88	2,703,121.88	
12/15/2009	553,725.00	10,475.00	564,200.00	
06/15/2010	553,725.00	10,237.50	563,962.50	3,831,284.38
12/15/2010	553,725.00		553,725.00	
06/15/2011	3,103,725.00		3,103,725.00	3,657,450.00
12/15/2011	502,725.00		502,725.00	
06/15/2012	3,142,725.00		3,142,725.00	3,645,450.00
12/15/2012	449,925.00		449,925.00	
06/15/2013	3,189,925.00		3,189,925.00	3,639,850.00
12/15/2013	395,125.00		395,125.00	
06/15/2014	3,245,125.00		3,245,125.00	3,640,250.00
12/15/2014	323,875.00		323,875.00	
06/15/2015	3,313,875.00		3,313,875.00	3,637,750.00
12/15/2015	249,125.00		249,125.00	
06/15/2016	3,384,125.00		3,384,125.00	3,633,250.00
12/15/2016	170,750.00		170,750.00	
06/15/2017	7,000,750.00		7,000,750.00	7,171,500.00
	30,357,516.25	3,102,304.02	33,459,820.27	33,459,820.27

Note: Other D/S includes cash from Issuer at closing.

SUMMARY OF BONDS REFUNDED

DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]

Bond	Maturity Date	Interest Rate	Par Amount	Call Date	Call Price
Ser. 1999 GO Refg Bonds callable 6/15/06 (CR 94s &:					
TERM17	12/15/2010	4.750%	15,000.00	05/02/2009	100.000
	06/15/2011	4.750%	10,000.00	05/02/2009	100.000
	12/15/2011	4.750%	10,000.00	05/02/2009	100.000
	06/15/2012	4.750%	15,000.00	05/02/2009	100.000
	12/15/2012	4.750%	10,000.00	05/02/2009	100.000
	06/15/2013	4.750%	15,000.00	05/02/2009	100.000
	12/15/2013	4.750%	15,000.00	05/02/2009	100.000
	06/15/2014	4.750%	15,000.00	05/02/2009	100.000
	12/15/2014	4.750%	15,000.00	05/02/2009	100.000
	06/15/2015	4.750%	15,000.00	05/02/2009	100.000
	12/15/2015	4.750%	15,000.00	05/02/2009	100.000
	06/15/2016	4.750%	15,000.00	05/02/2009	100.000
	12/15/2016	4.750%	20,000.00	05/02/2009	100.000
	06/15/2017	4.750%	3,715,000.00	05/02/2009	100.000
			3,900,000.00		
Ser. 2002 dtd 11/1/02, Ref of 1997 Bonds, callable:					
SERIALS	11/15/2010	4.000%	2,755,000.00	05/02/2009	101.000
	11/15/2011	4.000%	2,860,000.00	05/02/2009	101.000
	11/15/2012	4.000%	2,970,000.00	05/02/2009	101.000
	11/15/2013	4.125%	3,090,000.00	05/02/2009	101.000
	11/15/2014	4.300%	3,220,000.00	05/02/2009	101.000
	11/15/2015	4.400%	3,360,000.00	05/02/2009	101.000
	11/15/2016	4.500%	3,515,000.00	05/02/2009	101.000
			21,770,000.00		
			25,670,000.00		

ESCROW REQUIREMENTS

**DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
 (Millard Public Schools)
 SERIES 2009 REFUNDING BONDS
 Pay & Cancel Refunding of Series 1999 & Series 2002
 AA/AA2 ratings, 2017 Final Maturity
 [Preliminary -- for discussion only]**

Dated Date 04/02/2009
 Delivery Date 04/02/2009

Period Ending	Interest	Principal Redeemed	Redemption Premium	Total
05/02/2009	495,112.81	25,670,000.00	217,700.00	26,382,812.81
	495,112.81	25,670,000.00	217,700.00	26,382,812.81

SUMMARY OF UNREFUNDED BONDS

**DOUGLAS COUNTY SCHOOL DISTRICT 017, NEBRASKA
(Millard Public Schools)
SERIES 2009 REFUNDING BONDS
Pay & Cancel Refunding of Series 1999 & Series 2002
AA/AA2 ratings, 2017 Final Maturity
[Preliminary -- for discussion only]**

Bond	Maturity Date	Interest Rate	Par Amount
Ser. 1999 GO Refg Bonds callable 6/15/06 (CR 94s &:			
TERM17	06/15/2009	4.750%	10,000.00
	12/15/2009	4.750%	10,000.00
	06/15/2010	4.750%	10,000.00
			<u>30,000.00</u>
Ser. 2002 dtd 11/1/02, Ref of 1997 Bonds, callable:			
SERIALS	11/15/2009	3.625%	2,655,000.00
			<u>2,685,000.00</u>

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Rule 6110.1 Written Curriculum—Content Standards

MEETING DATE: March 2, 2009

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approval of revised Rule 6110.1 Written Curriculum—Content Standards

ACTION DESIRED: Approve

BACKGROUND: The State Board of Education has approved new Language Arts Standards and Indicators for inclusion in Rule 10 and to support the new state-wide reading test. The revisions to Policy 6110 incorporate the language from the state standards into the District's Essential Learner Outcomes to provide alignment and continuity as is called for in the Curriculum Management Audit. These changes will support the new Language Arts Framework which will be submitted to the Board in April.

RECOMMENDATIONS: Approve Rule Changes

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Carol Newton, Nancy Johnston

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Curriculum, Instruction, and Assessment
Written Curriculum - Content Standards

6110.1

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

MILLARD ESSENTIAL LEARNER OUTCOMES

- CITIZENSHIP • CONSUMER ECONOMICS • HUMAN RELATIONS • LITERACY AND COMMUNICATION
 • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING • SCIENCE
 • SOCIAL STUDIES • TECHNOLOGY • FINE AND PERFORMING ARTS • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS	LIFE SKILLS AND PERFORMANCES
<p>Students will demonstrate proficiency on these twelve indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits <u>and a Personal Learning Plan (PLP) for the class of 2004 and beyond</u>, is used for diploma granting or denial. Students in the Millard Public Schools will:</p> <p>LITERACY AND COMMUNICATION</p> <p>1. Demonstrates competencies in reading to understand and evaluate a variety of texts. 2. Demonstrate competencies in writing in a variety of modes.</p> <p><u>LANGUAGE ARTS</u></p> <ul style="list-style-type: none"> <u>Students will learn and apply reading skills and strategies to comprehend text</u> <u>Students will apply writing skills and strategies to communicate</u> <p>MATHEMATICS</p> <ol style="list-style-type: none"> Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates. Understand and use attributes of geometric figures and systems of measurement. Demonstrate knowledge of and use coordinate systems and algebraic concepts. Select, organize, display and analyze data. Apply appropriate mathematical strategies to solve problems. <p>SCIENCE</p> <ol style="list-style-type: none"> Use scientific processes to understand the unifying concepts of the natural world. Demonstrates understanding of life, physical, earth and space sciences. <p>SOCIAL STUDIES</p> <ol style="list-style-type: none"> Demonstrates understanding of structure, operations and relationships between local, state, national and international governments Demonstrates practical knowledge of history, economics and geography Understand global independence. <p>-----</p> <p>Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught) competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used <u>by district-wide assessments</u> for diploma-granting or denial.</p> <p>LITERACY AND COMMUNICATION</p> <p>3. Demonstrates appropriate speaking and listening skills for a variety of settings.</p>	<p>Within the school setting, students in the Millard Public Schools will:</p> <p>READINESS FOR WORK</p> <ul style="list-style-type: none"> Demonstrate the ability to manage time Demonstrate the ability to follow directions Solve problems by processing available information pertinent to a given situation, making decisions as appropriate Develop ability to work with others to accomplish tasks/goals Demonstrate essential knowledge of good work habits Demonstrate responsibility <p>READINESS FOR LIFE-LONG LEARNING</p> <ul style="list-style-type: none"> Demonstrate ability to set and pursue short term and long term goals Obtain, organize and evaluate information successfully Develop the attributes of: <ul style="list-style-type: none"> - integrity, - self-discipline, - positive attitude - perseverance <p>CITIZENSHIP</p> <ul style="list-style-type: none"> Participate in community and/or school organization Respect diversity Respect the rights of others Treat others in a considerate and non-demeaning manner

LANGUAGE ARTS

- [Students will learn and apply speaking and listening skills and strategies to communicate](#)
- [Students will identify, locate, and evaluate information](#)

CONSUMER ECONOMICS

- Demonstrates skills in managing money.
- Makes sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understands ethnic and cultural differences.
- Understands human differences.

TECHNOLOGY

- Obtains information electronically and organizes it successfully
- Conveys information using technology
- Uses a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

- Experiences and evaluates a variety of music, art, or drama.

WELLNESS

- Understands human growth and development
- Identifies the values of good nutrition and physical activity
- Evaluates the impact of addictive substances and behaviors

Revised: Strategic Planning, December 5, 1996
 T-Chart Approved: Millard Board of Education, January 13, 1997

Rule Adopted: May 3, 1999
 Revised: June 18, 2001; July 21, 2003;
 December 4, 2006; [February 16, 2009](#)

Millard Public Schools
 Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Millard Public Schools Language Arts Standards and Indicators for PK-12

MEETING DATE: March 2, 2009

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approve Millard Public Schools Language Arts Standards and Indicators for PK-12

ACTION DESIRED: X Approval

BACKGROUND: The State Board of Education has approved new Language Arts Standards and Indicators for inclusion in Rule 10 and to support the new state-wide reading assessment. Using the Nebraska K-8, 12 Language Arts Standards and Indicators as a foundation, the Millard Public Schools Language Arts curriculum development team has taken the following action:

1. Backloaded (moved to a lower grade level than originally found) the Standards and Indicators to Early Childhood indicated by grade level P4.
2. Backloaded and extended (added to a later grade level for greater emphasis) the grade level locations for specific standards and indicators.
3. Added specific indicators not accounted for by the state.
4. Added a complete listing of Standards and Indicators for grades 9, 10, and 11. (NDE does not include grades 9, 10, or 11).

The attached list of Standards and Indicators are coded so that all standards and indicators shown in red can be easily identified as additions, backloads, and extensions. An alphanumeric code has also been added to denote:

1. Content Area: LA equals Language Arts
2. Source: S for State; M for MPS
3. Grade Level: P4 equals Early Childhood, 00-12 equals kindergarten -12th grade
4. Content Standard #
5. Grade Level Standard #
6. Grade Level Standard Indicator letter

This coding system was mutually agreed upon by Educational Services, Planning & Evaluation, and Technology to be used with the District's Data Warehouse for tracking and alignment of curriculum and assessments.

Once approved by the Board of Education, Educational Services will submit to the Nebraska Department of Education for review as more rigorous and comprehensive than the states. In addition, by providing a PK-12 set of standards and indicators Educational Services is addressing a Curriculum Management Audit criticism regarding a perceived lack of an instructional scope and sequence. The comprehensive set of indicators serves as a set of instructional expectations at every grade level. This is then reflected in the curriculum framework and in course guides.

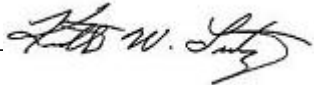
RECOMMENDATIONS: Approve Millard Language Arts Standards and Indicators

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Carol Newton, Nancy Johnston

SUPERINTENDENT'S APPROVAL:

 - Mark W. Lutz -

BOARD ACTION:

**Millard Standards
Pre K Language Arts**

LA M P4.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

- S LA M P4.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.**
- I LA M P4.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)**
 - I LA M P4.1.1.b Identify the purpose of print is to carry information (e.g., environmental print, names)**
 - I LA M P4.1.1.c Explore and discover voice to print match (e.g., student points to words as someone reads)**
 - I LA M P4.1.1.d Demonstrate understanding that words are made up of letters**
 - I LA M P4.1.1.e Identify parts of a book (e.g., cover, pages, title, title page, author, illustrator)**
 - I LA M P4.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom**
 - I LA M P4.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)**

Reading

- S LA M P4.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.**
- I LA M P4.1.2.a Identify and produce oral rhymes**
 - I LA M P4.1.2.b Segment beginning phonemes in spoken words (e.g., recognize same sounds in different words)**

Reading

- S LA M P4.1.3 Word Analysis: Students are introduced to phonetic knowledge as they learn to read, write, and spell grade level text.**
- I LA M P4.1.3.a Begin to identify upper and lower case letters**
 - I LA M P4.1.3.b Begin to match consonant sounds to appropriate letters**
 - I LA M P4.1.3.c Begin to read, write, and spell some sight words (e.g., Fry sight words, familiar words, names)**
 - I LA M P4.1.3.d Use phonetic knowledge to write (e.g. approximated spelling)**
 - I LA M P4.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)**
 - I LA M P4.1.3.f Begin to identify basic similarities and differences in words (e.g., word endings, onset and rime)**
 - I LA M P4.1.3.g Blend sounds to form words**

Reading

- S LA M P4.1.4 Fluency: Students will be exposed to accuracy, phrasing, and expression during reading experiences.**

Reading

I LA M P4.1.4.a Recognize and imitate repeating language patterns during reading (e.g. modeled reading, choral reading)

S LA M P4.1.5 **Vocabulary: Students will build literary, general academic, and content specific vocabulary.**

I LA M P4.1.5.a Relate new grade level vocabulary to prior knowledge and use in new situations

I LA M P4.1.5.b Develop awareness of text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words

I LA M P4.1.5.c Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)

I LA M P4.1.5.d Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, teacher, peer)

Reading

S LA M P4.1.6 **Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

I LA M P4.1.6.a Explain that the author and illustrator create books

I LA M P4.1.6.b Identify elements of the story including setting, character, and events

I LA M P4.1.6.c Retell information from narrative text including characters, setting, and events

I LA M P4.1.6.d Retell main ideas from informational text

I LA M P4.1.6.e Identify text features in informational text (e.g., titles, bold print, illustrations)

I LA M P4.1.6.f Begin to demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)

I LA M P4.1.6.g Answering questions (who, what, where, when, why)

I LA M P4.1.6.h Begin to identify different purposes for reading (e.g., information, pleasure)

I LA M P4.1.6.i Make predictions about a text using prior knowledge, pictures, and

I LA M P4.1.6.j Respond to text verbally, in writing, or artistically

Writing

LA M P4.2 Students will apply writing skills and strategies to communicate.

S LA M P4.2.1 **Writing Process: Students will use writing to communicate.**

I LA M P4.2.1.a Demonstrate that writing communicates thoughts and ideas

I LA M P4.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic

I LA M P4.2.1.c Explore the use of a variety of writing materials (e.g., colors,

Writing

pencils, colored pencils, markers, different kinds of paper)

S LA M P4.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.

- I** LA M P4.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, in pretend/free play, label objects in classroom)
- I** LA M P4.2.2.b Learn about writing by studying own and others' writing

Speaking & Listening

LA M P4.3 Students will learn and apply speaking and listening skills and strategies to communicate.

