

**Ashland-Greenwood Public Schools
General Fund Disbursements
October 19, 2009**

October 19, 2009

Check #	Vendor	Amount	Description
026742	AG Payroll Acct	\$ 244,093.87	Net Payroll
026743	AGEA	\$ 2,130.35	Employee Dues
026744	Blue Cross/Blue Shield	\$ 70,103.25	Payroll Employee Health Ins
026745	Centennial Bank	\$ 10,554.33	Payroll Section 125 Deduct
026746	Guardian	\$ 669.98	Payroll Employee Life Prem
026747	Guardian	\$ 530.60	Employee Vision Plan
026748	GWN Marketing	\$ 1,685.00	Payroll Annuity Deduction
026749	National Ins Serv	\$ 991.20	Payroll LTD Insurance Prem
026750	AG Payroll Acct	\$ 11,074.99	Payroll State Tax Wthhldg
026751	AG Payroll Acct	\$ 200.00	Child Support Deduction
026752	AG Payroll Acct	\$ 75,730.45	Payroll Federal Tax Wthhldg
026753	AG Payroll Acct	\$ 57,559.06	Payroll Retirement Wthhldg
026754	American Fence Company, Inc.	\$ 11.96	Maintenance: Fence materials
026755	AmSan LLC	\$ 2,428.36	Custodial: Supplies
026756	Ashland Auto Parts	\$ 180.70	Maintenance: Supplies
026757	Ashland Disposal Service	\$ 205.00	All Areas: Waste Removal
026758	Ashland Gazette/Wah-Wav-Ash News	\$ 26.00	Guidance: Periodicals
026759	Ashland Pharmacy	\$ 201.91	Nurse: Supplies
026760	Awards Unlimited, Inc.	\$ 38.90	Board of Ed: Supplies
026761	Barnes & Noble Bookstore	\$ 143.00	Title II A: Teach.Tr. Books
026762	Calloway House Inc	\$ 68.91	Guidance Elem: Supplies
026763	Carson-Dellosa Publishing	\$ 154.03	Instruction: Supplies
026764	CDWG	\$ 20.82	MS/HS Principal: Supplies
026765	City Of Ashland	\$ 3,101.75	All Areas: Water/Sewer
026766	Collison Center	\$ 611.00	Transporation: Repair Bus 01
026767	Control Services, Inc.	\$ 425.60	Maintenance: Chiller Service
026768	Cornhusker International Trucks	\$ 169.98	Transportation: Light covers
026769	DATAVIZION LLC	\$ 3,315.00	Inst.Tech: Network Services
026770	Deane's Auto Body Repair	\$ 116.37	Sped Transp:Door Handle
026771	Didax	\$ 53.10	Sped Instruction: Supplies
026772	Electronic Sound, Inc.	\$ 809.00	Instruction:Camera Replace.
026773	Follett Library Resources	\$ 1,550.18	Media: Library books
026774	Michael Frederick	\$ 44.00	Media: HS Books
026775	GovConnection Inc.	\$ 428.26	Instruction: Supplies
026776	Greenwood/Midwest Farmers Coop	\$ 572.12	Maint: Pick Up Tires/Mounting
026777	Heartland Foundation/School	\$ 8,340.00	Sped: Student Tuition
026778	Hometown Leasing	\$ 118.00	Superintendent: Copier Lease
026779	Lori Howard	\$ 25.00	Sped Instr: Sign Lang. Interp.
026780	J. W. Pepper & Son, Inc	\$ 389.31	Band: Sheet Music
026781	Lampe's Clean Air Specialists	\$ 117.50	Maintenance: Air filters
026782	Lincoln Journal Star	\$ 78.00	Media/Library: Periodicals
026783	Linweld	\$ 23.80	Voc Ag: Tank/gas rental
026784	Loftus Septic Pumping	\$ 80.00	Maintenance: Rentals
026785	Gerard Lusienki dba ACCU WRITE	\$ 110.71	Business Office: General Fund
026786	MCI-Mega Preferred	\$ 139.88	Long Distance Service
026787	Mead Lumber Co.	\$ 108.85	All Areas: Supplies/Materials
026788	Midwest Door & Hardware	\$ 3,749.00	Custodial: Restroom Partitions
026789	Midwest Office Automations	\$ 265.00	Instruction: Copier Use

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Check #	Vendor	Amount	Description
026790	NASB	\$ 330.00	Bd of Ed: Workshop 10/7
026791	NASB Alicap	\$ 5,360.00	Custodial: Property Insurance
026792	Nebraska Council of School Administrators	\$ 665.00	Elem Principal: Prof. Dues
026793	NECO	\$ 193.46	Custodial: Security Equipment
026794	Nebraska Safety Council	\$ 145.49	Nurse: Training Materials
026795	Nebraska U. C. Fund	\$ 2,300.00	Unemployment Benefit
026796	NEXTEL	\$ 395.36	Cell Phone Use
026797	No Frills Supermarkets	\$ 530.21	All Areas: Supplies
026798	O'Keefe Elevator Co.	\$ 235.19	Custodial: Elevator Maint.
026799	Omaha Paper Co Inc	\$ 253.38	Superintendent: Copy Paper
026800	Omaha World Herald	\$ 440.37	MHS Princ: Advertising
026801	OPPD	\$ 12,231.22	All Areas: Electricity
026802	Pioneer Overhead Door Inc	\$ 218.34	Maintenance: Door Repair
026803	Pearson Assessments	\$ 101.00	Speech-Lang Assessments
026804	Pella Products of Omaha & Lincoln	\$ 298.93	Cust: Window Replacement
026805	Pepper Music Co.	\$ 747.08	Vocal Music: Music/Supplies
026806	Perry, Guthery, Haase & Gessf	\$ 1,116.00	Admin: Prof. Services
026807	Pitney Bowes Postage By Phone	\$ 500.00	All Areas: Postage
026808	Pitney Bowes Global Financial Serv	\$ 216.00	Superintendent: Copier Lease
026809	Platte Valley Sanitation Inc	\$ 325.00	Custodial: Waste, Recycling
026810	Quill Corp	\$ 60.18	Business Office: Supplies
026811	Reid's Variety	\$ 3.58	All Areas: Keys Bus 04
026812	Renaissance Learning, Inc.	\$ 59.80	Media/Library: Software
026814	Saf-T-Net/Alertnow	\$ 2,172.60	Parent Notification System
026815	Scholastic Inc.	\$ 3,175.00	LEP: Computer Software
026816	School Specialty Supply/eda C	\$ 210.74	Instruction: Supplies
026817	Shaffer Communications	\$ 1,476.09	Transportation: Radio Repair
026818	Skyline Physical Therapy, Inc	\$ 555.95	Physical Therapy
026819	Solution One	\$ 580.95	Instruction: Copier Use
026820	Sparkling Klean	\$ 4,893.93	Custodial: Cleaning Service
026821	Specialized Engineering Solutions	\$ 900.00	Maintenance: Professional Serv
026822	Amanda Stuthman	\$ 3,076.71	Speech Therapy
026823	Tech Depot	\$ 502.22	Media: Projector bulbs
026824	Todd Valley Plbg. & Htg	\$ 13.22	Transportation: Supplies
026825	TumbleBook Library	\$ 399.00	Media/Library: Subscr. Renew
026826	Ty's Outdoor Power & Service Inc	\$ 18.46	Maintenance: Equip Repair
026827	United States Academic Decathlon	\$ 554.40	Academic Decath Supplies
026828	U.S. Post Office	\$ 214.98	Bulk Mailing
026829	Voss Lighting	\$ 78.42	Maintenance: Bulbs
026830	Voyager Fleet Systems	\$ 3,569.38	Transportation/Maint: Fuel
026831	Wahoo-Waverly-Ashland Newspapers	\$ 358.81	Board of Ed: Advertising
026832	The Waldinger Corporation	\$ 93,309.97	Maintenance: Boiler Replace.
026833	Walkers Uniform Rental	\$ 131.00	Uniform Rental
026834	Beverly Wiggs	\$ 2,058.00	Occupational Therapy
026835	Williams Sales & Service	\$ 6,192.79	Transportation: Bus Inspection
026836	Holt, Rinehart & Winston	\$ 209.90	Instruction:Textbooks
026837	National Chemsearch	\$ 141.47	Maintenance: Supplies
026838	Nebraska Safety Council	\$ 150.00	Transportation: Training