S LA M P4.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

- I** LA M P4.3.1.a Communicate ideas in daily classroom activities and routines
- I** LA M P4.3.1.b Communicate ideas and information to others in an age-appropriate manner

S LA M P4.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

- I** LA M P4.3.2.a Demonstrate listening skills needed for multiple skills and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)
- I** LA M P4.3.2.b Complete a task after listening for information
- I** LA M P4.3.2.c Listen and retell main ideas of information heard
- I** LA M P4.3.2.d Listen to and comprehend thoughts, ideas, and information being communicated

Speaking & Listening

S LA M P4.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.

- I** LA M P4.3.3.a Develop awareness and sensitivity to the use of words (e.g., helpful and hurtful words)
- I** LA M P4.3.3.b Develop conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)
- I** LA M P4.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)

Multiple Literacies

LA M P4.4 Students will identify, locate, and evaluate information.

S LA M P4.4.1 Multiple Literacies: Students will gain knowledge and communicate information in a variety of media and formats (textual, visual, and digital).

Multif

- *LA M P4.4.1.a Identify resources to find information (e.g., print, electronic)*
- *LA M P4.4.1.b Exposure to ideas and information from a variety of cultures through electronic means*
- *LA M P4.4.1.c Collect, manage, and organize information (e.g., graphs, charts, murals)*

**Millard Standards
Kindergarten Language Arts**

LA S 00.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA S 00.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

- I** LA S 00.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)
- I** LA S 00.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names)
- I** LA S 00.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads)
- I** LA S 00.1.1.d Demonstrate understanding that words are made up of letters
- I** LA S 00.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)
- I** LA S 00.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom
- I** LA S 00.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)

Reading

S LA S 00.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

- I** LA S 00.1.2.a Segment spoken sentences into words
- I** LA S 00.1.2.b Identify and produce oral rhymes
- I** LA S 00.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)
- I** LA S 00.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)
- I** LA S 00.1.2.e Segment onsets and rimes orally (e.g., v-an, gr-ab)
- I** LA S 00.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)
- I** LA S 00.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

Reading

S LA S 00.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.

- I** LA S 00.1.3.a Identify upper and lower case letters
- I** LA S 00.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)
- I** LA S 00.1.3.c Read at least 25 basic high frequency words from a commonly used list
- I** LA S 00.1.3.d Use phonetic knowledge to write (e.g., approximated spelling)

Reading

- LA S 00.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)
- LA S 00.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written
- LA M 00.1.3.g *Blend sounds to form words (from Grade 1)*

S LA S 00.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.

- LA S 00.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)
- LA S 00.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)
- LA S 00.1.4.c Read familiar text with others, maintaining an appropriate pace

Reading

S LA S 00.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

- LA S 00.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)
- LA S 00.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
- LA S 00.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words
- LA S 00.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)
- LA S 00.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, teacher, peer)

Reading

S LA S 00.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

- LA S 00.1.6.a Explain that the author and illustrator create books
- LA S 00.1.6.b Identify elements of the story including setting, character, and events
- LA S 00.1.6.c Retell information from narrative text including characters, setting, and events
- LA S 00.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)
- LA S 00.1.6.e Retell main ideas from informational text
- LA S 00.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)

- LA S 00.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)
- LA S 00.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures
- LA S 00.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text
- LA S 00.1.6.j Identify different purposes for reading (e.g., information, pleasure)
- LA S 00.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- LA S 00.1.6.l Make predictions about a text using prior knowledge, pictures, and titles
- LA S 00.1.6.m Respond to text verbally, in writing, or artistically

LA S 00.2 Students will learn and apply writing skills and strategies to communicate.

Writing

S LA S 00.2.1 Writing Process: Students will use writing to communicate.

- LA S 00.2.1.a Demonstrate that writing communicates thoughts and ideas
- LA S 00.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)
- LA S 00.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic
- LA S 00.2.1.d Revise writing by adding details
- *LA M 00.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)*
- LA S 00.2.1.e Demonstrate that writing communicates thoughts and ideas
- LA S 00.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)
- LA S 00.2.1.g Publish a legible document (e.g., handwritten)
- LA S 00.2.1.h Print all uppercase and lowercase letters, attending to the form of the letters

Writing

S LA S 00.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.

- LA S 00.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)

- I** LA S 00.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)
- I** LA M 00.2.2.c *Learn about writing by studying own and others' writing (from Grade 1)*

LA S 00.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listening

S LA S 00.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

- I** LA S 00.3.1.a Communicate ideas orally in daily classroom activities and routines.
- I** LA M 00.3.1.b *Communicate ideas and information to others in an age-appropriate manner.*

S LA S 00.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

- I** LA S 00.3.2.a Demonstrate listening skills needed for multiple skills and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)
- I** LA S 00.3.2.b Complete a task after listening for information
- I** LA S 00.3.2.c Listen and retell main ideas of information heard
- I** LA M 00.3.2.d *Listen to and comprehend thoughts, ideas, and information being communicated*

Speaking & Listening

S LA S 00.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.

- I** LA S 00.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)
- I** LA S 00.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)
- I** LA S 00.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)
- I** LA M 00.3.3.c *Participate in learning situations (e.g., guided reading groups, cooperative learning activities, class discussions, partners)*

LA S 00.4 Students will identify, locate, and evaluate information.

Multiple Literacies

S LA S 00.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).

- I** LA S 00.4.1.a Identify resources to find information (e.g., print, electronic)

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- LA S 00.4.1.b Develop understanding of authorship of print and online resources
- LA S 00.4.1.c Develop awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use)
- LA S 00.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)
- LA S 00.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)

**Millard Standards
Grade 1 Language Arts**

LA S 01.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

- S LA S 01.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.**
- I** LA S 01.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)
 - I** LA S 01.1.1.b Explain that the purpose of print is to carry information
 - I** LA S 01.1.1.c Demonstrate voice to print match (e.g., student points to words while reads)
 - I** LA S 01.1.1.d Demonstrate understanding that words are made up of letters
 - I** LA S 01.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)
 - I** LA S 01.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom
 - I** LA S 01.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)

Reading

- S LA S 01.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.**
- I** LA S 01.1.2.a Segment spoken sentences into words
 - I** LA S 01.1.2.b Identify and produce oral rhymes
 - I** LA S 01.1.2.c Blend and segment syllable sounds in spoken words
 - I** LA S 01.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab)
 - I** LA S 01.1.2.e Manipulate phonemes orally (e.g., blend, segment)
 - I** LA S 01.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and “The word is cat. Change the /t/ to /n/. What’s the new word?” – can)

Reading

- S LA S 01.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.**
- I** LA S 01.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)
 - I** LA S 01.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)
 - I** LA S 01.1.3.c Read at least 100 high-frequency words from a commonly used list
 - I** LA S 01.1.3.d Spell single syllable phonetically regular words
 - I** LA S 01.1.3.e Blend sounds to read words
 - I** LA S 01.1.3.f Read words in connected text
 - I** LA S 01.1.3.g Use word structure to read text including onsets and rimes,

Reading

- LA S 01.1.3.h Monitor the accuracy of decoding contractions, and common compound words (e.g., football, popcorn, daydream)

S LA S 01.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

- LA S 01.1.4.a Read in meaningful phrases that sound like natural language to support comprehension
- LA S 01.1.4.b Use a core of high-frequency words and phrases
- LA S 01.1.4.c Use repeating language patterns when reading
- LA S 01.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)
- LA S 01.1.4.e Read along with others and independently practice keeping an appropriate pace for a text

Reading

S LA S 01.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

- LA S 01.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)
- LA S 01.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
- LA S 01.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words
- LA S 01.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)
- LA S 01.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, teacher, peer)
- LA S 01.1.5.f Locate words in reference materials (e.g., alphabetical order)

Reading

S LA S 01.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

- LA S 01.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)
- LA S 01.1.6.b Identify elements of narrative text (e.g., characters, setting, events)
- LA S 01.1.6.c Retell information from narrative text including characters, setting, and events
- LA S 01.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line,

- LA S 01.1.6.e simile, alliteration, onomatopoeia
- LA S 01.1.6.f Retell main ideas from informational text
- LA S 01.1.6.g Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)
- LA S 01.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)
- LA M 01.1.6.g *Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions, table of contents)*
- LA S 01.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)
- LA S 01.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures
- LA S 01.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text
- LA S 01.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)
- LA S 01.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- LA S 01.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning
- LA S 01.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)
- LA S 01.1.6.o Respond to text verbally, in writing, or artistically

LA S 01.2 Students will learn and apply writing skills and strategies to communicate.

Writing

- S LA S 01.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.**
 - LA S 01.2.1.a Demonstrate that writing communicates thoughts and ideas
 - LA S 01.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)
 - LA S 01.2.1.c Generate a draft by:
 - LA S 01.2.1.d Selecting and organizing ideas relevant to topic, purpose, and genre
 - LA S 01.2.1.e Composing sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)
 - LA S 01.2.1.f Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
 - LA S 01.2.1.g Provide feedback to other writers
 - LA S 01.2.1.h Edit writing for format and conventions (e.g., correct spelling of

Writing

- frequently used words, capitalization, grammar, basic punctuation such as exclamation mark)
- I LA S 01.2.1.i Publish a legible document (e.g., handwritten)
 - I LA S 01.2.1.j Write with appropriate spaces between letters, words, and sentences
 - S LA S 01.2.2 **Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.**
 - I LA S 01.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
 - I LA S 01.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)
 - I LA S 01.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic
 - I LA S 01.2.2.d Write stories with a beginning, middle, and end
 - I LA S 01.2.2.e Compare models and examples (own and others) of various genres create similar pieces

Speaking & Listening

- LA S 01.3 Students will learn and apply speaking and listening skills and strategies to communicate.**
- S LA S 01.3.1 **Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.**
 - I LA S 01.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
 - I LA S 01.3.1.b Communicate orally in daily classroom activities and routines
 - S LA S 01.3.2 **Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.**
 - I LA S 01.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)
 - I LA S 01.3.2.b Use information in order to complete a task (e.g., following one/two step directions, responding to questions)
 - I LA S 01.3.2.c Listen and retell specific details of information
 - I LA S 01.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated
 - S LA S 01.3.3 **Reciprocal communication: Students will develop reciprocal communication skills.**
 - I LA S 01.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)

Sp

- LA S 01.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)
- LA S 01.3.3.c Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)

LA S 01.4 Students will identify, locate, and evaluate information.

Multiple Literacies

- **LA S 01.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).**
 - LA S 01.4.1.a Identify resources to find information (e.g., print, electronic)
 - LA S 01.4.1.b Demonstrate understanding of authorship of print and online resources
 - LA S 01.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)
 - LA S 01.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)
 - LA S 01.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

Millard Standards
Grade 2 Language Arts

LA S 02.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

- S** LA S 02.1.1 **Knowledge of Print: Concept mastered at a previous grade level**
- S** LA S 02.1.2 **Phonological Awareness: Concept mastered at a previous grade level**
- S** LA M 02.1.2 **Phonological Awareness: Students will demonstrate phonological awareness through oral *and written* activities.**

- I** LA M 02.1.2.a *Segment spoken sentences into words*
- I** LA M 02.1.2.b *Identify and produce oral rhymes*
- I** LA M 02.1.2.c *Blend, segment, and delete syllable sounds in spoken words*
- I** LA M 02.1.2.d *Delete and manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and “The word is cat. Change the /t/ to /n/. What’s the new word?” – can)*

Reading

S LA S 02.1.3 **Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.**

- I** LA S 02.1.3.a Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)
- I** LA S 02.1.3.b Read, write, and spell sight words
- I** LA S 02.1.3.c Blend sounds to form words
- I** LA S 02.1.3.d Read words in connected text
- I** LA S 02.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)
- I** LA S 02.1.3.f Monitor the accuracy of decoding

Reading

S LA S 02.1.4 **Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.**

- I** LA S 02.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension
- I** LA S 02.1.4.b Read high-frequency words and phrases accurately and automatically
- I** LA S 02.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text
- I** LA S 02.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text

S LA M 02.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

- I** LA S 02.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)
- I** LA S 02.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
- I** LA S 02.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words
- I** LA S 02.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)
- I** LA S 02.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)
- I** LA S 02.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

S LA S 02.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

- I** LA S 02.1.6.a Identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension
- I** LA S 02.1.6.b Identify elements of narrative text (e.g., characters, setting, plot)
- I** LA S 02.1.6.c Retell information from narrative text including characters, setting, and plot
- I** LA S 02.1.6.d Explore the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)
- I** LA S 02.1.6.e Retell and summarize the main idea from informational text
- I** LA S 02.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)
- I** LA S 02.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)
- I** LA S 02.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)
- I** LA S 02.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures
- I** LA S 02.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
- I** LA S 02.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)
- I** LA S 02.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and

- I LA S 02.1.6.m after reading
Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning
- I LA S 02.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)
- I LA S 02.1.6.o Respond to text verbally, in writing, or artistically

LA S 02.2 Students will learn and apply writing skills and strategies to communicate.

Writing

S LA S 02.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- I LA S 02.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)
- I LA S 02.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre
 - Composing complete sentences of varying length and complexity and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)
 - Developing a coherent beginning and end
- I LA S 02.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- I LA S 02.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing
- I LA S 02.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
- I LA S 02.2.1.f Publish a legible document (e.g., handwritten or electronic)
- I LA S 02.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment)

Writing

S LA S 02.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

- I LA S 02.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
- I LA S 02.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)
- I LA S 02.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)
- I LA S 02.2.2.d Apply an organizational structure that includes a central idea or focus
- I LA S 02.2.2.e Compare models and examples (own and others) of various genres to create a similar piece

LA S 02.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listening

S LA S 02.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

I LA S 02.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

I LA S 02.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

Speaking & Listening

S LA S 02.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

I LA S 02.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)

I LA S 02.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)

I LA S 02.3.2.c Listen and retell specific details of information heard

I LA S 02.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated

Speaking & Listening

S LA S 02.3.3 Reciprocal communication: Students will develop reciprocal communication skills.

I LA S 02.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)

I LA S 02.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)

I LA S 02.3.3.c Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)

LA S 02.4 Students will identify, locate, and evaluate information.