**Ashland-Greenwood Public Schools
General Fund Disbursements
October 19, 2009**

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Check #	Vendor	Amount	Description
026839	PayFlex Systems USA Inc	\$ 296.40	Employee Benefit
026840	Quill Corp	\$ 190.64	General Business: Supplies
026841	VISA	\$ 563.95	All Areas: Supplies
026842	Walkers Uniform Rental	\$ 32.75	Uniform Rental
026843	Windstream	\$ 1,053.20	Local Telephone Service
026844	Administrative Operations	\$ 1,052.04	Supplies, Mileage, Fees
		\$ 658,402.64	

Incompletes

Seminole

All Areas: Natural Gas

Authorized by:

Program Data – Big Picture – State of the Schools Report

- Measures the effectiveness of programs over multiple years
- Focuses on the same grade level over multiple years, not the same students

Cohort Data

- Monitoring one group of students over time

Example - STATE WRITING ASSESSMENT – ALL STUDENTS – Meeting or Exceeding Standards

	2002	2003	2004	2005	2006	2007	2008	2009
Grade 4	74%	NA	80%	91%	85%	87%	94%	85%
Grade 5								
Grade 6								
Grade 7								
Grade 8	NA	76%	94%	74%	93%	89%	100%	99%
Grade 9								
Grade 10								
Grade 11	NA	NA	97%	100%	98%	97%	94%	97%

Teacher Data

- Monitoring results for students by teacher

Example 1 – 2 assessment points during the year – 3 same grade level teachers

	Fall Assessment	Spring Assessment
Teacher A	79% proficient	90% proficient
Teacher B	95% proficient	74% proficient
Teacher C	71% proficient	90% proficient

Example 2 – See attached

Though cohort and teacher data is more specific than what is displayed in the SOSR, it is still not often specific enough. In order to address the needs of individual students, we must collect, monitor, and analyze student specific information. We have various tools that we use to try and identify what specific skills a student may be missing.

Individual Student Data

- Monitoring individual student performance

Examples – See attached

DIBELS

Running Record

Classroom Based Assessments

This year at the elementary, we have chosen to focus on increasing our skills in the area of individual student reading data and then using that specific information to impact reading instruction.

At the beginning of this school year, each elementary teacher received a data chart for their class. Teachers have always had access to this data – just not all in one place. We put charts together for a couple of different reasons. One – A step towards increasing accountability. Two – We recognized that we need to work to ensure that every student is getting the needed support no matter whose class they are in – increase equity. Charts allow us to sort and easily discern which students will need additional support during the year. (We will be adding information to the data charts as we progress through the year.)

Mrs. Bray is now going to explain how she has connected the professional performance goals of her staff members to this focus on individual student reading data. She will also briefly talk about some of the professional development and support provided to teachers through our professional learning community (PLC) activities.

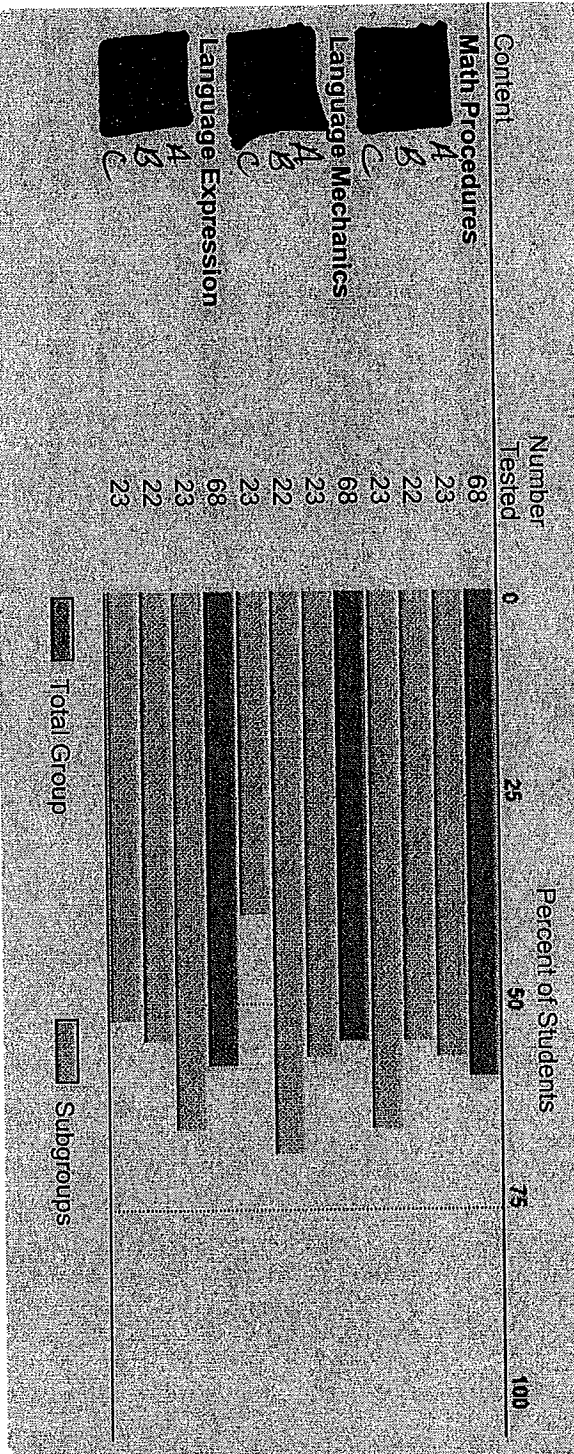
Teacher Data

Stanford 10 SUMMARY CHARTS

Asland Greenwood El

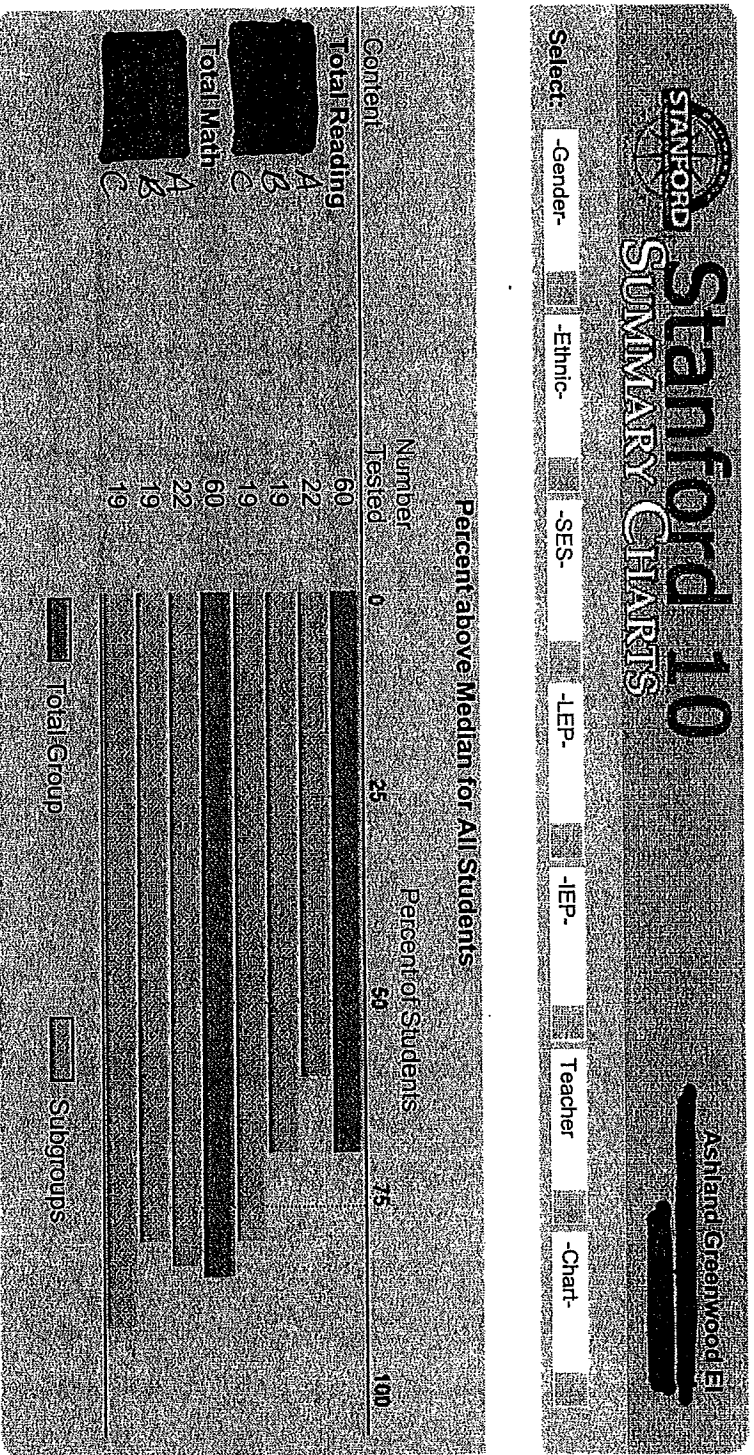
Select: -Gender- -Ethnic- -SES- -LEP- -IEP- Teacher -Chart-