- S** LA S 02.4.1 **Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).**
 - I** LA S 02.4.1.a Use resources to answer guiding questions (e.g., print, electronic)
 - I** **LA M 02.4.1.a** Use resources to develop guiding *questions to be answered through print and electronic sources*
 - I** LA S 02.4.1.b Discuss ethical and legal use of information
 - I** LA S 02.4.1.c Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)
 - I** LA S 02.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)
 - I** LA S 02.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
 - I** LA S 02.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

**Millard Standards
Grade 3 Language Arts**

LA S 03.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA S 03.1.1 Knowledge of Print: Concept mastered at a previous grade level

S LA S 03.1.2 Phonological Awareness: Concept mastered at a previous grade level

Reading

S LA S 03.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

I LA S 03.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell

I LA S 03.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

Reading

S LA S 03.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

I LA S 03.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

I LA S 03.1.4.b Read words and phrases accurately and automatically

I LA S 03.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text

I LA S 03.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing

Reading

S LA S 03.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

I LA S 03.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

I LA S 03.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

I LA S 03.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words

I LA S 03.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)

I LA S 03.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

I LA S 03.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

S LA S 03.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

- I** LA S 03.1.6.a Identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension
- I** LA S 03.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)
- I** LA S 03.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details
- I** LA S 03.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)
- I** LA S 03.1.6.e Retell and summarize the main idea from informational text using supporting details
- I** LA S 03.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)
- I** LA S 03.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)
- I** LA S 03.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
- I** LA S 03.1.6.i Use narrative or informational text to develop a multi-cultural perspective
- I** LA S 03.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
- I** LA S 03.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)
- I** LA S 03.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- I** LA S 03.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
- I** LA S 03.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)
- I** LA S 03.1.6.o Use examples and details in a text to make inferences about a story or situation
- I** LA S 03.1.6.p Respond to text verbally, in writing, or artistically

LA S 03.2 Students will learn and apply writing skills and strategies to communicate.

S LA S 03.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- I** LA S 03.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)
- I** LA S 03.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre
 - Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory)
 - Developing paragraphs with topic sentences and supporting facts and details
- I** LA S 03.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- I** LA S 03.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing
- I** LA S 03.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
- I** LA S 03.2.1.f Publish a legible document (e.g., handwritten or electronic)
- I** LA S 03.2.1.g Write legibly in cursive

S LA S 03.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

- I** LA S 03.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
- I** LA S 03.2.2.b Write considering audience and what the reader needs to know
- I** LA S 03.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)
- I** LA S 03.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)
- I** LA S 03.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA S 03.3 Students will learn and apply speaking and listening skills and strategies to communicate.

S LA S 03.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

- I** LA S 03.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
- I** LA S 03.3.1.b Demonstrate speaking techniques for a variety of purposes and

- I LA S 03.3.1.c situations
Utilize available media to enhance communication (e.g., poster, overhead)

S LA S 03.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

- I LA S 03.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)
- I LA S 03.3.2.b Use information in order to complete a task
- I LA S 03.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information
- I LA S 03.3.2.d Listen to and summarize thoughts, ideas, and information being communicated

S LA S 03.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

- I LA S 03.3.3.a Develop awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)
- I LA S 03.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)
- I LA S 03.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA S 03.4 Students will identify, locate, and evaluate information.

S LA S 03.4.1 Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).

- I** LA S 03.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)
- I** LA M 03.4.1.a *Select and use multiple resources to answer guiding questions (e.g., print, electronic)
- Identify and narrow topics*
- I** LA S 03.4.1.b Discuss ethical and legal use of information
- I** LA S 03.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)
- I** LA S 03.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)
- I** LA S 03.4.1.e Identify bias and commercialism (e.g., product placement, advertising)
- I** LA S 03.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
- I** LA S 03.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

**Millard Standards
Grade 4 Language Arts**

LA S 04.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA S 04.1.1 **Knowledge of Print: Concept mastered at a previous grade level**

S LA S 04.1.2 **Phonological Awareness: Concept mastered at a previous grade level**

Reading

S LA S 04.1.3 **Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.**

I LA S 04.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell

I LA S 04.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

Reading

S LA S 04.1.4 **Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.**

I LA S 04.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

I LA S 04.1.4.b Read words and phrases accurately and automatically

I LA S 04.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text

I LA S 04.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

Reading

S LA S 04.1.5 **Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

I LA S 04.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)

I LA S 04.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

I LA S 04.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

I LA S 04.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)

I LA S 04.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

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S LA S 04.1.6 **Comprehension: Students will extract and construct meaning using prior**

knowledge, applying text information, and monitoring comprehension while reading grade level text.

- 1 LA S 04.1.6.a Identify author purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
- 1 LA S 04.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
- 1 LA S 04.1.6.c Summarize narrative text including characters, setting, and plot with supporting details
- 1 LA S 04.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
- 1 LA S 04.1.6.e Retell and summarize the main idea from informational text using supporting details
- 1 LA S 04.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
- 1 LA S 04.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)
- 1 LA S 04.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
- 1 LA S 04.1.6.i Use narrative or informational text to develop a multi-cultural perspective
- 1 LA S 04.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text
- 1 LA S 04.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)
- 1 LA S 04.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- 1 LA S 04.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
- 1 LA S 04.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)
- 1 LA S 04.1.6.o Use examples and details in a text to make inferences about a story or situation
- 1 LA S 04.1.6.p Respond to text verbally, in writing, or artistically

LA S 04.2 Students will learn and apply writing skills and strategies to communicate.

S LA S 04.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- I** LA S 04.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)
- I** LA S 04.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre
 - Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
 - Developing introductory and concluding paragraphs
- I** LA S 04.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- I** LA S 04.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing
- I** LA S 04.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
- I** LA S 04.2.1.f Publish a legible document (e.g., handwritten or electronic)
- I** *LA M 04.2.1.g Write legibly in cursive*

S LA S 04.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

- I** LA S 04.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
- I** LA S 04.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind
- I** LA S 04.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)
- I** LA S 04.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)
- I** LA S 04.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA S 04.3 Students will learn and apply speaking and listening skills and strategies to communicate.

S LA S 04.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

- I** LA S 04.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting
- I** LA S 04.3.1.b Demonstrate speaking techniques for a variety of purposes and



- through electronic means (e.g., podcasts, video chats, distance learning, e-pals)
- LA S 04.4.1.e Identify bias and commercialism (e.g., product placement, advertising)
- LA S 04.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
- LA S 04.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

**Millard Standards
Grade 5 Language Arts**

LA S 05.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA S 05.1.1 **Knowledge of Print: Concept mastered at a previous grade level**

S LA S 05.1.2 **Phonological Awareness: Concept mastered at a previous grade level**

Reading

S LA S 05.1.3 **Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.**

I LA S 05.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)

Reading

S LA S 05.1.4 **Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.**

I LA S 05.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

I LA S 05.1.4.b Read words and phrases accurately and automatically

I LA S 05.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

I LA S 05.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

Reading

S LA S 05.1.5 **Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

I LA S 05.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)

I LA S 05.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

I LA S 05.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures

I LA S 05.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)

I LA S 05.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

S LA S 05.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

- I** LA S 05.1.6.a Identify author purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
- I** LA S 05.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
- I** LA S 05.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details
- I** LA S 05.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
- I** LA S 05.1.6.e Summarize and analyze the main idea from informational text using supporting details
- I** LA S 05.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
- I** LA S 05.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
- I** LA S 05.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
- I** LA S 05.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres
- I** LA S 05.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective
- I** LA S 05.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources
- I** LA S 05.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)
- I** LA S 05.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- I** LA S 05.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
- I** LA S 05.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text
- I** LA S 05.1.6.p Respond to text verbally, in writing, or artistically

LA S 05.2 Students will learn and apply writing skills and strategies to communicate.

S LA S 05.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- I** LA S 05.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)
- I** LA S 05.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre
 - Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
 - Developing details and transitional phrases that link one paragraph to another
- I** LA S 05.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- I** LA S 05.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing
- I** LA S 05.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
- I** LA S 05.2.1.f Publish a legible document (e.g., report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)

S LA S 05.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

- I** LA S 05.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
- I** LA S 05.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., a known or unknown individual, business, organization)
- I** LA S 05.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)
- I** LA S 05.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)
- I** LA S 05.2.2.e Analyze models and examples (own and others') of various genres to create a similar piece

LA S 05.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listening

- S** LA S 05.3.1 **Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.**
- I** LA S 05.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
 - I** LA S 05.3.1.b Demonstrate speaking techniques for a variety of purposes and situations
 - I** LA S 05.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)

Speaking & Listening

- S** LA S 05.3.2 **Listening Skills: Students will develop and apply active listening skills across a variety of situations.**
- I** LA S 05.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
 - I** LA S 05.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information
 - I** LA S 05.3.2.c Listen to, summarize and interpret message and purpose of information being communicated


Speaking & Listening

- S** LA S 05.3.3 **Reciprocal communication: Students will develop and apply reciprocal communication skills.**
- I** LA S 05.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)
 - I** LA S 05.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)
 - I** LA S 05.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA S 05.4 Students will identify, locate, and evaluate information.

Multiple Literacies

- S** LA S 05.4.1 **Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).**
- I** LA S 05.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)
 - I** *LA M 05.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources) - Identify and narrow topics*
 - I** LA S 05.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

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- LA S 05.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)
 - LA S 05.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)
 - LA S 05.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)
 - LA S 05.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
 - LA S 05.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

**Millard Standards
Grade 6 Language Arts**

LA S 06.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA S 06.1.1 **Knowledge of Print: Concept mastered at a previous grade level**

S LA S 06.1.2 **Phonological Awareness: Concept mastered at a previous grade level**

Reading

S LA S 06.1.3 **Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.**

I LA S 06.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)

Reading

S LA S 06.1.4 **Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.**

I LA S 06.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

I LA S 06.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

Reading

S LA S 06.1.5 **Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**

I LA S 06.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

I LA S 06.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

I LA S 06.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures

I LA S 06.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)

I LA S 06.1.5.e Determine meanings using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

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S LA S 06.1.6 **Comprehension: Students will extract and construct meaning using prior**

knowledge, applying text information, and monitoring comprehension while reading grade level text.

- LA S 06.1.6.a Explain how author’s purpose and perspective affect the meaning and reliability of the text
- LA S 06.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)
- LA S 06.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme
- LA M 06.1.6.c *Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme (main idea in narrative text)*
- LA S 06.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
- LA S 06.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details
- LA S 06.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
- LA S 06.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
- LA S 06.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)
- LA S 06.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres
- LA S 06.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective
- LA S 06.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources
- LA S 06.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)
- LA S 06.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- LA S 06.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct
- LA S 06.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text
- LA S 06.1.6.p Respond to text verbally, in writing, or artistically

LA S 06.2 Students will learn and apply writing skills and strategies to communicate.

S LA S 06.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- I** LA S 06.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions
- I** LA S 06.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre
 - Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity
 - Concluding with detailed summary linked to the purpose of the composition
- I** LA S 06.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- I** LA S 06.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing
- I** LA S 06.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
- I** LA S 06.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

S LA S 06.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

- I** LA S 06.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
- I** LA S 06.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)
- I** LA S 06.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, e-mail, podcast)
- I** LA S 06.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)
- I** LA S 06.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

LA S 06.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listening

- S** LA S 06.3.1 **Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.**
 - I** LA S 06.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
 - I** LA S 06.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
 - I** LA S 06.3.1.c Utilize available media to enhance communication

Speaking & Listening

- S** LA S 06.3.2 **Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.**
- S** LA M 06.3.2 ***Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.***
 - I** LA S 06.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
 - I** LA S 06.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information
 - I** LA S 06.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated
 - I** LA M 06.3.2.c ***Listen to and comprehend thoughts, ideas, and information being communicated***


Speaking & Listening

- S** LA S 06.3.3 **Reciprocal communication: Students will develop, apply, and adapt reciprocal communication skills.**
 - I** LA S 06.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)
 - I** LA S 06.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)
 - I** LA S 06.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

Multiple Literacies

LA S 06.4 Students will identify, locate, and evaluate information.

- S** LA S 06.4.1 **Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).**
- S** LA M 06.4.1 ***Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).***
 - I** LA S 06.4.1.a Select and use multiple resources to generate and answer

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- LA S 06.4.1.b questions and establish validity of information (e.g., print, subscription databases, web resources)

● LA S 06.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)
 - LA S 06.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)
 - LA S 06.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)
 - LA S 06.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)
 - LA S 06.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
 - LA S 06.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Millard Standards
Grade 7 Language Arts

LA S 07.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA S 07.1.1 Knowledge of Print: Concept mastered at a previous grade level

S LA S 07.1.2 Phonological Awareness: Concept mastered at a previous grade level

Reading
Reading

S LA S 07.1.3 Word Analysis: Concept mastered at a previous grade level

S LA S 07.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

I LA S 07.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance

I LA S 07.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

Reading

S LA S 07.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

I LA S 07.1.5.a Determine meanings of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

I LA S 07.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

I LA S 07.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words

I LA S 07.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

I LA S 07.1.5.e Determine meanings using print and digital reference materials

Reading

S LA S 07.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

I LA S 07.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective

I LA S 07.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

I LA M 07.1.6.b Identify and analyze elements of narrative text (e.g., character

- development, setting, plot development, conflict, point of view, theme, intro inference)*
- LA S 07.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)
 - LA S 07.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
 - LA S 07.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
 - LA S 07.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)
 - LA S 07.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
 - LA S 07.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres
 - LA S 07.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective
 - LA S 07.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers
 - LA S 07.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)
 - LA S 07.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
 - LA S 07.1.6m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct
 - LA S 07.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text
 - LA S 07.1.6.o Respond to text verbally, in writing, or artistically
 - LA M 07.1.6.p *Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme (main idea in narrative text)*

LA S 07.2 Students will learn and apply writing skills and strategies to communicate.

Writing

S LA S 07.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- I** LA S 07.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions
- I** LA S 07.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre
 - Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons
 - Using effective transitional words and cues to unify important ideas
- I** LA S 07.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- I** LA S 07.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing
- I** LA S 07.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
- I** LA S 07.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

Writing

S LA S 07.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

- I** LA S 07.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)
- I** LA S 07.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)
- I** LA S 07.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)
- I** LA S 07.2.2.d Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)
- I** LA S 07.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

LA S 07.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listening

S LA S 07.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

- I** LA S 07.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
- I** LA S 07.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
- I** LA S 07.3.1.c Utilize available media to enhance communication

Speaking & Listening

S LA S 07.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

S LA M 07.3.2 *Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.*

- I** LA S 07.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
- I** LA S 07.3.2.b Listen and ask probing questions to elicit information
- I** LA S 07.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated
- I** *LA M 07.3.2.c Listen to comprehend thoughts, ideas, and information being communicated*

Speaking & Listening

S LA S 07.3.3 Reciprocal communication: Students will develop, apply, and adapt reciprocal communication skills.

- I** LA S 07.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)
- I** LA S 07.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)
- I** LA S 07.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA M 07.4 Students will identify, locate, and evaluate information.

- S** LA S 07.4.1 **Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).**
- S** *LA M 07.4.1 Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).*
- I** LA S 07.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)
- I** LA S 07.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)
- I** LA S 07.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)
- I** LA S 07.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)
- I** LA S 07.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)
- I** LA S 07.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
- I** LA S 07.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Millard Standards
Grade 8 Language Arts

LA S 08.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA S 08.1.1 Knowledge of Print: Concept mastered at a previous grade level

S LA S 08.1.2 Phonological Awareness: Concept mastered at a previous grade level

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S LA S 08.1.3 Word Analysis: Concept mastered at a previous grade level

Reading

S LA S 08.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

- I** LA S 08.1.4.a Incorporate elements of prosodic reading to communicate text
- I** LA S 08.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style
- I** LA S 08.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)

Reading

S LA S 08.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

- I** LA S 08.1.5.a Determine meanings of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
- I** LA S 08.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
- I** LA S 08.1.5.c Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)
- I** LA S 08.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
- I** LA S 08.1.5.e Determine meanings using print and digital reference materials

Reading

S LA S 08.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

- I** LA S 08.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
- I** LA S 08.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view,

- inferred and recurring themes)
- *LA M 08.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes, inference, tone)*
- LA S 08.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)
- LA S 08.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
- LA S 08.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
- LA S 08.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)
- LA S 08.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres
- LA S 08.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences
- LA S 08.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective
- LA S 08.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers
- LA S 08.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)
- LA S 08.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
- LA S 08.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct
- LA S 08.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
- LA S 08.1.6.o Respond to text verbally, in writing, or artistically
- *LA M 08.1.6.p Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme (main idea in narrative text)*

LA S 08.2 Students will learn and apply writing skills and strategies to communicate.

Writing

S LA S 08.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- I** LA S 08.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information
- I** LA S 08.2.1.b Generate a draft by:
 - Defining and stating a thesis
 - Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
 - Identifying and using parallelism to present items in a series and items juxtaposed for emphasis
- I** LA S 08.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- I** LA S 08.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing
- I** LA S 08.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
- I** LA S 08.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

Writing

S LA S 08.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

- I** LA S 08.2.2.a Write in a variety of genres, considering purpose and audience
- I** LA S 08.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)
- I** LA S 08.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)
- I** LA S 08.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece
- I** *LA M 08.2.2.e Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)*

LA S 08.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listeni

S LA S 08.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

- I** LA S 08.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
- I** LA S 08.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
- I** LA S 08.3.1.c Utilize available media to enhance communication

Speaking & Listening

S LA S 08.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

S LA M 08.3.2 *Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.*

- I** LA S 08.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
- I** *LA M 08.3.2.a Develop and apply the listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group, summarize)*
- I** LA S 08.3.2.b Listen and ask questions concerning the speaker's content, delivery and purpose
- I** LA S 08.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated

Speaking & List

S LA S 08.3.3 Reciprocal communication: Students will develop, apply, and adapt reciprocal communication skills.

- I** LA S 08.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)
- I** LA S 08.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats
- I** LA S 08.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community
- I** *LA M 08.3.3.d Use conversation strategies (e.g., gain the floor, stay on topic, balanced participation, non-verbal cues when participate in small*

LA S 08.4 Students will identify, locate, and evaluate information.

- S** LA S 08.4.1 **Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).**
- S** LA M 08.4.1 ***Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).***
- I** LA S 08.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)
- I** LA M 08.4.1.a *Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., print, subscription databases, web resources)
- connect information to make new ideas*
- I** LA S 08.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)
- I** LA S 08.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)
- I** LA S 08.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)
- I** LA S 08.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)
- I** LA S 08.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
- I** LA S 08.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Millard Standards
Grade 9 Language Arts

LA M 09.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA M 09.1.1 Knowledge of Print: Concept mastered at a previous grade level

S LA M 09.1.2 Phonological Awareness: Concept mastered at a previous grade level

Reading

S LA M 09.1.3 Word Analysis: Concept mastered at a previous grade level

Reading

S LA M 09.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

I LA M 09.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations

I LA M 09.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

I LA M 09.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)

Reading

S LA M 09.1.5 Vocabulary: Students will build literary, general academic, and content specific vocabulary.

I LA M 09.1.5.a Analyze and use bases/roots, affixes – both prefixes and suffixes to understand word meaning

I LA M 09.1.5.b Use and relate new vocabulary to prior knowledge

I LA M 09.1.5.c Select a context clue strategy to determine cross curricular and content specific terms to a variety of texts

I LA M 09.1.5.d Analyze semantic relationships and select context clues to determine the meanings of unfamiliar and multi-meaning words, especially as they exist in metaphor, personification and idiom

I LA M 09.1.5.e Determine meanings using print and digital reference materials while identifying valid sources of online information

Reading

S LA M 09.1.6 Comprehension: Students will extract meaning using prior knowledge and apply strategies to self-monitor comprehension before, during and after reading.

I LA M 09.1.6.a Analyze textual evidence and author's tone to determine author's purpose (inform, entertain, persuade), and author's perspective (viewpoint)

I LA M 09.1.6.b Identify and analyze elements of narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)

I LA M 09.1.6.c Summarize with the ability to interpret theme and support it with

- I** *an overview of the plot, characters, and setting*
- I** LA M 09.1.6.d *Use preface, epilogue, author's notes to enhance comprehension in narrative text*
- I** LA M 09.1.6.e *Analyze the function and critique the effects of the author's stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)*
- I** LA M 09.1.6.f *Summarize with the ability to paraphrase and analyze author's craft to provide support for a synthesis of main idea(s)*
- I** LA M 09.1.6.g *Use knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support) to construct meaning*
- I** LA M 09.1.6.h *Use text features to locate information and gain meaning from a text, analyze essential elements (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, photographs)*
- I** LA M 09.1.6.i *Recognize the relationship between the concepts and themes of literature and informational text in order to construct meaning*
- I** LA M 09.1.6.j *Analyze and critique the effects of historical, cultural, political, and biographical influences in a variety of genres*
- I** LA M 09.1.6.k *Use narrative and informational text to develop a national and global multi-cultural perspective*
- I** LA M 09.1.6.l *Interact with the text before (preview, identify purpose, activate and evaluate prior knowledge), during (marks and annotates text with paraphrases, inferences) and after reading (retrieves key words, passages, generates and answers multi-level questions)*
- I** LA M 09.1.6.m *Select text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task) and begin to identify more complex purposes for reading (e.g., to evaluate source credibility and author's craft, understand a differing viewpoint)*
- I** LA M 09.1.6.n *Build and activate relevant prior knowledge to clarify text (understand events, deepen understanding (ideas and themes), draw conclusions, recognize implications, and make connections*
- I** LA M 09.1.6.o *Self-monitor comprehension for accuracy and understanding by applying appropriate strategies to self-correct when errors detract from meaning*
- I** LA M 09.1.6.p *Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text*
- I** LA M 09.1.6.q *Respond to text verbally, in writing, or artistically*

LA M 09.2 *Students will learn and apply writing skills and strategies to communicate.*

- S LA M 09.2.1 Writing Process: Students will use the writing process (plan, draft, revise, edit, and publish) to create essay using correct spelling,**
- I** LA M 09.2.1.a Use the writing process to compose a compare/contrast essay
 - I** LA M 09.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre
 - Composing paragraphs with sentences of varying length and complexity
 - Integrating literary terms into the analytical writing process and begin expressing interpretation of text through writing
 - I** LA M 09.2.1.c Apply designated items from the grammar continuum to their writing process
 - I** LA M 09.2.1.d Analyze models and examples (their own and others') in order to create similar pieces
 - I** LA M 09.2.1.e
 - Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar, usage)
 - Use a concession paragraph in an argument or persuasive essay
 - I** LA M 09.2.1.f Publish a legible document (e.g., handwritten or electronic) using the writing process to compose a compare/contrast essay

- S LA M 09.2.2 Writing Genres: Students will demonstrate knowledge of components specific to the structures of a definition, compare/contrast, descriptive, argumentative, and persuasive essay.**
- I** LA M 09.2.2.a Write in a variety of genres, considering purpose and audience
 - Vary the five paragraph structure for audience and purpose
 - I** LA M 09.2.2.b Write in a variety of genres, considering medium and available technology
 - Use appropriate figurative language based on audience, purpose, and medium in writing
 - I** LA M 09.2.2.c Write considering typical characteristics of the selected genre (e.g., business letter, letter to the editor, report, email, class notes, research paper, play)
 - Use an effective conclusion in narrative writing
 - Use a concession paragraph in an argument or persuasive essay
 - I** LA M 09.2.2.d Write using well-crafted, cohesive organization appropriate to the task
 - Produce two types of creative writing (Poem, Short Story, Graphic Novel, Play Script, Song, Cartoon, etc.)
 - I** LA M 09.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece
 - I** LA M 09.2.2.f
 - Practice source validation and in-text citations according to MLA format
 - Create a works cited page according to MLA format

LA M 09.3 Students will learn and apply speaking and listening skills and strategies to

communicate.

Speaking & Listening

- S** **LA M 09.3.1** **Speaking Skills: Students will develop and refine speaking skills that convey an idea.**
- I** LA M 09.3.1.a *Communicate ideas and information in a clear and concise manner appropriate to its purpose*
 - Demonstrate understanding of various discussion practices (e.g., Socratic circles, Literature circles, etc.)
 - I** LA M 09.3.1.b *Demonstrate and adjust speaking techniques for a variety of purposes and situations*
 - Demonstrate understanding of various discussion practices (e.g., Socratic circles, Literature circles, etc.)
 - I** LA M 09.3.1.c *Utilize available media to enhance communication*
 - Use online information and computer technology to enhance written and oral communication skills

Speaking & Listening

- S** **LA M 09.3.2** **Listening Skills: Students will develop, and refine listening skills that convey an idea.**
- I** LA M 09.3.2.a *Develop the listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group, summarize)*
 - I** LA M 09.3.2.b *Listen to multi-step directions in order to complete a task*
 - I** LA M 09.3.2.c *Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information*
 - I** LA M 09.3.2.d *Listen to and comprehend thoughts, ideas, and information being communicated*

Speaking & Listening

- S** **LA M 09.3.3** **Reciprocal communication: Students will develop, and refine reciprocal communication skills that convey an idea.**
- I** LA M 09.3.3.a *Develop awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)*
 - Listen and respond appropriately to peers during discussion
 - Communicate ideas and insights from a text within a discussion
 - I** LA M 09.3.3.b *Use conversation strategies (e.g., gain the floor, stay on topic, balanced participation, non-verbal cues when participate in small group discussions or 1-on-1)*
 - I** LA M 09.3.3.c *Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats*
 - Communicate ideas and understanding of a text to the class orally
 - I** LA M 09.3.3.d *Respect diverse perspectives while collaborating and participating as a member of the community*

LA M 09.4 **Students will identify, locate, and evaluate information.**

- S LA M 09.4.1 Multiple Literacies: Students will identify appropriate digital resources and synthesize information in a variety of media and formats.**
- I LA M 09.4.1.a** *Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., print, subscription databases, web resources)*
 - Connect information to make new ideas
 - Identify valid sources of online information
 - I LA M 09.4.1.b** *Recognize and comply with legal, ethical, and responsible use of digital information*
 - I LA M 09.4.1.c** *Use safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)*
 - I LA M 09.4.1.d** *Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)*
 - Use online information and computer technology to enhance written and oral communication skills
 - I LA M 09.4.1.e** *While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)*
 - Identify valid sources of online information
 - Identify the elements of a visual text (e.g., specific words or phrases, colors, and individual images)
 - Identify contrast of elements
 - Explain the purpose of a visual text
 - I LA M 09.4.1.f** *Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)*
 - Explain the purpose of a visual text
 - Use online information and computer technology to enhance written and oral communication skills
 - I LA M 09.4.1.g** *Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)*

Millard Standards
Grade 10 Language Arts

LA M 10.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

S LA M 10.1.1 Knowledge of Print: Concept mastered at a previous grade level

S LA M 10.1.2 Phonological Awareness: Concept mastered at a previous grade level

Reading

S LA M 10.1.3 Word Analysis: Concept mastered at a previous grade level

Reading

S LA M 10.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

- I LA M 10.1.4.a** Independently incorporate elements of prosodic reading to interpret text in a variety of situations
- I LA M 10.1.4.b** Adjust oral or silent reading pace based on purpose, text difficulty, form, and style
- I LA M 10.1.4.c** Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)

Reading

S LA M 10.1.5 Vocabulary: Students will independently use structural analysis to determine word meanings and relationships.

- I LA M 10.1.5.a** Use bases/roots, affixes – both prefixes and suffixes with emphasis on Anglo-Saxon, Greek, and Latin roots to understand word meaning
- I LA M 10.1.5.b** Use and relate new vocabulary to prior knowledge
- I LA M 10.1.5.c** Select a context clue strategy to determine cross curricular and content specific terms to a variety of texts
- I LA M 10.1.5.d** Analyze semantic relationships and select context clues to determine the meanings of unfamiliar and multi-meaning words, especially as used in figurative language
- I LA M 10.1.5.e** Determine meanings using print and digital reference materials while identifying valid sources of online information

Reading

S LA M 10.1.6 Comprehension: Students will extract meaning using prior knowledge and apply strategies to self-monitor comprehension before, during and after reading.

- I LA M 10.1.6.a** Analyze textual evidence and author's tone to determine author's purpose and perspective
- I LA M 10.1.6.b** Analyze setting, plot, and character through social, cultural, and historical significance to synthesize themes within and/or across

- cultures*
- LA M 10.1.6.c Summarize whole and parts of a text to evaluate author's craft, analyze theme, and synthesize themes across texts and/or authors
 - LA M 10.1.6.d Use preface, epilogue, author's notes to enhance comprehension in narrative text
 - LA M 10.1.6.e Analyze and evaluate how an author's style and use of complex literary devices work to achieve his or her purpose
 - LA M 10.1.6.f Summarize text and analyze author's craft to create a synthesis of main ideas across texts
 - LA M 10.1.6.g Use knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept/definition, question/answer) to construct meaning
 - LA M 10.1.6.h Use text features to locate information and gain meaning from a text, analyze essential elements (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, photographs)
 - LA M 10.1.6.i Identify and understand the defining characteristics of different genres for both narrative and informational text (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
 - LA M 10.1.6.j Analyze and critique the effects of historical, cultural, political, and biographical influences in a variety of genres
 - LA M 10.1.6.k Use narrative and informational text to develop a national and global multi-cultural perspective
 - LA M 10.1.6.l Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers
 - LA M 10.1.6.m Select text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task) and begin to identify more complex purposes for reading (e.g., to evaluate source credibility and author's craft, understand a differing viewpoint)
 - LA M 10.1.6.n Build and activate relevant prior knowledge to clarify text (understand events, deepen understanding (ideas and themes), draw conclusions, recognize implications, and make connections
 - LA M 10.1.6.o Self-monitor comprehension for accuracy and understanding by applying appropriate strategies to self-correct when errors detract from meaning
 - LA M 10.1.6.p Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
 - LA M 10.1.6.q Respond to text verbally, in writing, or artistically

LA M 10.2 Students will learn and apply writing skills and strategies to communicate.