Percent above Median for All Students



2002 Norms: Spring National
Scores based on normative data copyright © 2003 by Pearson. All rights reserved.

Teacher name



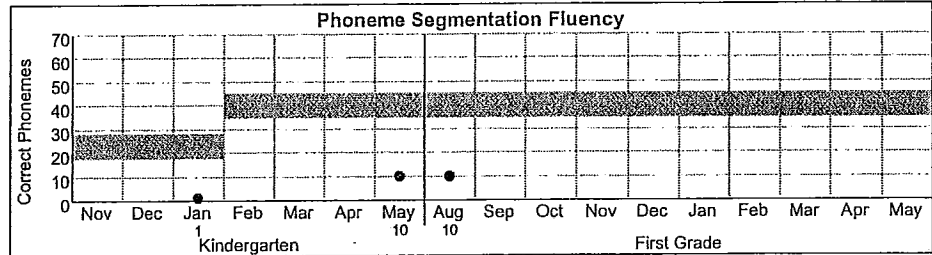
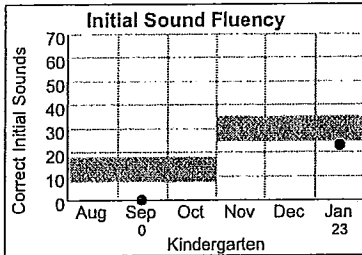
2002 Norms: Spring National Scores based on normative data copyright © 2003 by Pearson. All rights reserved.

Name: [REDACTED]
 ID: [REDACTED]
 Class: Barent 1st Grade
 Grade: First
 Year: 2009-2010
 School: Ashland-Greenwood Elementary
 District: Ashland-Greenwood Public Schools

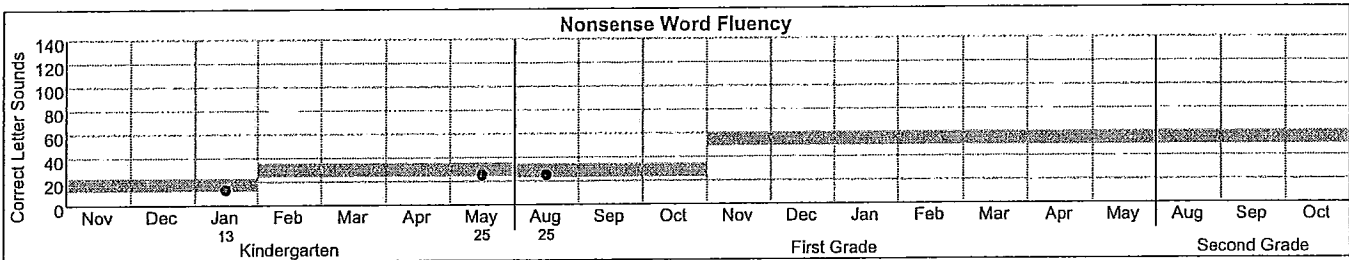
Dynamic Indicators of Basic Early Literacy Skills Individual Student Performance Profile

Legend	● Benchmark Assessment	▲ Score Above Graph Bounds
■ Target Goal	○ Progress Monitoring Assessment	△ Score Above Graph Bounds

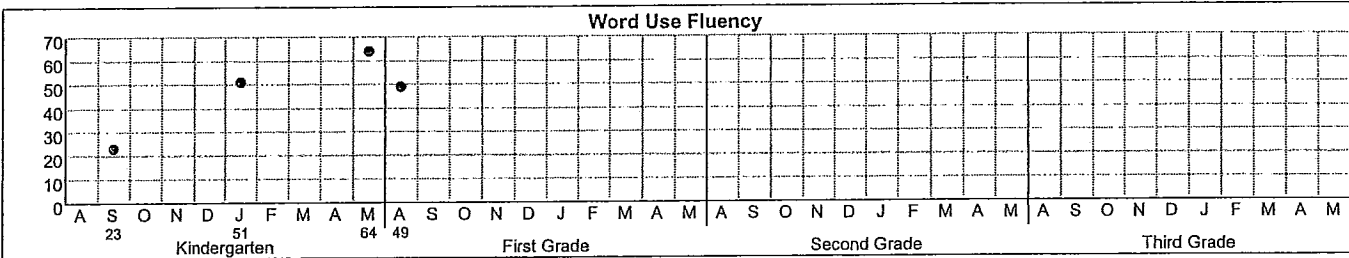
PHONEMIC AWARENESS



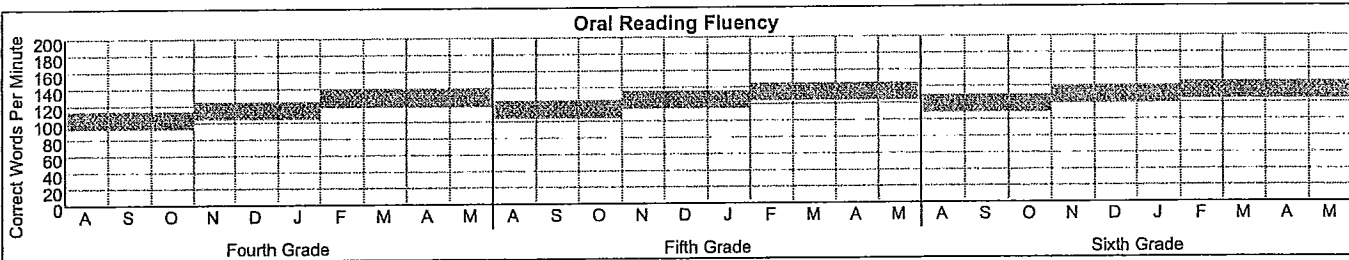
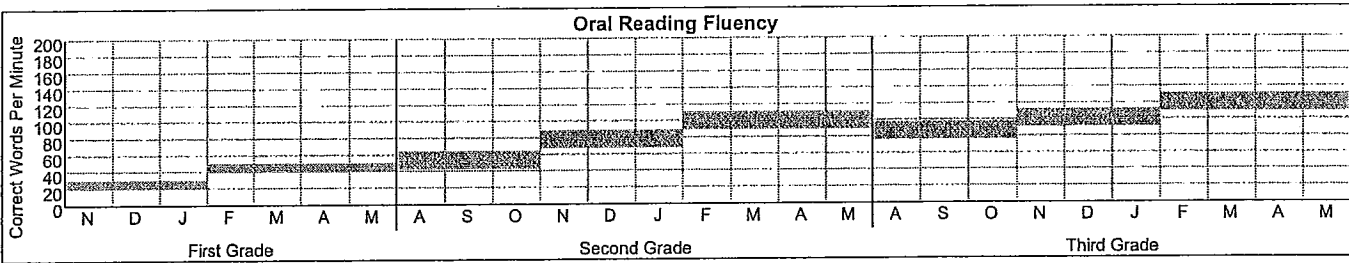
ALPHABETIC PRINCIPLE



VOCABULARY AND ORAL LANGUAGE



FLUENCY AND COMPREHENSION



6 RUNNING RECORD OF TEXT READING

Highest Level at 90% or above
Level ____ Acc ____ %

Date:

Name:

School: _____

Recorder:

Classroom Teacher:

Level: 2

Acc.: 97 %

SC Rate 1: 3

Page	TITLE:	TOTALS		Information used	
		E	SC	E MSV	SC MSV
	<i>had great fluency!</i> <i>Quack, Quack, Quack</i>	6	3		
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* F/R - not shared w/ teachers

Mrs. Barent / Mrs. Mink

Sept. 2009

Data from Spring 2009

							DIBELS		
Name	* F/R	Sped	ASAP	Title	SAI	Reading Level	Letter Naming	Phon. Seg.	Word Use
	R		X			A	18	90	23
				X-RR		A	18	3	23
	R		X			A	26	<1	66
	F		X			B	11	11	9
	R					C	14	31	29
	R					C	22	19	78
						C	58	38	53
						C	49	90	1
	F					C	58	15	53
						C	69	71	68
	F					D	45	23	63
						D	49	52	57
						D	71	90	78
						E	98	90	53
						E	91	52	89
						E	89	90	93
	R					E	26	90	41
						E	73	90	69
						E	73	66	73
						F	66	66	83
						F	80	36	23
						G	85	52	38

*F/R - not shared w/ staff

Mrs. Willadsen

Sept. 2009

Data from Spring 2009

										NRT				
Name	*F/R	Sped	SAT	HAL	Rdng Level	Total Rdng	Study Skills	Rdng Voc	Rdng Comp	Total Math	Prob Solve	Math Proceed		
					N	20	22	25	21	14	11	23		
	R				O	25	28	25	29	90	83	89		
					M	30	58	22	32	78	76	76		
	FDC	S-LI				18	7	14	32	12	18	9		
					O	35	28	25	51	71	64	76		
	F				P	69	80	82	51	70	72	62		
					M	41	39	32	51	45	35	58		
		S-LI				49	53	42	54	78	64	89		
						52	58	42	58	61	60	58		
						71	99	47	60	71	67	71		
						61	46	69	64	90	98	71		
			X			87	99	90	67	83	76	85		
						56	63	32	67	93	88	94		
			X			46	14	47	67	20	20	23		
						65	53	69	67	90	83	89		
	F					72	63	58	80	81	88	67		
						79	75	63	84	90	83	89		
	R					88	75	96	84	67	72	58		
	R			X		99	99	99	94	99	99	97		
		S-LI		X		99	97	96	98	99	99	97		

School Board Report
October 19, 2009

Professional Learning Community Opportunities

PLC #1 - Needs-Based Reading Instruction serves to:

1. Address the needs of students who are not making adequate progress in their core reading instruction.
2. Support our school improvement goal in improving reading comprehension and skills.

The goals of this PLC are to help teachers build skills in the following areas:

- improve their ability to use/analyze data to guide their instruction when working with struggling readers
- expand the instructional strategies teachers use to positively impact the learning of struggling readers

Assess → Analyze Data → Select & Implement Intervention → Progress Monitor

Thirteen teachers meet every 3 weeks to focus on the different components of Needs-Based Reading Instruction. Pat Yardley is serving as the facilitator and coach for this PLC. Between meetings, the teachers practice and implement the new learnings.

PLC #2 - Daily Five Literacy Block

- A framework or way to structure a classroom that explicitly teaches children what they are to do during each block of time. Key to this approach is building student independence and providing substantial time to read and write. The five components are: read-to-self, read-to-someone, listen to reading, work on writing and word work.

Twelve teachers meet every 3-4 weeks to focus on the different components of Daily Five Literacy Block. Pat Yardley is serving as the facilitator and coach for this PLC as well. Between meetings, the teachers are working to implement the five components of the Daily Five.

These PLC opportunities are job-embedded. As a part of the PLCs, staff have been asked to conduct case studies with one or more students and/or complete an Observation-Reflection-Direction log to monitor the effectiveness of their instruction and students' learning. All K-6th grade teachers and those in a reading support roles are involved in one of these PLCs and are focusing on these topics in their Performance Goals this year.

Samples of Performance Goals and O-R-D forms are attached.

Performance Goal Plan – Part I
Ashland Greenwood Public Schools

Name 6 Grade Team

Goal Title: Needs-Based Instruction

Grade/Subject: 6th Date 9/16/09 Supervisor: Mrs. Bray

Complete the plan according to what you intend to do. All plans must be agreeable to both teacher and administrator, and may be jointly constructed. Part 1 is complete when both parties sign. Deadline for completion of Part 1 is September 17.

1. Performance goal statement. (What do you intend to do? Goal must be measureable.)

We will improve our students' reading skills and comprehension by using running record assessment data to guide small group reading instruction which results in independent use of reading strategies.

2. Implementation. (List the activities and/or strategies planned for goal accomplishment.)

Participate in all Needs-Based Instruction PLC and grade-level meetings that focus on this topic
Administer and analyze running records
Plan an instructional approach to address student need
Progress monitor by reassessing with a running record every two weeks
When need is met; determine another area to focus on and begin the process again
Maintain a case study for at least one student that will include 12 running records and O-R-D log

3. Resources. (What resources do you need to achieve the desired goal? Consider such resources as time, materials, training, supervision, etc)

- Needs-Based reading instruction Workshops and grade-level meetings.
- Observation-Reflection-direction Log
- Collaboration with Literacy Coach and other staff members

4. Evaluation. (Describe procedures to determine if you have achieved your goal. Consider quantitative and/or qualitative data along with student/staff personnel methods/procedures you may use to evaluate.)

Case Study Information: Observation-Reflection-Direction Log and running records (as specified in activities above).

5. Target date for achieving goal.

Throughout this school year and reflect on case study/ies and progress by the end of the school year.

Comments:

 10-6-09
Signature of Principal Date

 10-6-09
Signature of Staff Member Date

Performance Goal Plan – Part I

Ashland-Greenwood Public Schools

Name: Roxanne Kingston
Grade/Subject: 2nd grade

Goal Title: Daily Five Literacy Block
Date: Sept. 2009

Supervisor: T. Bray

Complete the plan according to what you intend to do. All plans must be agreeable to both teacher and administrator, and may be jointly constructed. Part 1 is complete when both parties sign. Deadline for completion of Part 1 is September 17.

1. Performance goal statement. (What do you intend to do? Goal must be measurable.)

I will implement the Daily Five Literacy Block to increase student's stamina when performing independent work in reading and language arts.

2. Implementation. (list the activities and/or strategies planned for goal accomplishment.)

I will:

1. Participate in Daily 5 Professional Learning Community and 2nd semester follow-up meetings.
2. Collaborate with my grade level co-workers to generate consistency across classrooms and with members of the PLC and Literacy Coach.
3. Read Daily Five and implement suggested ideas/practices.
4. Create and maintain an Observation-Reflection-Direction Log in which you record your observations of students' behavior, reflect on students' successes and difficulties (what is working/what is not working), and determine what you need to do to increase student's success.

3. Resources. (What resources do you need to achieve the desired goal. Consider such resources as time, materials, training, supervision, etc.)


1. Daily Five
2. Professional Learning Community Meetings, 2nd semester follow-up meetings and collaboration with peers
3. Observation-Reflection-Direction Log
4. Classroom visits to observe co-workers implement Daily Five.

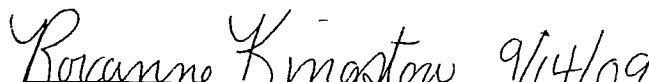
4. Evaluation. (Describe procedures to determine if you have achieved your goal. Consider quantitative and/or qualitative data along with student/staff personnel methods/procedures you may use to evaluate.)

Observation-Reflection-Direction Log (one entry per week-minimum)
Classroom T-Charts and Anchor Charts created with student input

5. Target date for achieving goal.

May 2010


signature of supervisor 10-13-09 date


signature of staff member 9/14/09 date

Observation-Reflection-Direction Log

Observations: Record students' behavior. You can focus on whole group or individual students.

Reflection: Tell about what is going well and what needs improvement.