S LA M 10.2.1 Writing Process: Students will use the writing process to plan, draft, revise, edit, and publish using correct spelling, grammar, punctuation, and other standard conventions.

- I** LA M 10.2.1.a Interpret writing prompts to determine their writing purpose and the expectations of the audience
- I** LA M 10.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre
 - Composing paragraphs with sentences of varying length and complexity
 - Using the writing process to compose a cause/effect essay
- I** LA M 10.2.1.c Use the writing process to compose a cause/effect essay
- I** LA M 10.2.1.d Analyze models and examples (their own and others') of various genres of writing in order to create similar pieces
- I** LA M 10.2.1.e
 - Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar, usage)
 - Apply designated items from the grammar continuum to their writing process
- I** LA M 10.2.1.f Publish a legible document (e.g., handwritten or electronic) using the writing process to compose a cause/effect essay

S LA M 10.2.2 Writing Genres: Students will demonstrate knowledge of components specific to the structures of problem-solution, definition, cause and effect, analysis, and synthesis.

- I** LA M 10.2.2.a Write in a variety of genres, considering purpose and audience
 - Take ownership of the choices in their writing in terms of its purpose, audience and voice
 - Use appropriate figurative language based on audience, purpose and medium in writing
- I** LA M 10.2.2.b Write in a variety of genres, considering medium and available technology
 - Use appropriate figurative language based on audience, purpose, and medium in writing
- I** LA M 10.2.2.c Write considering typical characteristics of the selected genre (e.g., business letter, letter to the editor, report, email, class notes, research paper, play)
 - Use appropriate structure for audience and purpose
- I** LA M 10.2.2.d Write using well-crafted, cohesive organization appropriate to the task
 - Use internal and external transitions
- I** LA M 10.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece
- I** LA M 10.2.2.f Interpret writing prompts to determine their writing purpose and the expectations of the audience

LA M 10.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listening

- S LA M 10.3.1 Speaking Skills: Students will develop and refine speaking skills that convey an idea.**
- I LA M 10.3.1.a** *Communicate ideas and information in a clear and concise manner appropriate to its purpose*
 - Actively participate in the various group discussion formats
 - Communicate ideas and insights from a text within a discussion
 - I LA M 10.3.1.b** *Demonstrate and adjust speaking techniques for a variety of purposes and situations*
 - Actively participate in the various group discussion formats
 - Communicate ideas and insights from a text within a discussion
 - I LA M 10.3.1.c** *Utilize available media to enhance communication*
 - Use appropriate figurative language based on audience, purpose and medium in writing
 - Synthesize information received from digital sources to enhance written and oral communication products

Speaking & Listening

- S LA M 10.3.2 Listening Skills: Students will develop, and refine listening skills that convey an idea.**
- I LA M 10.3.2.a** *Develop the listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group, summarize)*
 - Actively participate in the various group discussion formats
 - Communicate ideas and insights from a text within a discussion
 - I LA M 10.3.2.b** *Listen to multi-step directions in order to complete a task*
 - I LA M 10.3.2.c** *Listen attentively, ask questions to clarify, and take notes to ensure accuracy of information and respond appropriately with validated statements/opinions*
 - I LA M 10.3.2.d** *Listen to and comprehend thoughts, ideas, and information being communicated*

Speaking & Listening

- S LA M 10.3.3 Reciprocal communication: Students will develop, and refine reciprocal communication skills that convey an idea.**
- I LA M 10.3.3.a** *Develop awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)*
 - Actively participate in the various group discussion formats
 - Listen and respond appropriately with validated statements/opinions
 - Communicate ideas and insights from a text within a discussion
 - I LA M 10.3.3.b** *Use conversation strategies (e.g., gain the floor, stay on topic, balanced participation, non-verbal cues when participate in small group discussions or 1-on-1)*

- I** LA M 10.3.3.c *Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats*

 - Communicate ideas and insights from a text within a discussion
- I** LA M 10.3.3.d *Respect diverse perspectives while collaborating and participating as a member of the community*

LA M 10.4 Students will identify, locate, and evaluate information.

Multiple Literacies

S LA M 10.4.1 Multiple Literacies: Students will identify appropriate digital resources and synthesize information in a variety of media and formats.

- I** LA M 10.4.1.a *Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., print, subscription databases, web resources)*

 - Connect information to make new ideas
 - Integrate information from outside sources (weaving, synthesizing, and evaluating/validating) into a product
 - Analyze visual composition for meaning
 - Evaluate and deduce author/artist's purpose/audience
 - Analyze the components of valid digital sources (e.g. domain, date, author, advertising)
 - Synthesize information received from digital sources to enhance written and oral communication products
- I** LA M 10.4.1.b *Recognize and comply with legal, ethical, and responsible use of digital information*
- I** LA M 10.4.1.c *Use safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)*
- I** LA M 10.4.1.d *Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)*
- I** LA M 10.4.1.e *While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)*

 - Synthesize information received from digital sources to enhance written and oral communication products (e.g., podcasts, video chats, distance learning, video productions, message boards, etc.)
- I** LA M 10.4.1.f *Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)*

 - Communicate ideas and insights from a text within a discussion
- I** LA M 10.4.1.g *Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)*



Millard Standards
Grade 11 Language Arts

LA M 11.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

- S LA M 11.1.1 Knowledge of Print: Concept mastered at a previous grade level**
- S LA M 11.1.2 Phonological Awareness: Concept mastered at a previous grade level**
- S LA M 11.1.3 Word Analysis: Concept mastered at a previous grade level**
- S LA M 11.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.**

- I LA M 11.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations**
- I LA M 11.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style**
- I LA M 11.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)**

Reading

- S LA M 11.1.5 Vocabulary: Students will build literary, general academic, and content specific vocabulary.**
- I LA M 11.1.5.a Use word structure, word origins, and affixes to synthesize word parts in order to determine or change word meaning**
- I LA M 11.1.5.b Use and relate new vocabulary to prior knowledge**
- I LA M 11.1.5.c Independently apply appropriate strategy to determine meanings of unknown words in a variety of texts**
- I LA M 11.1.5.d Use semantic relationships to evaluate, defend, and make judgments**
- I LA M 11.1.5.e Determine meanings using print and digital reference materials while identifying valid sources of online information**

Reading

- S LA M 11.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level or above text.**
- I LA M 11.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources**
- I LA M 11.1.6.b Analyze similar and dissimilar themes among different ethnic, cultural, and regional literature that represent varying American perspectives**
- I LA M 11.1.6.c Summarize whole and parts of a text to evaluate author's craft, analyze theme, and synthesize themes across texts and/or authors**

- *LA M 11.1.6.d Evaluate how an author's style and use of complex literary devices work to achieve his or her purpose in American literature*
- *LA M 11.1.6.e Summarize, analyze, synthesize, and evaluate main ideas across texts.*
- *LA M 11.1.6.f Extract and construct meaning using prior knowledge, applying text information and monitoring comprehension*
- *LA M 11.1.6.g Analyze and evaluate information from text features (including index, annotations, maps, charts, tables, graphs, headings, subheadings, lists, photographs, glossary, footnotes, margin notes, etc.) to locate information and gain meaning from informational texts*
- *LA M 11.1.6.h Utilize strategies to effectively comprehend various genres at varying levels of difficulty*
- *LA M 11.1.6.i Analyze and critique the author's perspective and purpose as determined by historical context and other influences using a*
- *LA M 11.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective*
- *LA M 11.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing and evaluating prior knowledge, information from the text and additional sources, to support answers*
- *LA M 11.1.6.l Select text for a particular purpose and begin to identify more complex purposes for reading (e.g., to analyze multiple perspectives, to critique elements of author's craft)*
- *LA M 11.1.6.m Activate and evaluate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections and recognize possible misconceptions or oversimplification of higher level concepts*
- *LA M 11.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct*
- *LA M 11.1.6.o Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text*
- *LA M 11.1.6.p Respond to text verbally, in writing, or artistically*

LA M 11.2 Students will learn and apply writing skills and strategies to communicate.

Writing

- **S LA M 11.2.1 Writing Process: Students will use the writing process to plan, draft, revise, edit, and publish using correct spelling, grammar, punctuation, and other standard conventions.**
- *LA M 11.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information*
- *LA M 11.2.1.b Generate a draft by:
- Selecting and organizing ideas relevant to topic, purpose, and*

- genre
 - Composing paragraphs with sentences of varying length and complexity
 - Using internal and complex external transitions
- LA M 11.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- LA M 11.2.1.d Analyze models and examples of various genres in order to create similar pieces; provide feedback to other writers; utilize others' feedback to improve own writing
- LA M 11.2.1.e
 - Edit writing for format and conventions (e.g., spelling, capitalization, punctuation, grammar, usage)
 - Apply designated items from the grammar continuum to their writing process
- LA M 11.2.1.f Publish a legible document, handwritten or electronic, that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

S LA M 11.2.2 Writing Genres: Students will demonstrate knowledge of components specific to the structures of analysis, problem-solution, synthesis, and personal essay.

- LA M 11.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology
- LA M 11.2.2.b Use research skills appropriate for their product considering audience, purpose (e.g., problem-solution, literary analysis, persuasive, etc.), medium, and technology
- LA M 11.2.2.c Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, class notes, poem, job application and accompanying cover letter, senior project, college application essay)
- LA M 11.2.2.d Write using well-crafted, cohesive organization appropriate to the task
 - Use appropriate structure for audience and purpose
 - Integrate appropriate criteria (e.g., literary terms, artistic devices, rhetorical techniques, historical characteristics, etc.) in order to analyze a text through writing
- LA M 11.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece
- LA M 11.2.2.f Use appropriate persuasive techniques based on audience, purpose, and medium in writing

LA M 11.3 Students will learn and apply speaking and listening skills and strategies to

communicate.

Speaking & Listening

S LA M 11.3.1 Speaking Skills: Students will develop and refine speaking skills that convey an idea.

- I LA M 11.3.1.a** Research, analyze, and communicate information in variety of media and formats (e.g., textual, visual and digital)
- I LA M 11.3.1.b** Demonstrate and adjust speaking techniques for a variety of purposes and situations
- I LA M 11.3.1.c** Utilize available media to enhance communication

Speaking & Listening

S LA M 11.3.2 Listening Skills: Students will research, analyze, and communicate information.

- I LA M 11.3.2.a** Develop and use listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group, summarize)
- I LA M 11.3.2.b** Listen to multi-step directions in order to complete a task
- I LA M 11.3.2.c** Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation
- I LA M 11.3.2.d** Listen to, and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated

Speaking & Listening

S LA M 11.3.3 Reciprocal communication: Students will develop, apply, and adapt reciprocal communication skills.

- I LA M 11.3.3.a** Develop awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)
- I LA M 11.3.3.b** Use conversation strategies (e.g., gain the floor, stay on topic, balanced participation, non-verbal cues when participate in small group discussions or 1-on-1)
- I LA M 11.3.3.c** Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats
- I LA M 11.3.3.d** Respect diverse perspectives while collaborating and participating as a member of the community

LA M 11.4 Students will identify, locate, and evaluate information.

ies

S LA M 11.4.1 Multiple Literacies: Students will analyze and synthesize visual media to

infer meaning and/or purpose in a variety of media and formats.

- ***LA M 11.4.1.a*** *Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., print, subscription databases, web resources)*
 - *Connect information to make new ideas*
 - *Evaluate visual messages for bias, commercialism, and hidden agendas (e.g., television, newspaper, magazines, movies, internet, billboards, photographs, artwork. etc.)*
- ***LA M 11.4.1.b*** *Demonstrate ethical and legal use of digital information and academic style*
- ***LA M 11.4.1.c*** *Use safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)*
- ***LA M 11.4.1.d*** *Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)*
- ***LA M 11.4.1.e*** *While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)*
 - *View and analyze visual messages in order to make historical and thematic connections in American literature*
 - *Identify and analyze the meaning of color, proximity, organization, and sequences in a piece of American graphic literature*
- ***LA M 11.4.1.f*** *Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)*
- ***LA M 11.4.1.g*** *Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)*

Millard Standards
Grade 12 Language Arts

LA S 12.1 Students will learn and apply reading skills and strategies to comprehend text.

Reading

- S** LA S 12.1.1 **Knowledge of Print: Concept mastered at a previous grade level**
- S** LA S 12.1.2 **Phonological Awareness: Concept mastered at a previous grade level**
- S** LA S 12.1.3 **Word Analysis: Concept mastered at a previous grade level**
- S** LA S 12.1.4 **Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.**
 - I** LA S 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations
 - I** LA S 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style
 - I** LA S 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)
- S** LA S 12.1.5 **Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.**
 - I** LA S 12.1.5.a Determine meanings of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
 - I** LA S 12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations
 - I** LA S 12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text
 - I** LA S 12.1.5.d Use semantic relationships to evaluate, defend, and make judgments
 - I** LA S 12.1.5.e Determine meaning using print and digital reference materials
- S** LA S 12.1.6 **Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**
 - I** LA S 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
 - I** LA S 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)

Reading

- LA S 12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)
- LA S 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text
- LA S 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)
- LA S 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)
- LA S 12.1.6.g Analyze and evaluate make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding
- LA S 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres
- LA S 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective
- LA S 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers
- LA S 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)
- LA S 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading
- LA S 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct
- LA S 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text
- LA S 12.1.6.o Respond to text verbally, in writing, or artistically
- LA M 12.1.6.p Summarize, analyze, synthesize, and evaluate narrative text*
- LA M 12.1.6.q Use preface, epilogue, author's notes to enhance comprehension in narrative text*

LA M 12.2

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

S LA S 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- I** LA S 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information
- I** LA S 12.2.1.b Generate a draft by:
 - Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject
 - Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
 - Applying standard rules of sentence formation, including parallel structure and subordination
- I** LA S 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- I** LA S 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing
- I** LA S 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
- I** LA S 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

S LA S 12.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

- I** LA S 12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology
- I** LA S 12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)
- I** LA S 12.2.2.c Select and apply an organizational structure appropriate to the task
- I** LA S 12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece
- I** *LA M 12.2.2.e Demonstrate preparedness to write in a variety of future personal and career situations*

LA S 12.3 Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking & Listening

S LA S 12.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

- I** LA S 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting
- I** LA S 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations
- I** LA S 12.3.1.c Utilize available media to enhance communication

Speaking & Listening

S LA S 12.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

S LA M 12.3.2 *Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.*

- I** LA S 12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
- I** LA S 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmation
- I** LA S 12.3.2.c Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated

Speaking

S LA S 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

- I** LA S 12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats
- I** LA S 12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)

LA S 12.4 Students will identify, locate, and evaluate information.

S LA S 12.4.1 Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).