Direction: Describe what you plan to do to help student(s) improve and to support positive behaviors.

Observations: Date: _____	Reflection:
	Direction:
Observations: Date: _____	Reflection:
	Direction:
Observations: Date: _____	Reflection:
	Direction:

**Ashland-Greenwood Elementary
Parent Bulletin
October 9, 2009**

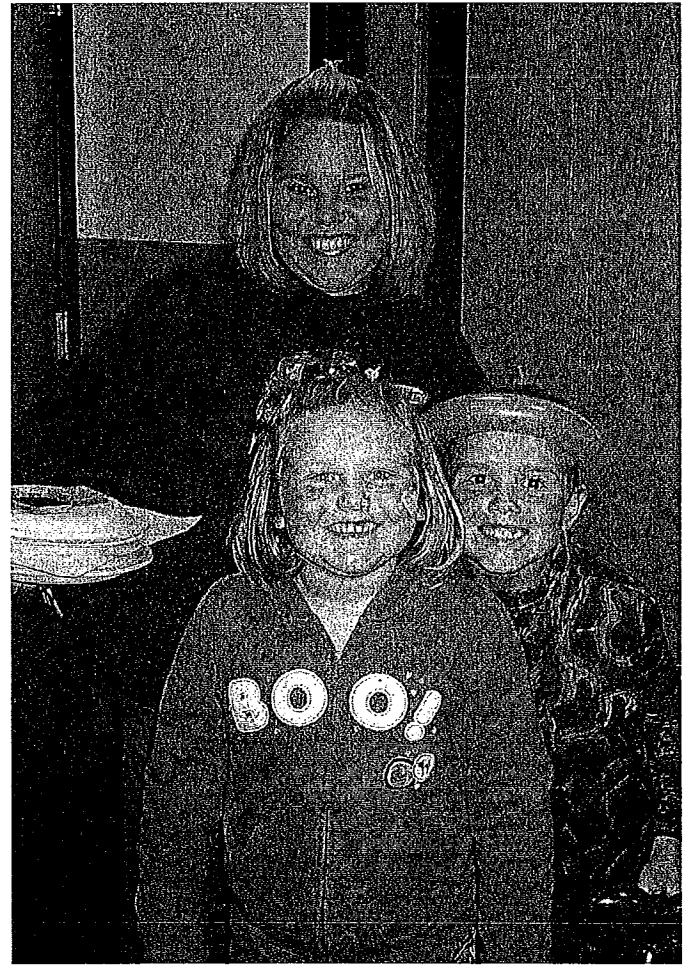
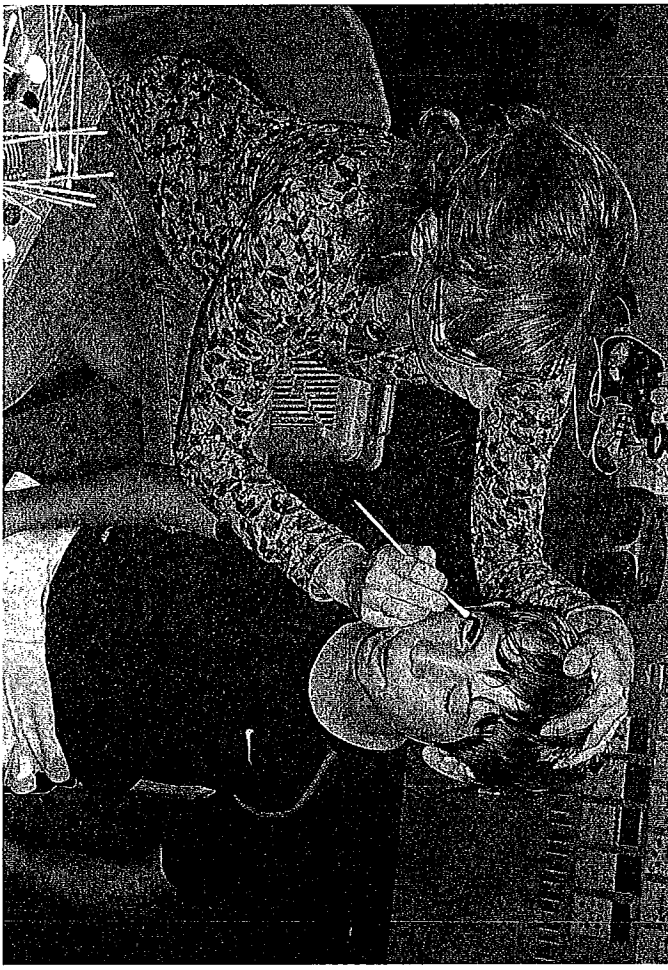
Fine Arts Family Night

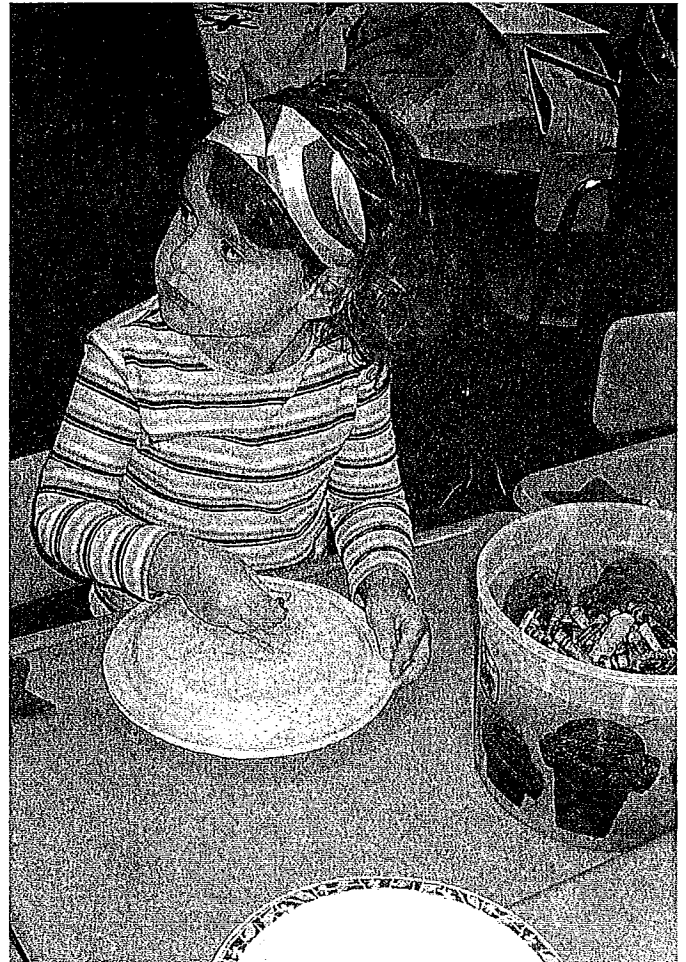
Fine Arts Family Night will take place Tuesday, October 13 from 7:00-8:30 PM at the elementary. Many activities have been planned for the evening! You will find information about the activities below. Families will want to be sure to enter their names in the Art Raffle Box placed near the office. Names will be drawn the following day and prizes awarded. Several area artists will also have their work on display and some may choose to work on pieces of their art during the evening. We look forward to seeing you at Fine Arts Family Night!