- I** LA S 12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)
- I** LA S 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)
- I** LA S 12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)
- I** LA S 12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)
- I** LA S 12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)
- I** LA S 12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
- I** LA S 12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)

AGENDA SUMMARY SHEET

Agenda Item: Secondary Partnerships Memorandum of Understanding Metropolitan Community College and Millard Public Schools, 2009-2010

Meeting Date: March 2, 2009

Department: Educational Services

Title and Brief Description: Secondary Partnerships Memorandum of Understanding Metropolitan Community College and Millard Public Schools, 2009-2010

Action Desired: Approval: X

Background: This Memorandum of Understanding for Dual Enrolment courses between Millard Public Schools and Metropolitan Community College has been established to support the Career Academies planned for fall 2009 implementation. These include the Entrepreneurship Academy, the Finance Academy, and the Education Academy. This Memorandum of Understanding has been reviewed by District legal counsel.

Recommendations: Approve Memorandum of Understanding with MCC in support of Career Academy program

Strategic Plan Reference: Strategy 8, Action Plans 3, 4, 5, & 6

Timeline: Fall 2009

Responsible Person(s): Mark Feldhausen, Nancy Johnston, Barb Waller

Superintendent's Signature: _____

**SECONDARY PARTNERSHIPS MEMORANDUM OF UNDERSTANDING
METROPOLITAN COMMUNITY COLLEGE
AND
MILLARD PUBLIC SCHOOLS
2009-2010**

As an extension of the Dual Enrollment Program at Metropolitan Community College (MCC), full college credit will be granted for MCC classes taught in a high school setting if they meet MCC policies and objectives. The conditions, procedures and services of this agreement with Millard Public Schools are as follows:

CONDITIONS:

INSTRUCTOR QUALIFICATIONS - Any instructor teaching an MCC course, including any instructor teaching/working in cooperation with the selected high school academy course(s), must meet MCC's predetermined faculty qualifications. The proposed instructor must submit an MCC application and all official post-secondary transcripts to MCC Human Resources in order to be considered and approved as an adjunct MCC instructor.

COURSE CONTENT - To assure equivalent knowledge, skills, and outcomes of any MCC course, including high school academy course(s) offered as a dual enrollment course, the appropriate MCC faculty and Academic Dean/Assistant Dean will provide the course outline(s) and determine the appropriate number of contact hours. Both MCC and Millard Public Schools will maintain their high standards for education, assuring each course meets the desired objectives of each institution.

STUDENT QUALIFICATIONS - Millard Public Schools students who want to participate in any credit course offered as part of an MCC dual enrollment course must be recommended by a high school official and must have completed all MCC prerequisite courses.

Any of the following methods can be used to assess MCC prerequisites:

- _____ ACT scores
- _____ PLAN scores
- _____ Assessment/COMPASS scores
- _____ Course objectives of a completed high school course may match the objectives of an MCC prerequisite course, and therefore, demonstrate proficiency and readiness for college-level work.

It is the responsibility of Millard Public Schools to accommodate students with disabilities taking MCC courses in the high school building.

PROCEDURES:

1. The proposed instructor's application, experience and transcripts will be reviewed and approved by the appropriate MCC Academic Dean/ Assistant Dean.
2. The relevant MCC faculty and administration will provide the curriculum outline(s) and the instructor's textbook, plus other supplemental materials, for the agreed upon course(s). Upon request, the MCC faculty and administration will provide a sample syllabus as a model for the course.
3. Students who participate in a dual enrollment course section, which is offered at or originating from MCC, are required to register as Metro students and follow the registration procedures decided upon by the partnership officials. If the dual enrollment course is an MCC online course, only high school students in the section who register as MCC students will have access to the online curriculum.
4. Students are responsible for paying all tuition and fees and must follow set tuition refund and drop dates. MPS Academy tuition will be 50% of the MCC resident student tuition. (Refer to the website www.mccneb.edu for tuition and fee costs.) If a party other than the student has arranged to cover tuition and fees for a particular course, it is outlined in the attached Dual Enrollment Course spreadsheet. Payment for the course is expected within the first twenty-one days of the course start date.
5. MCC will select/approve the textbook and supplemental materials for the course. MCC will provide the Millard Public Schools with ISBN # if needed. If MPS agrees to purchase the textbooks, and students wish to own the textbooks, they may purchase them at an MCC bookstore, <http://www.mccneb.edu/bookstore.asp>.
6. Students may register in person or by mail. Millard Public Schools officials will work with the MCC Secondary Partnerships Office to determine the most effective registration method.
7. The MCC staff, working with Millard Public Schools, will determine the course start and end dates to ensure sufficient class time.
8. The Millard Public Schools District reimbursement rate for the 09-10 school year is \$380 (subject to MCC Board negotiations) per equivalent credit hour (ECH) established for the relevant MCC course. To receive this fee, a minimum class size of eight MCC registered students must be attained. For classes of fewer than eight, reimbursement is prorated based on MCC's independent study rate of \$35.00 per student credit hour if the instructor is also employed by the partnering high school/organization. Instructor salary/reimbursement payments for these dual enrollment course(s) are issued in one of two ways:
 - i. If a high school instructor is teaching the designated MCC course as part of his/her contract time with Millard Public Schools, MCC will make reimbursements to the district for the selected instructor's services. In

June of the academic year, the MCC Business Office will generate payment to the district for cost of instruction. MCC will notify the district with the details on which payment is based (i.e., MCC course name and number, course term, academic year, and number of students in the class). The MCC Business Office will remit the amount due to Millard Public Schools, as long as the instructor has submitted to MCC all his/her employment paperwork.

- ii. If the MCC instructor is not contracted with Millard Public Schools during the class time, or if the school opts, payment arrangements will be made directly with the instructor.

MCC does not compensate secondary school district instructors for additional costs, such as mileage and travel time.

9. It is the responsibility of Millard Public Schools and all other involved parties to communicate with the appropriate MCC Academic Dean/Assistant Dean regarding any requests for possible changes in the approved course(s) including changes in the course outline, textbook or instructional staff. A course syllabus for each class is to be on file at the appropriate Academic Dean's office no later than the end of the first week of instruction.
10. All MCC policies and procedures, including but not limited to dates for tuition payment and/or refunds, drug free schools/communities, and FERPA, will apply to the course(s) and registered students. Nothing herein shall be construed to supersede or void Millard Public Schools' Policy and Rules.
11. The location for each course will be jointly agreed upon by MCC and Millard Public Schools. This location will be documented in the attachment to this Agreement. Should any location changes be necessary, the following parties must be notified prior to the change: the MCC Secondary Partnerships Office, the MCC Academic Dean/Assistant Dean, the Millard Public Schools Official, the instructor, and the site facilitator.
12. The instructor of the course(s) involved in the partnership will assign and report all midterm, quarter, semester, and final progress reports to the high school and the final grades to MCC. MCC grades are due, via WebAdvisor, within 48 hours after the end of the course. Once an instructor is approved, MCC will provide the instructor with a grading timeline.

SERVICES:

1. Upon completion of a course, students may complete the required form to receive an MCC transcript with the appropriate MCC course title, credits, and grade. The approved course may be transferable to other institutions based upon the criteria of these other institutions.
2. MCC staff may periodically contact/visit any dual enrollment course class offered at Millard Public Schools, to enhance communication between those involved, to

ensure the section of the course remains comparable to other sections of the MCC course, and to assure each party's expectations of the course are being met. MCC will provide advance notice and comply with any security procedures in place at the school.

3. As Millard Public Schools contracted teachers, instructors will be evaluated according to MPS Board of Education policy and rules. The instructor may also be evaluated using standards and procedures established by MCC. Officials from Millard Public Schools and MCC will review such instructor performance evaluations and work cooperatively to resolve issues of unsatisfactory instructor performance.

TERMINATION OR ADJUSTMENTS OF AGREEMENT:

1. This agreement will be subject to annual review. Either party, for any reason, may terminate this agreement upon thirty days written notice to be effective at the end of said semester. Written notification of cancellation should be provided to the following: the MCC Secondary Partnerships Office, the MCC Academic Dean/Assistant Dean, the MPS Administration, the instructor, and the site facilitator.

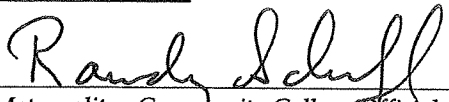
Please note: If MCC is responsible for hiring an instructor who is not concurrently teaching at the named high school, every effort will be made to offer a course. Occasionally, extenuating circumstances arise which may result in the need to cancel or modify course times or dates. MCC reserves the right to cancel a class or adjust the time/date of a class at any time due to enrollment, staffing or other extenuating factors. Cancellations may begin approximately one month prior to the course start date. In the event that a course cancellation occurs, MCC will seek to identify alternative options.

2. The MCC Board reserves the right to make adjustments to the terms of this contract, if found to be in violation of law, MCC Board policies, or any negotiated agreement between the MCC Board and an MCC employee group. Any such changes must be communicated to and accepted by Millard Public Schools.

COURSES:

Based upon the items of this agreement, Millard Public Schools will partner with Metropolitan Community College to offer dual enrollment college courses. The course names and numbers will be stated in an attachment to this Agreement.

SIGNATURES:



Metropolitan Community College Official

Date: 3/6/09



Millard Public Schools Official

Date: 3/2/09

EARLY ENTRY COURSE PARTNERSHIP AGREEMENT

METROPOLITAN COMMUNITY COLLEGE

AND

MILLARD PUBLIC SCHOOLS

205

YEAR 2009-2010

METRO QUARTERS
FA = fall 09/FA
WI = winter 09/WI
SP = spring 09/SP

COURSE			DATES		TIME		DAYS	INSTRUCTOR PAYMENT			TUITION PAYMENTS			
QTR	TITLE	NUMBER	CREDITS	START	END	START	END	MTWTHF	INSTRUCTOR	REIMBURSE HS or SCHOOL DISTRICT	PAY INSTRUCTOR	STUDENTS PAY MCC	HS PAYS MCC	OUTSIDE AGENCY TO MCC
FA	English Composition I	ENG 1010	4.5	8/12/2009	12/22/2009	12:00	1:30	MTWTHF	Susan Kvasnicka	MPS				
FA	Introduction to Early Childhood Education	EDEC 1150	4.5	8/12/2009	12/22/2009	1:30	2:15	MTWTHF	Jacque Jacox	MPS				
FA	Early Childhood Education Pre-Practicum		1.5	8/12/2009	12/22/2009	2:45	3:00	MTWTHF	Jacque Jacox	MPS				
WI	English Composition II	ENGL 102	4.5	1/6/2010	3/12/2010	12:00	1:30	MTWTHF	Cathy Squires	MPS				
SP	Introduction to Comparative Religion	PHIL 220	4.5	1/6/2010	3/12/2010	1:30	3:00	MTWTHF	Matt Heys	MPS				
FA	Accounting I & II	ACCT 1100, 1101	8	8/12/2009	5/26/2010	12:00	12:45	MTWTHF	Michaela Wragge	MPS				
FA	Introduction to Entrepreneurship	ENTR 1050	4.5	8/12/2009	12/22/2009	1:30	2:15	MTWTHF	Michaela Wragge	MPS				
FA	Wealth Building & Finance	FINA 1200	4.5	8/12/2009	12/22/2009	2:15	3:00	MTWTHF	Michaela Wragge	MPS				
WI	Entrepreneurship Feasibility Study	ENTR 2040	4.5	1/6/2010	5/26/2010	1:30	2:15	MTWTHF	Michaela Wragge	MPS				
WI	Legal Issues for the Entrepreneur	ENTR 2060	4.5	1/6/2009	5/26/2010	2:15	3:00	MTWTHF	Michaela Wragge	MPS				
FA	Accounting I & II	ACCT 1100, 1101	8	8/12/2009	5/26/2010	12:00	12:45	MTWTHF	Julie Kemp/Tracy Cox	MPS				
FA	Business Math	MATH 1220	4.5	8/12/2009	12/22/2009	1:30	2:15	MTWTH	Aaron Bearinger	MPS				
FA	Financial Calculator Applications	FINA 1320	1	8/12/2009	12/22/2009	1:30	2:15	F	Aaron Bearinger	MPS				
FA	Wealth Building & Finance	FINA 1320	4.5	8/12/2009	12/22/2009	2:15	3:00	MTWTHF	Aaron Bearinger	MPS				
WI	Business Law I	BSAD 1100	4.5	1/6/2010	5/26/2010	2:15	3:00	MTWTHF	Aaron Bearinger	MPS				
WI	Introduction to Investments	FINA 2100	4.5	1/5/2010	5/26/2010	1:30	2:15	MTWTHF	Aaron Bearinger	MPS				

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: March 2, 2009

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Director of Personnel, Don Stroh Administration Center

ACTION DESIRED: Approval

BACKGROUND: The position was advertised in the Omaha World Herald and in Millard's job postings. Eleven applications were received (3 from outside the district and 8 within the district). The applications were reviewed by Dr. Kirby Eltiste and Dr. Jim Sutfin. Five applicants from within the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Keith Lutz, Angelo Passarelli, Dr. Jim Sutfin, Roberta Heiden, Jeanine Beaudin, Chad Meisgeier, Dr. Kim Saum-Mills, Brian Begley, Susan Kelley, Susan Anglemyer, and Lori Jasa. I am recommending the following individual for the position.


Kevin Chick Recommended for Director of Personnel at Don Stroh Administration Center. He is currently the Elementary Principal at Norris Elementary School. Prior to that he was the Principal at Black Elk Elementary School. He was an Administrative Intern at Ackerman & Willowdale Elementary Schools for the 1998/99 school year. He was a 6th grade teacher at Central Middle School from 1994 to 1998 and at Holling Heights for the 1993/94 school year. He also taught third grade at Abbott Elementary School for the 1992/93 school year.

Education: BA from the University of Nebraska at Lincoln in 1992, Masters from University of Nebraska at Omaha in 1998 in Educational Administration. He is currently pursuing his Ed Specialist degree with a tentative completion date of Spring 2010.

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: 

AGENDA SUMMARY SHEET

MEETING DATE: March 2, 2009

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Hires; (2) Resignations; (3) Leave of Absence; (4) Contract Amendment; and (5) VSP

OPTIONS & ALTERNATIVES: NA

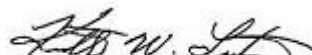
RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: _____  _____

February 2, 2009

AMENDMENT TO CONTINUING CONTRACTS

Recommend: amendment to the following contracts:

1. Kristina Bamesberger – Speech Pathologist at Hitchcock Elementary School beginning August 6, 2009. Amend contract from 60% to 100%. (She is currently a Speech Pathologist at North High School -- .6 FTE.)
2. Nichole Butler – Elementary Counselor at Holling Heights (.5FTE), Willowdale (.4FTE), and Rohwer (.1FTE) beginning August 6, 2009. (She is currently an elementary counselor at Willowdale--.4FTE and Rohwer--.1FTE.)
3. Jennifer Priest – Language Arts teacher at West High School beginning August 6, 2009. (She is currently Language Arts at West High School -- .5 FTE.)

March 2, 2009

LEAVE OF ABSENCE REQUESTS

Recommend: the following extended leave without pay requests be approved:

1. Angela Baratta – Third grade teacher at Neihardt Elementary School—currently on LOA. She is requesting a 2nd year Leave of Absence for the 2009/2010 school year for family reasons.
2. Nicole Courtney – Language Arts teacher at Russell Middle School—currently on LOA. She is requesting a 2nd year Leave of Absence for the 2009/2010 school year for family reasons.
3. Crystal Crites – First grade teacher at Black Elk Elementary School—currently on LOA. She is requesting a 2nd year Leave of Absence for the 2009/2010 school year for family reasons.
4. Rebecca Kling – Fifth grade teacher at Hitchcock Elementary School. She is requesting a Leave of Absence for the 2009/2010 school year for family reasons.

March 2, 2009

ASSOCIATION LEAVE OF ABSENCE

Recommend: the following association leave of absence be approved:

Molly Erickson – Currently the MEA President. She is requesting a Leave of Absence for the 2009/2010 school year to serve as President of MEA.

March 2, 2009

Voluntary Separation

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

47. Robert Schiermeyer – Fifth grade teacher at Harvey Oaks Elementary School – 15 years of service.
48. Terry Neufind – Computer teacher at Andersen Middle School – 22 years of service.
49. Danna Mosser – Family Consumer Science teacher at Russell Middle School – 18 years of service.
50. Karen Callinan – Fourth grade teacher at Montclair Elementary School – 34 years of service.
51. Mary Ehlers – MEP Facilitator at CSMI – 26 years of service.
52. Laurie Brodeur – Computer teacher at Russell Middle School – 30 years of service.
53. Ellen Hartfield – Fifth grade teacher at Sandoz Elementary School – 35 years of service.
54. Steven Joekel – Assistant Principal/Activities Director at West High School – 15 years of service.
55. Robert Gabriel – Special Ed MLC teacher at Millard Learning Center – 20 years of service.
56. Jaclynn Clarke – Instructional Facilitator at Ackerman Elementary School – 30 years of service.
57. Ellen Batenhorst – Language Arts teacher at North High School – 11 years of service.
58. Kathleen Hardenbergh – World Language teacher at South High School – 29 years of service.
59. Mary Keefner – Nurse at Bryan Elementary School – 16 years of service.
60. Jeffrey Koerten – Science teacher at South High School – 30 years of service.

March 2, 2009

RESIGNATIONS

Recommend: the following resignations be accepted:

1. Lindsay Rogers – Second grade teacher at Ezra Millard Elementary School. She is resigning at the end of the 2008/2009 school year for another job in education.
2. Vincene Bushnell – Special Ed Resource teacher at West High School. She is resigning at the end of the 2008/2009 school year due to relocation.
3. Sara Caniglia-Schulte – Special Ed Resource teacher at Wheeler Elementary School. She is resigning at the end of the 2008/2009 school year for personal reasons.
4. Christine Nyffeler – Foreign Language teacher at North High School. She is resigning at the end of the 2008/2009 school year for family reasons.

March 2, 2009

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired:

1. Ann Otto – MA – Doane College. Language Arts teacher (Short-Term) at North Middle School for the 2009/2010 school year.
2. Kerry Black – BA+18 – University of Nebraska at Omaha. Science teacher at South High School for the 2009/2010 school year.
3. Erin Brosz – MA – University of Nebraska at Omaha. Math teacher at Russell Middle School for the 2009/2010 school year.
4. Mallory Masterson – BA – University of Nebraska at Omaha. Social Studies teacher at Kiewit Middle School for the 2009/2010 school year.
5. Mark Hilburn – MA – University of Nebraska at Omaha. Language Arts teacher at West High School for the 2009/2010 school year.
6. Bret Siepker – BA – University of Nebraska at Lincoln. Special Ed Multi-Handicapped teacher at West High School for the 2009/2010 school year.
7. Kerri Moustakes – BA – University of Nebraska at Omaha. Core teacher at Cather Elementary School for the 2009/2010 school year.
8. Bentley Benson – BA – University of Nebraska at Kearney. Science teacher at Kiewit Middle School for the 2009/2010 school year.
9. Kendra Person – MA – University of Nebraska at Omaha. Business teacher at West High School for the 2009/2010 school year.
10. Courtnay Wheat – University of Nebraska at Omaha. Foreign Language teacher at South High School for the 2009/2010 school year.
11. Duff Barten – MA – University of Phoenix. Special Ed Resource teacher at Kiewit Middle School for the 2009/2010 school year.
12. Joy Rooney – BA+21 – Creighton University. Foreign Language teacher at North High School for the 2009/2010 school year. Previous Exp: Westside Community School District (2000/2009).
13. Melissa Haller – MA – Wayne State. Art teacher at West High School for the 2009/2010 school year. Previous Exp: Blair Community Schools (2006/2009); Holy Cross Elementary, Omaha, NE (2005/2006).
14. Scott Persigehl – BA – Wayne State. Business teacher at North High School for the 2009/2010 school year. Previous Exp: Westside School District (1993/2009).

The following individuals were hired on a short-term contract for the 2008/2009 school year and have now been offered a regular contract for the 2009/2010 school year.

1. Justin Higgins – Science teacher at West high School.
2. Dana Christensen – Language Arts teacher at South High School.
3. Linda Gjere – Foreign Language teacher at North Middle School.

The following individuals were CADRE teachers with Millard Public Schools during the 2008/2009 school year. They are now being offered regular contracts for the 2009/2010 school year.

1. Michelle Zey – Language Arts teacher at West High School.
2. Danielle Brazda – Grade 4 teacher at Sandoz Elementary School.
3. Stephanie Heavey – Grade 1 teacher at Black Elk Elementary School.
4. Mallory Lantzer – Grade 3 teacher at Wheeler Elementary School.
5. Katherine McCarthy – Grade 2 teacher at Aldrich Elementary School.
6. Mary Naylor – Kindergarten teacher at Upchurch Elementary School.
7. Jeff Purcell – PE teacher at Norris Elementary School.
8. Andrea Schoepf – Grade 4 teacher at Black Elk Elementary School.
9. Sarah Sitzman – Grade 1 teacher at Ackerman Elementary School.

**February 20, 2009
Millard Public Schools
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd	Current	YTD	Official 9/08	
							Cluster				Enrollment
							Prgm	Total	Change	Change	
Abbott (3 unit)	82	66	68	69	61	68		414	-1	3	411
Ackerman (4 unit)	99	96	82	86	93	93		549	1	-1	550
Aldrich (3 unit)	56	50	97	70	84	68		425	0	-4	429
Black Elk (3 unit)	81	90	99	85	100	92		547	0	10	537
Bryan (3 unit)	68	72	62	60	58	62		382	-1	1	381
Cather (3 unit)	77	79	76	72	68	66		438	3	8	430
Cody (2 unit)	32	34	37	30	31	26	20	210	1	0	210
Cottonwood (3 unit)	56	57	57	57	66	49		342	-1	-4	346
Disney (3 unit)	46	42	45	33	53	31	13	263	-2	-1	264
Ezra Millard (3 unit)	59	62	62	63	61	82	9	398	0	7	391
Harvey Oaks (2 unit)	47	44	56	50	47	45		289	1	1	288
Hitchcock (2 unit)	24	27	29	25	24	35	16	180	3	5	175
Holling Heights (3 unit)	66	65	66	70	66	56	5	394	1	6	388
Montclair (4 unit)	86	87	94	93	68	104		532	5	2	530
Morton (3 unit)	45	59	59	66	56	72	13	370	3	13	357
Neihardt (4 unit)	82	106	106	106	74	86		560	2	11	549
Norris (3 unit)	62	50	57	59	54	54		336	-2	-4	340
Reagan (3 unit)	117	102	102	83	83	57		544	1	1	543
Reeder (3 unit)	61	91	71	78	63	60	13	437	0	2	435
Rockwell (3 unit)	52	49	52	44	48	33	21	299	-1	4	295
Rohwer (3 unit)	70	79	78	79	82	62	16	466	0	-5	471
Sandoz (3 unit)	54	54	50	53	46	55		312	0	0	312
Upchurch (3 unit)	80	57	50	43	36	27		293	2	6	287
Wheeler (4 unit)	98	97	100	99	81	89	23	587	0	6	581
Willowdale (3 unit)	53	68	70	84	68	77		420	1	3	417
Totals	1653	1683	1725	1657	1571	1549	149	9987	16	70	9917

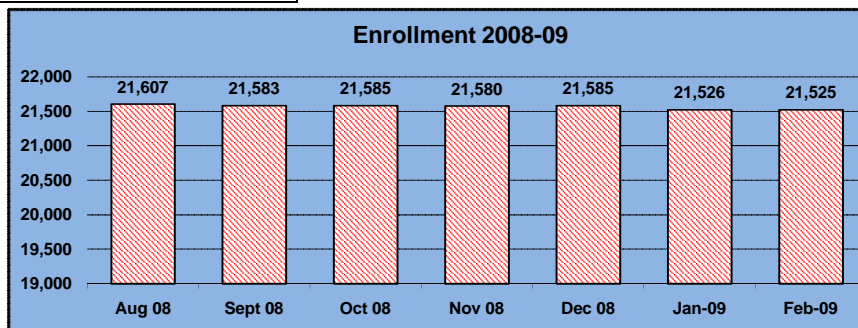
	6	7	8	SpEd	Total	Change	Change	Official 9/08
				Prgm				Enrollment
Andersen MS	245	273	243	11	761	-1	5	756
Beadle MS	299	304	241	31	844	0	5	839
Central MS	254	221	258	27	733	2	-2	735
Kiewit MS	300	293	334	3	927	2	-2	929
North MS	249	239	238	13	726	-1	-6	732
Russell MS	280	292	284	7	856	1	5	851
MS Alternative	5	10	14		29	0	11	18
Totals	1632	1632	1612	92	4876	3	16	4860

	9	10	11	12	SpEd	Total	Change	Change	Official 9/08
					Prgm				Enrollment
North HS		585	585	621	32	2372	-8	-64	2436
South HS		513	518	488	21	2015	-14	-60	2075
West HS		524	529	564	24	2082	-6	-28	2110
Millard Learning Center		0	0	25		94	7	11	83
Totals		1622	1632	1698	77	6563	-21	-141	6704

* High school enrollments reflect early graduates: North - 30, South - 34, West - 33, MLC 17 (TOTAL = 114)

Preschool	Preschool SPED	Contracted SPED	Young Adult Program	Total District K-12	Total District PreK-12		
Cody Early Start	13	Cody	68	44	1	-1	45
Norris	18	Disney	29	55	0	-2	57
Sandoz ELL	17	Hitchcock	30	21525	-1	-58	21583
Montessori - Montclair	83	Montclair	34	22144	-1	15	22129
Montessori - Norris	17	Reeder	36				
Bryan	36	Sandoz	20				
Disney	18	Contracted	6				
Holling Heights	34	Infants	87				
Neidhardt	37	Total	310				
Rockwell	36						
Total	309						

2/20/2009	
Elementary	9987
Middle Sch	4876
High Sch	6563
Contracted	44
Young Adult	55
Total	21525
10/20/2008	
Elementary	9922
Middle Sch	4868
High Sch	6695
Contracted	45
Young Adult	55
Total	21585
Current Chg	-1
YTD Change	-58



Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 09/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Abbott	21	22	23	23	20	23					216
	20	21	23	23	20	22					
	20	23	22	23	21	23					
	21										
Total Students	82	66	68	69	61	68	414	-1	3	411	414
Total Teachers	4.0	3	3	3	3	3	19.0				19.0
Classroom Avg	21	22.0	22.7	23.0	20.3	22.7	22				22

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 09/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Ackerman	21	17	20	21	25	24					
	19	19	20	21	23	24					
	20	20	21	22	21	23					
	19	20	21	22	24	22					
	20	20									
Total Students	99	96	82	86	93	93	549	1	-1	550	549
Total Teachers	5	5	4	4	4	4	26.0				26.0
Classroom Avg	19.8	19.2	20.5	21.5	23.3	23.3	21				21

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Aldrich	20	17	23	23	21	23					
	16	17	25	24	21	22					
	20	16	25	23	20	23					
			24			22					
Total Students	56	50	97	70	84	68	425	0	-4	429	425
Total Teachers	3	3	4	3	4	3	20.00				20
Classroom Avg	18.7	16.7	24.3	23.3	21.0	22.7	21				21

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Black Elk	21	22	25	22	20	23					
	20	23	25	21	20	23					
	19	22	24	21	20	23					
	21	23	25	21	19	23					
					21						
Total Students	81	90	99	85	100	92	547	0	10	537	547
Total Teachers	4	4	4	4	5	4	25				25
Classroom Avg	20.3	22.5	24.8	21.3	20.0	23.0	22				22

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Bryan	17	24	20	20	19	21					
	17	24	21	20	19	20					
	17	24	21	20	20	21					
	17										
Total Students	68	72	62	60	58	62	382	-1	1	381	382
Total Teachers	4	3	3	3	3	3	19				19
Classroom Avg	17.0	24.0	20.7	20.0	19.3	20.7	20				20

Elementary	Classroom Enrollment						SpEd Cluster Prgm					Total	Current Change	YTD Change	Official 9/08 Enrollment	Class	
	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4					C-5	Size W/out SPED
Cather	14	15	16	23	22	23	24	24	23	24	22	23					
	15	16	14				24	24	23	25	24	20					
Total Students	29	31	30	23	22	23	48	48	46	49	46	43	438	3	8	430	438
Total Teachers	2	2	2	1	1	1	2	2	2	2	2	2	21				21
Classroom Avg	14.5	15.5	15.0	23.0	22.0	23.0	24.0	24.0	23.0	24.5	23.0	21.5	21				21

Elementary	Classroom Enrollment						SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5	Size W/out SPED					
Cody	15	17	19	15	15	13	6					
	17	17	18	15	16	13	7					
							7					
Total Students	32	34	37	30	31	26	20	210	1	0	210	190
Total Teachers	2	2	2	2	2	2	3	15				12
Classroom Avg	16.0	17.0	18.5	15.0	15.5	13.0	6.7	14				16

Elementary	Classroom Enrollment						Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5					Size W/out SPED
Cottonwood	19	18	19	20	23	24					
	17	20	18	18	21	25					
	20	19	20	19	22						
Total Students	56	57	57	57	66	49	342	-1	-4	346	342
Total Teachers	3	3	3	3	3	2	17				17
Classroom Avg	18.7	19.0	19.0	19.0	22.0	24.5	20				20