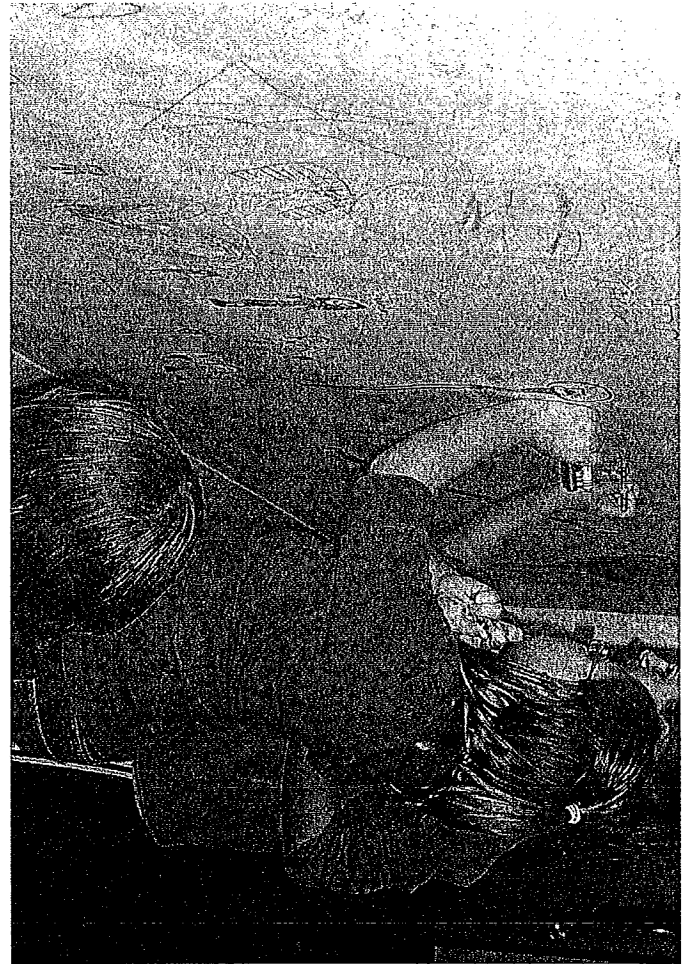
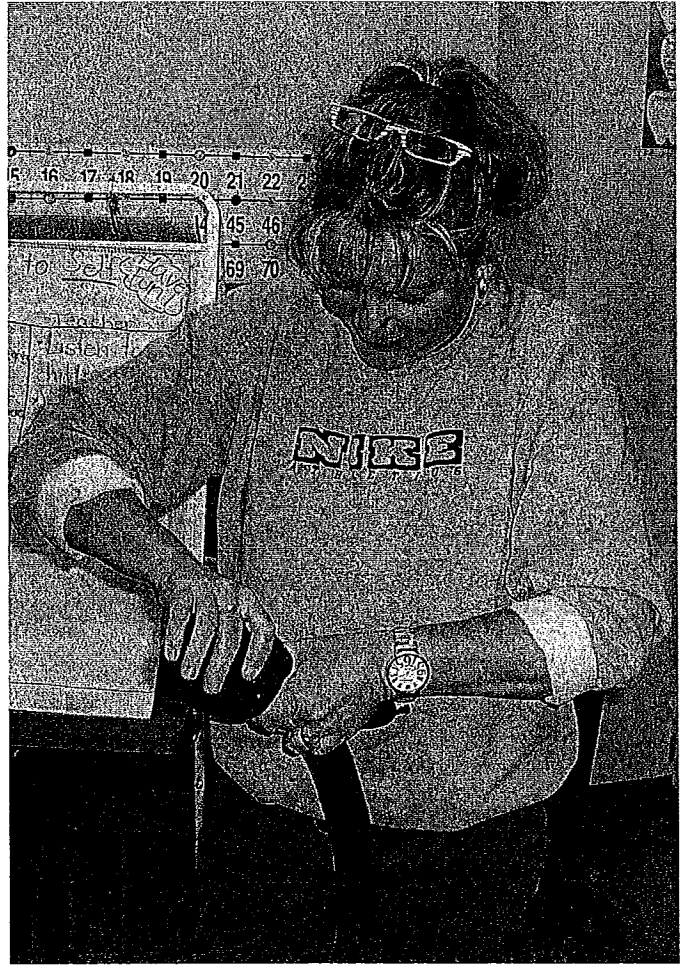


Activity & Location	Activity Information
Ceramic Tile Magnets Room 104	Create your own personalized magnet with a piece of ceramic tile, markers and a magnet.
Face Painting Room 111	Visit Room 112 to have your face transformed with face painting.
Artists on Display Cafeteria	View an array of artwork and artists at work.
Balloon Art Room 112	Watch as the balloon artist creates different animals and objects with a balloon. Students will be given a balloon to create their own balloon art.
Student Mural 2 nd floor west hallway	A school-wide mural will be created of children playing on a playground. Come add your drawing.
Chalk Art * Cancelled * Concrete area on the playground	Create a picture on the sidewalk and concrete area outside.
Improv Room 113	Create and perform a short skit using simple objects. Think of charades with objects!
Line Dancing Gym	Learn different line dances such as the Miley Cyrus, Cha Cha Slide, etc...
Musical Glasses & Make and Take an Instrument Room 201	Create and play a tune using glasses and make an instrument you can play and take home.
Pictionary Room 211 (Art Room)	Participants will draw a picture while others try to guess what it is.

The elementary school and PTO are sponsoring Fine Arts Family Night. A special thanks to our guest artists and community members who are helping with this event!









Board of Education Meeting: MS/HS Principal's Report, Brad Jacobsen

October 19, 2009

Calendar/activity highlights:

- ⓐ AGHS is a host site for the ACT test on Saturday, October 24
- ⓐ Parent-Teacher conferences scheduled for October 20 & 21
- ⓐ Middle School Courage retreat tomorrow during school day
- ⓐ Band received a SUPERIOR rating at the Ox Bow Marching Band contest. There were 7 bands in attendance, up from 4 a year ago
- ⓐ AGHS Football team will be in the NSAA playoffs which begin Thursday, October 29
- ⓐ Volleyball sub-district play begins November 2

Staff Development:

- ⓐ 1:1 staff in-service held on October 16. Five guest teachers from Hershey and Omaha Westside were here to offer their expertise for content area teachers in a 1:1 environment.

1:1 Wireless support for students (proposal):

- ⓐ Beginning November 2, we are coordinating a schedule to allow students access to the MS/HS library two evenings a week for 2-3 hours. This will give those students that do NOT have wireless/internet access at home opportunities to utilize the schools' wireless internet. Funds for this would come from the District's ASAP monies. We plan to run the program for the month of November and document student attendance then re-evaluate. We plan to advertise this option in the daily bulletin and on the website.

Fall Baseball survey 2009

Sent to: **Roncalli**, Norris, Crete, Waverly, **DC West**, **Seward**, **Wahoo**, Raymond Central, **Arlington & Bennington (programs to start in spring 2010)**, Mt. Michael, **Fremont Bergan (Bold face indicates the school responded)**

1. What kind of challenges does baseball impose?

Roncalli: Our field has no lights so splitting time with 9/JV/V can be tough. Another issue is the separation between HS Baseball and Legion ball.

Wahoo: Being able to compete, now that there are two classes this will help and trying to schedule accordingly.

Bergan: Strain on transportation, expense of the program and coaches salaries.

DC West: Splitting the pool of Athletes between programs, we travel further to play schools closer to our size. Being competitive.

Arlington: Funding, facilities to practice in if the weather is bad.

Bennington: No response

Seward: Weather and rescheduling of games so we tend to over schedule to play X number of games. The usual activity issues of missed school time due to traveling.

2. What were the terms under which you added baseball? How was the interest started?

Roncalli: We have always had baseball.

Wahoo: A parent group along with the leader of the local ball associations.

Bergan: It was in place prior to the current AD being there but he believed it was started by interest from students and parents.

DC West: We have always had program.

Arlington: Parents.

Bennington: A community request.

Seward: It was in place prior to the current AD but he believes the movement was generated by the students, parents and local ball associations.

3. Is the district paying for the program or is it done by donations?

Roncalli: The district pays for it.

Wahoo: Originally the program was funded by donations and the ball associations; recently the program has been funded by the school and / or concession profits.

Bergan: The booster club pays for all of Bergan's extra curricular programs.

DC West: The District.

Arlington: Softball start up costs were generated by the parents so the baseball program was done the same way. The baseball committee was to generate the same amount as softball which was between \$ 7,900 and \$ 12, 400. Now the committee wants to raise \$ 15,000 which will be inequitable with the other programs. So they were asked to stop raising the funds which created hard feelings. If you go to a fund raising program make sure that the expectations and limits are known by all.

Bennington: The district is paying for the program but startup donations from the community were a mandatory requirement.

Seward: Originally the program was funded by money raised by the baseball boosters and now the district has taken over the funding.

4. How has baseball impacted other sports?

Roncalli: It does not impact other sports.

Wahoo: It hasn't had a great impact; our track and field numbers have sustained.