Elementary	Classroom Enrollment						SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class
	K	1	2	3	4	5	Size W/out SPED					
Disney	22	20	16	17	18	17	7					
	24	22	13	16	18	14	6					
			16		17							
Total Students	46	42	45	33	53	31	13	263	-2	-1	264	250
Total Teachers	2	2	3	2	3	2	2	16				14
Classroom Avg	23	21	15	17	18	16	7	16				18

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	Class Size W/out SPED
							Cluster Prgm					
Ezra Millard	19	21	20	22	21	22	2				217	
	19	20	21	19	20	19	7					
	21	21	21	22	20	20						
Total Students	59	62	62	63	61	82	9	398	0	7	391	389
Total Teachers	3	3	3	3	3	4	2	21				19
Classroom Avg	19.7	20.7	20.7	21.0	20.3	20.5	5	19				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	16	22	19	25	23	24					
	15	18									
Total Students	47	44	56	50	47	45	289	1	1	288	289
Total Teachers	3	2	3	2	2	2	14.0				14
Classroom Avg	15.7	22.0	18.7	25.0	23.5	22.5	21				21

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Hitchcock	24	14	13	25	24	20	8				175	164
		13	16			15	8					
Total Students	24	27	29	25	24	35	16	180	3	5	175	164
Total Teachers	1	2	2	1	1	2	2	11.0				9
Classroom Avg	24.0	13.5	14.5	25.0	24.0	17.5	8.0	16				18

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Holling Heights	22	22	23	24	22	19	3				388	389
	22	21	21	22	23	20	2					
	22	22	22	24	21	17						
Total Students	66	65	66	70	66	56	5	394	1	6	388	389
Total Teachers	3	3	3	3	3	3	2	20.0				18
Classroom Avg	22.0	21.7	22.0	23.3	22.0	18.7	2.5	20				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	20	21	19	16	17	22	15	24	21					
				18		14	17	24	19					
								23	20					
								24						
Total Students	39	42	38	51	35	58	47	143	79	532	5	2	530	532
Total Teachers	2	2	2	3	3	3	2	6	4	26				26
Classroom Avg	19.5	21.0	19.0	17.0	17.5	19.3	23.5	23.8	19.8	20				20

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Morton	22	23	17	19	18	23	7				357	357
	23	22	20	23	19	24	6					
		14	22	24	19	25						
Total Students	45	59	59	66	56	72	13	370	3	13	357	357
Total Teachers	2	3	3	3	3	3	2.0	19				17.0
Classroom Avg	22.5	19.7	19.7	22.0	18.7	24.0	6.5	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	16	21	19	21	26	21					
	17	21	22	21	25	22					
	17	21	22	21		22					
	17	21	21	22							
Total Students	82	106	106	106	74	86	560	2	11	549	560
Total Teachers	5	5	5	5	3	4	27.0				27.0
Classroom Avg	16.4	21.2	21.2	21.2	24.7	21.5	21				21

	K	1	2	3	4	5	M-K	M1-3	M-4	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	20	15	19	20	18	21	13	18	17					
								20						
Total Students	41	28	39	40	34	41	21	59	33	336	-2	-4	340	336
Total Teachers	2	2	2	2	2	2	2	3	2	19.0				19.0
Classroom Avg	20.5	14.0	19.5	20.0	17.0	20.5	10.5	19.7	16.5	18				18

	K	1	2	3	4	5	M-K	M1-3	M-4	Total	Current Change	YTD Change	Official 9/08 Enrollment	
	19	22	23	21	22	22								
	20	14	16	20	23	20								
	20	22	24	22	16									
	20	22	24											
	19													
Total Students	117	102	102	83	83	57	544	1	1	543	544			
Total Teachers	6	5	5	4	4	3	27.0				27.0			
Classroom Avg	19.0	20.0	19.5	20.8	20.8	19.0	20				20			

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Program					
Reeder	20	23	24	26	21	22	6				218	
	20	23	24	26	21	23	7					
	21	23	23	26	21	15						
		22										
Total Students	61	91	71	78	63	60	13	437	0	2	435	424
Total Teachers	3	4	3	3	3	3	2.0	21.0				19.0
Classroom Avg	20.0	23.0	23.7	26.0	21.0	20.0	6.5	21				22

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Rockwell	17	16	17	15	16	16	6					
	17	17	17	14	16	17	6					
	18	16	18	15	16		9					
Total Students	52	49	52	44	48	33	21	299	-1	4	295	278
Total Teachers	3.0	3	3	3	3	2	3	20.0				17.0
Classroom Avg	17.3	16.3	17.3	14.7	16.0	16.5	7.0	15				16

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Program					
Rohwer	24	20	20	22	20	21	8					
	23	20	20	22	20	20	8					
	23	20	17	19	21	21						
		19	21	16	21							
Total Students	70	79	78	79	82	62	16	466	0	-5	471	450
Total Teachers	3	4	4	4	4	3	2	24.0				22
Classroom Avg	23.3	19.8	19.5	19.8	20.5	20.7	8.0	19				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
											Sandoz
	18	17	16	18	24	18					
	18	18	19	18	19						
Total Students	54	54	50	53	46	55	312	0	0	312	312
Total Teachers	3	3	3	3	2	3	17				17
Classroom Avg	18.0	18.0	16.7	17.7	23.0	18.3	18				18

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
											Upchurch
	22	18	25	22	18						
	21	20									
	15										
Total Students	80	57	50	43	36	27	293	2	287	287	293
Total Teachers	4	3	2	2	2	1	14				14
Classroom Avg	20.0	19.0	25.0	21.5	18.0	27.0	21				21

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment	
							Cluster Prgm					
Wheeler	21	21	20	19	21	22	12					
	17	19	19	20	21	21	4					
	21	16	22	21	22	23	7					
	21	21	19	19	17	23						
	18	20	20	20								
Total Students	98	97	100	99	81	89	23	587	0	6	581	564
Total Teachers	5	5	5	5	4	4	3	31				28
Classroom Avg	19.6	19.4	20.0	19.8	20.3	22.3	7.7	19				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/08 Enrollment	
											Willowdale
	18	23	24	21	24	26					
	18	23	23	21	23	25					
				21							
Total Students	53	68	70	84	68	77	420	1	3	417	420
Total Teachers	3	3	3	4	3	3	19.0				19
Classroom Avg	17.7	22.7	23.3	21.0	22.7	25.7	22				22

Elementary Totals	Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment
													Cluster Prgm				
Students	1653	1683	1725	1657	1571	1549	67	74	61	53	59	149	9987	16	70	9917	9838
Teachers	86.0	81.0	81.0	77.0	74.0	71.0	9			6.0			23.0	508			485.0
Classroom Avg	19.2	20.8	21.3	21.5	21.2	21.8							6.5	19.66			20.285

	6	7	8	9	10	11	12	SpEd	Total	Current Change	YTD Change	Official 9/08 Enrollment
								Cluster				
Andersen MS	245	273	243					11	761	-1	5	756
Beadle MS	299	304	241					31	844	0	5	839
Central MS	254	221	258					27	733	2	-2	735
Kiewit MS	300	293	334					3	927	2	-2	929
North MS	249	239	238					13	726	-1	-6	732
Russell MS	280	292	284					7	856	1	5	851
MS Alternative	5	10	14						29	0	11	18
Totals	1632	1632	1612					92	4876	3	16	4860
North HS				585	585	621	581	32	2372	-8	-64	2436
South HS				513	518	488	496	21	2015	-14	-60	2075
West HS				524	529	564	465	24	2082	-6	-28	2110
Millard Learning Center				0	0	25	69		94	7	11	83
Totals				1622	1632	1698	1611	77	6563	-21	-141	6704
Contracted SPED									44	1	-1	45
Young Adult Program									55	0	-2	57
Total District Enrollment									21525	-1	-58	21583

AGENDA SUMMARY SHEET

AGENDA ITEM: Legislative Update

MEETING DATE: March 2, 2009

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Legislative Update for the 101st Legislature.

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

Hearings

Senator Ashford was very frustrated with our position on LB 387. Papiro, DC West and Millard testified in support of LB 387. There was a mixed bag of testimony on LB 391. Hearings continue on Tuesday for Learning Community bills.

Learning Community Bills

LB 62 (Adams) Change enrollment option program provisions

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB62.pdf>

LB 387 (Gay) Eliminate certain taxing authority of learning communities and change state aid calculations

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB387.pdf>

LB 391 (Adams) Change the manner of distribution of tax revenue within learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB391.pdf>

LB 392 (Adams) Change provisions relating to learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB392.pdf>

LB 418 (Price) Require valuation changes by the Tax Equalization and Review Commission among counties which have learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB418.pdf>

LB 521 (Pankonin) Provide additional tax levy authority for learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB521.pdf>

LB 534 (Price) Change provisions relating to learning community diversity plans

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB534.pdf>

LB 597 (Ashford) Change provisions relating to collaborative focus schools and programs and magnet schools

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB597.pdf>

ESU Bills

LB 22 (Friend) Change tax levy authority of educational service units and school districts

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB22.pdf>

LB 281 (Mello) Change educational service unit board membership provisions

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB281.pdf>

LB 521 (Pankonin) Provide additional tax levy authority for learning communities

<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB521.pdf>

Funding Bills

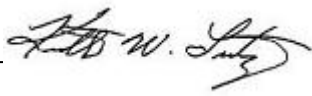
LB 545 (Adams) Change the Tax Equity and Educational Opportunities Support Act
<http://www.unicam.state.ne.us/FloorDocs/Current/PDF/Intro/LB545.pdf>

National Issues

We are still waiting for details on the Economic Stimulus Bill. The construction dollars were pulled but the Governor is given some flexibility to restore them with block grants. I have been in contact with Senator Nelson, Senator Johanns and Congressman Terry on this issue.

STRATEGIC PLAN: Implemented Strategies and Superintendent's Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____  _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Meal Price Report

MEETING DATE: March 2, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Meal Price Report – A review of information related to the possible increase in meal prices for the coming school year.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND:

As reported by Bob Snowden at a previous meeting, the food service finances to date would indicate an anticipated loss of about \$300,000 for this year. This compares to a \$250,000 loss last year.

The two biggest factors in the losses noted above are: (1) the expiration of the exclusive vending contract with Coke and the implementation of the new Alliance for a Healthier Generation regulations and (2) the continuation of the allocations to the buildings despite the reduction in vending revenues.

It should be noted that the allocations to the buildings are used for student activities (e.g., bus transportation, equipment, etc.). The allocation formulas were initiated when the District had the food service program take over responsibility for all of the food and drinks (including vending machines) in the buildings. Prior to that, the buildings took the proceeds from the vending machines – and were in competition with the cafeterias for student food and drink purchases.

More information is available in the attached. In particular, take a look at the second page for some options to consider in balancing the food service budget. The options include meal price increases as well as decreases in building allocations. We would be interested in any thoughts or preferences board member may have. We will return with a recommendation at the next board meeting.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: *(Seeking input at this meeting – will make recommendation at the next meeting.)*

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL: 

Meal Pricing Options

Statistics

Elementary Schools	105	Middle Schools	105
	Aug - Jan Totals		Aug - Jan Totals
Total Breakfast	156,627		22,039
Total/Day	1,492		210
Estimated Paid/Day	1,310		184
Total Lunch	760,588		420,320
Total/Day	7,244		4,003
Estimated Paid/Day	6,360		3,515
High Schools	105	All District	105
	Aug - Jan Totals		Aug - Jan Totals
Total Breakfast	26,836		205,502
Total/Day	256		1,957
Estimated Paid/Day	224		1,718
Total Lunch	315,744		1,496,652
Total/Day	3,007		14,254
Estimated Paid/Day	2,640		12,515

	Current MPS %	Allowed Reimbursements/Meal	
		Breakfast	Lunch
Paid	87.80%	\$ 0.25	\$ 0.24
Reduced	3.90%	\$ 1.10	\$ 2.17
Free	8.30%	\$ 1.40	\$ 2.57
		\$ 0.3786	\$ 0.5087

Average MPS Reimbursement Received Per Meal

Current Meal Prices							
	Breakfast		Lunch		Price Level 1	Price Level 2	Price Level 3
Paid Elementary	\$	1.10	\$	1.80			
Paid Middle	\$	1.35	\$	1.90			
Paid High	\$	1.60			\$ 2.00	\$ 2.60	\$ 3.00
Reduced - All	\$	0.30	\$	0.40			
Adults - Elem	\$	1.60	\$	2.60			
Adults - Middle	\$	1.85	\$	2.60			
Adults - High	\$	2.10			\$ 2.60	\$ 3.10	\$ 3.60

Current Projected Deficit in the Food Service Program (\$319,024)

Current deficit per projected lunch for the 2008-2009 school year **\$ (0.146) per paid lunch**

175 Day Full Year Options

All District Options

5 Cent Increase

Breakfast	\$	15,035.90	Project revenue
Lunch	\$	109,505.04	Project revenue

10 Cent Increase

Breakfast	\$	30,071.79	Project revenue
Lunch	\$	219,010.08	Project revenue

15 Cent Increase

Breakfast	\$	45,107.69	Project revenue
Lunch	\$	328,515.11	Project revenue

20 cent Increase

Breakfast	\$	60,143.59	Project revenue
Lunch	\$	438,020.15	Project revenue

Building Transfer Fund

Current Year	\$	447,000.00	
5% Reduction	\$	22,350.00	Savings
10% Reduction	\$	44,700.00	Savings
15% Reduction	\$	67,050.00	Savings
20% Reduction	\$	89,400.00	Savings
25% Reduction	\$	111,750.00	Savings
30% Reduction	\$	134,100.00	Savings
35% Reduction	\$	156,450.00	Savings
40% Reduction	\$	178,800.00	Savings

High School Options

Elimination of the \$2 meal at the High Schools (leaving the \$2.60 and \$3.00 at their currentl levels)

	Days	\$2 Meals	\$2 Meals/Day	
8/13 - 1/30		105	214,605	2044
	Days	Projected Meals	60 Cents/meal	@ 88%
2009-2010		175	357,675	\$ 214,605 \$ 188,852.40 Projected Revenue

Increase the \$2 meal at the High Schools to \$2.30

	Days	Projected Meals	30 Cents/meal	@ 88%
2009-2010		175	357,675	\$ 107,303 \$ 94,426 Projected Revenue

Elementary School/Middle School Increases

	Elementary	Middle School
5 Cent Increase		
Breakfast	\$ 11,459.88	\$ 1,612.52
Lunch	\$ 55,649.69	\$ 30,753.41
10 Cent Increase		
Breakfast	\$ 22,919.75	\$ 3,225.04
Lunch	\$ 111,299.38	\$ 61,506.83
15 Cent Increase		
Breakfast	\$ 34,379.63	\$ 4,837.56
Lunch	\$ 166,949.07	\$ 92,260.24
20 cent Increase		
Breakfast	\$ 45,839.50	\$ 6,450.08
Lunch	\$ 222,598.75	\$ 123,013.65