Bergan: It has hurt the number of kids out for track and other sports.

DC West: Baseball has taken students from other sports.

Arlington: We don't know yet because the spring of 2010 will be the first season for baseball at Arlington.

Bennington: The impact of baseball on other programs should be minimal; we did research on this for our school board.

Seward: It has had an impact on our track program but it has not affected our soccer program. Students that haven't been involved previously in spring activities have gone out for baseball.

5. If you coop, is that working for you?

Roncalli: We coop with Concordia and Brownell-Talbot and it works out great.

Wahoo: Our coop has worked fairly well, it does take a little more organization and planning in working with the other schools.

Bergan: Yes.

DC West: No answer, I believe they do not coop.

Arlington: No coop.

Bennington: No coop.

Seward: No answer, I believe they do not coop.

6. How do kids get to practice?

Roncalli: The students from the schools of our coop have to get their own rides to our school.

Wahoo: They transport themselves to practice.

Bergan: Our students (Fremont High & Bergan) drive themselves to practice.

DC West: No answer.

Arlington: No answer.

Bennington: No answer.

Seward: No answer.

[Return to Baseball Page](#)

Baseball Wildcard Schedules & Points:

B Yutan

Submit

[Click Here for Excel Export \(Yutan\)](#)

Yutan (4-11)

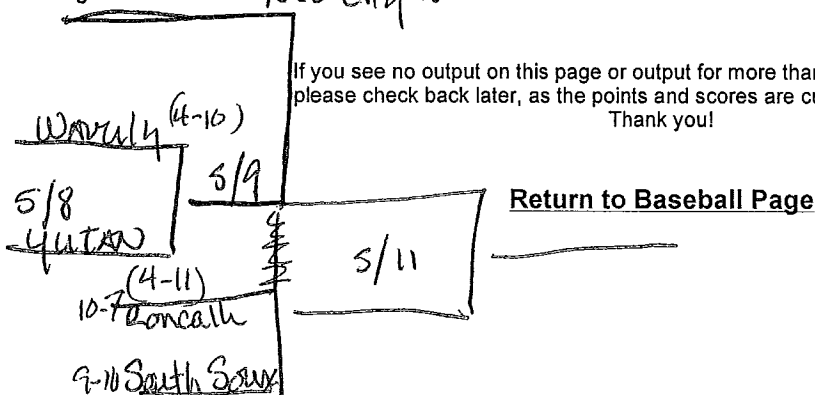
Date	Opponent	Class	W-L	Div	W/L	Score	Points	Tournament Name	Tournament Location
2 1 03/19/09	Crete <i>TH</i>	B	6-12	3	L	4-9	33		
1 2 03/21/09	@ Omaha Bryan <i>SAT</i>	A	17-10	2	L	4-14	38		
2 3 03/24/09	Waverly <i>Tue</i>	B	4-10	3	L	3-4	33		
3 4 03/26/09	@ Norris <i>Wed THUR</i>	B	8-10	3	L	4-7	33		
4 5 04/02/09	Douglas County West <i>THUR</i>	B	3-10	4	L	1-9	30		
3 6 04/03/09	@ Nebraska City <i>Fri</i>	B	13-4	1	L	3-4 (8 in.)	39		
5 7 04/04/09	Norfolk <i>SAT</i>	A	9-13	3	W	6-4	46		
2 8 04/09/09	South Sioux City <i>THUR</i>	B	9-10	3	L	0-1	33		
6 9 04/14/09	@ Waverly <i>Tu</i>	B	4-10	3	L	4-5 (8 in.)	33		
4 10 04/16/09	Archbishop Bergan <i>THUR</i>	A	7-11	3	L	5-12 (5 in.)	35		
7 11 04/17/09	@ Seward <i>Fri</i>	B	4-10	3	L	3-4	33		
8 12 04/18/09	Columbus	A	14-8	2	W	POSTPONED	-		
9 13 04/18/09	Columbus <i>2</i>	A	14-8	2	W	POSTPONED	-		
13 04/21/09	Norris <i>Tue</i>	B	8-10	3	W	4-2	44		
04/23/09	@ Lincoln East (JV) <i>THUR</i>	A	9-12	3	-	-	-		
04/25-04/25	Opponents:	-	-	-	-	-	-	Wahoo Invitational	Wahoo/Sam Crawford Field
14 04/25	Douglas County West <i>SAT</i>	B	3-10	4	W	14-2 (5 in.)	41	Wahoo Invitational	Wahoo/Sam Crawford Field
04/25	Wahoo <i>SAT</i>	B	4-16	4	W	6-3	41	Wahoo Invitational	Wahoo/Sam Crawford Field
15 04/28/09	Columbus <i>Tue</i>	A	14-8	2	L	0-18 (5 in.)	38		
16 04/30/09	@ Crete <i>THUR</i>	B	6-12	3	-	-	-		
17 05/02/09	Omaha Benson <i>SAT</i>	A	4-16	4	-	-	-		
18 05/05/09	@ South Sioux City <i>Tue</i>	B	9-10	3	-	-	-		
19 05/08/09	Waverly <i>Fri</i>	B	4-10	3	-	-	-		

Total Points: 550
 Win %: 26.667%
 Average Points: 36.667

Neb City 13-4

7/8/10
10/11
 BASEBALL DISTRICTS
 15/16 STATE

If you see no output on this page or output for more than your selected school, please check back later, as the points and scores are currently being updated. Thank you!



Certification Number: 78-0001_10-15-2009

FY 2010 Technology Plan for ASHLAND-GREENWOOD PUBLIC SCHS

School Information

County-District No:	78-0001
Educational Service Unit:	ESU 2
Class of School District:	Class 3
School Street Address:	1200 BOYD ST
City:	ASHLAND
State:	NE
Zipcode:	68003-1899
Contact Person:	Craig Pease
Number of Students	848
No of Certified Staff	68

I. School Improvement Goals

The plan must establish clear goals and realistic strategies for using telecommunications and information technology to improve education.

a. and b. Does your School Improvement Plan include goals that have strategies that involve technology integration to complete or achieve the goal?

Yes No

If yes, list (copy/paste) SIP Goals or list URL to view goals and strategies.

If no, (as per e-rate requirements) please state clear goals and realistic strategies for using telecommunications and information technology to improve education.

In support of our school improvement plan our committee has defined these goals for using telecommunications and information technology to improve education.

1) Communication between students, staff, parents and community through the use of telecommunications (wired and wireless) and information technology (internet).

2) Expanding our student opportunities (with the use of the Angel software, Distance Learning, access to Network Nebraska and internet accessibility .

3) Implementing 1:1 initiative for 9-12 students

4) Investigate ways to expand our telecommunications and information technology.

c. What specific telecommunications and information technologies (such as access to the Internet, access to remote databases, distance learning, etc.) are useful in helping

you reach those goals?

Internet, distance learning, phone service both wired and wireless, high bandwidth connections offered through Network Nebraska.

II. Professional Development Strategy

The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services.

a. What are the specific resources and strategies that you plan to implement to ensure that your staff is ready to use and maintain the telecommunications and information technologies?

The staff is surveyed to assess their needs. Workshops will be set up to address those needs. Staff members will be grouped according to skill to better meet individuals needs. The technology integration specialist monitors and provides direct assistance and support to individual teachers.

b. Who will be in charge of coordinating the professional development activities?

The administration, technology integration specialist and technology committees. Each curriculum committee has one or two technology committee members so each discipline is represented.

c. Are there dates or time frames set aside for technology-related professional development? If yes, please indicate below.

Yes No

Technology and technology integration are topics at all staff in-service days. Introduction and training is set up for new staff during new staff preservice days. Before and after school technology workshop opportunities are set up to address staff needs on a monthly basis.

d. Will the professional development be required for all that use it, or is it optional? If optional, what incentives exist to encourage teachers and librarians to pick up these new skills?

Both, Professional development will be required of staff to use Powerschool, Powerteacher (K-12 Staff), Angel (6-12) email, internet, and to integrate lap-top oppt. into the 9-12 curriculum. New staff has training during their preservice days to introduce them to this technology. Incentives for staff and librarians are through stipends paid for non-contract work days. Professional days are available to attend workshops and presentations on new technology issues. Professional Growth points are available for staff to earn when they attend a workshop or class.

e. What models of professional development would work in your organization to train your staff?

Peer Tutoring, Peer Coaching, Small and Large group training sessions and One on One instruction.

f. What professional development opportunities and resources exist for your technical staff?

There are LAN manager meetings at the ESU for the technical staff to attend. Professional days are available for staff to use to attend workshops.

g. What professional development opportunities are available from outside sources (such as service providers, courses at institutions of higher education, conferences, courses delivered via distance learning or over the Internet)?

Staff has the opportunity to attend NASB Technology Learning Leadership Conference, NETA, NEMA, Midwest Internet Institute, Powerschool Training and other workshops that will provide technology training. The district has also hosted state and national technology trainings for district staff.

h. What financial and time resources exist to keep the staff up-to-date in learning about new technologies?

Staff salaries, Perkins Funds, Title II Part D funds, Title II A funds (when technology integrated into CORE curriculum). Time is provided during in-service and staff work days as well during the normal contract day when staff are not resp. for students.

i. What professional development opportunities and resources exist for your professional staff to ensure that they can not only use the new technologies but to use them to improve teaching and learning?

After school workshops or peer training are available to show staff ways to integrate skills to improve student learning. Technology Integration Specialist is available for one on one, small group and large group instruction. Library updates on relevant sites tied to curricular areas. Staff are observed by administrators and technology issues are addressed as needed.

j. Can your staff meet with others who are already further along in implementing technology in another school or library?

Yes, through Professional development days. Staff have visited other schools where technology has been successfully integrated. Teachers from other 1:1 schools have been invited to present to district staff. Profession learning teams also exist within the district that support technology integration.

III. Assessment of Technology

A. Inventory

Instructional Use Workstations

PC's < 3 years old	405
PC's > 3 years old	135
MAC's < 3 years old	0
MAC's > 3 years old	1

Administrative Use Workstations

PC's < 3 years old	13
PC's > 3 years old	0
MAC's < 3 years old	0
MAC's > 3 years old	0

Servers

PC's < 3 years old	5
PC's > 3 years old	0

MAC's < 3 years old	0
MAC's > 3 years old	0

Electrical System Capacity

Classrooms and offices with adequate electrical capacity	60
Classrooms and offices requiring electrical upgrade	0
Classrooms and offices with adequate electrical outlets	60
Classrooms and offices requiring additional electrical outlets	0

**External Connections coming into district:
High Bandwidth Connections**

56K	0
T1/DS1	0
T3/DS3	1
Cable	0
Wireless	0
Other	1

Internal Telecommunications

Internal Phone System	<input type="radio"/> yes <input type="radio"/> no
Manufacturer/Model	Cortelco/Millienium
Internal Voice Mail	<input type="radio"/> yes <input type="radio"/> no
Manufacturer/Model	E/on v4.10.165
Standard Phone Lines	13
Cell Phone	6
Other	
School Information Management System	<input type="radio"/> yes <input type="radio"/> no
Name of System:	Powerschool

Summary Results of Self Assessments

	Stage 1	Stage 2	Stage 3	Stage 4
Part 1: Technology Administration & Support				
Vision Planning and Policy	██████████	██████████	██████████	██████████
Technology Support	██████████	██████████	██████████	██████████
Instructional Technology Staffing	██████████	██████████	██████████	██████████
Budget	██████████	██████████	██████████	██████████
Electronic Data Support Systems	██████████	██████████	██████████	██████████
Funding	██████████	██████████	██████████	██████████
Part 2: Technology Capacity				
Student Technology Equipment Access	██████████	██████████	██████████	██████████
Teacher Technology Equipment Access	██████████	██████████	██████████	██████████
Internet Access	██████████	██████████	██████████	██████████
Video Capacity	██████████	██████████	██████████	██████████
Distance Learning: Conditions & Capabilities	██████████	██████████	██████████	██████████
LAN / WAN	██████████	██████████	██████████	██████████
Curriculum-based Tools	██████████	██████████	██████████	██████████

Part 3: Educator Competencies & Prof. Development

Educator Use of Technology	<input type="checkbox"/>
Leadership	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>
Models of Professional Development	<input type="checkbox"/>
Effective Use of Electronic Data Support Sys.	<input type="checkbox"/>
Content of Technology Training	<input type="checkbox"/>

Part 4: Learners & Learning

Student Use of Technology	<input type="checkbox"/>
Technology Integration	<input type="checkbox"/>
Available Technology Curriculum	<input type="checkbox"/>
Community Connection	<input type="checkbox"/>

Part 5: Accountability

School Technology Essential Learnings	<input type="checkbox"/>
Administrator Technology Competency	<input type="checkbox"/>
Administrator Technology Competencies	<input type="checkbox"/>
Demonstrating Effective Use of Technology in Learning	<input type="checkbox"/>

C. Compliance with CIPA (Children's Internet Protection Act)**Part I-Internet Filtering**

CIPA requires the implementation of a "technology protection measure" (47 U.S.C. 254(h)) for all computers used by students for E-rate purposes. Therefore, a "Yes" is required in at least one of the following Filtering Provisions:

Filtering is incorporated with the service provided by the ESU (or ISP).

Yes No

Filtering is provided locally for all Internet-enabled computers on a networked basis.

Yes No

Filtering is provided individually on each Internet-enabled computer.

Yes No

Part II- Internet Safety Policy

CIPA requires the public adoption and enforcement of an "Internet Safety Policy" (47 U.S.C. 254(h)(B)) covering use of computers by students for E-rate purposes. Schools must also certify that their policy includes monitoring the online activities of the students. The legislation also requires schools to certify that they have adopted and implemented a separate policy to address the safety and security of students when using electronic mail, chat rooms, and other forms of communication (47 U.S.C. 254 (h)(5)(A)(II)). Note, CIPA compliance requires a "Yes" in all Policy Provisions listed below:

Online activities of minors will be monitored for appropriate use

Yes No

Briefly Describe:

It shall be the responsibility of all members of the Ashland-Greewood staff to supervise and monitor usage of the on-line computer network and access to the Internet in accordance

with this policy and the Children's Internet Protection Act.

Safe and secure use by minors of direct electronic communications (email, chatrooms, etc.) will be assured.

Yes No

How? (i.e I-SAFE training program):

To the extent practical, steps shall be taken to promote the safety and security of users of the Ashland-Greenwood Public Schools on-line computer network when using e-mail, chat rooms, instant messaging, and other forms of communication. It shall be the responsibility of all members of the AGPS staff to supervise and monitor usage of the on-line computer network and access to the internet in accordance with this policy and the Children's Internet protection Act.

Unauthorized online access, including "hacking" and other unlawful activities, is prohibited.

Yes No

Quote from school policy:

It is the policy of AGPS to: a)prevent user access over its computer network to, or transmission of, inappropriate material via the internet, e-mail, or other forms of direct electronic communications; b) prevent unauthorized access and other unlawful online activity; c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and d) comply with the Children's Internet Protection Act {Public L. No. 106-554 and 47 USC 254 (h)}

Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.

Yes No

Quote from school policy:

It is the policy of AGPS to: a)prevent user access over its computer network to, or transmission of, inappropriate material via the internet, e-mail, or other forms of direct electronic communications; b) prevent unauthorized access and other unlawful online activity; c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and d) comply with the Children's Internet Protection Act {Public L. No. 106-554 and 47 USC 254 (h)}

Sub-section D. EdFacts Title II-D (Enhancing Education Through Technology)

EDFacts is a U. S. Department of Education initiative to put performance data at the center of policy, management and budget decisions for all K-12 educational programs. These data elements are required from districts that benefit from Title II-D federal funds.

Does your district benefit from Title II-D funds?

Yes No

If 'Yes', please continue to this section and press the submit button at the bottom of the page to enter your reply to this section.

Report on 8th Grade Student Technology Literacy

The Technology Literacy Assessment Work Group of the State Educational Technology Directors Association (SETDA) has suggested the following definition for Technology Literacy. You may utilize this suggestion or modify as appropriate for your district's purpose.

Technology Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Enter your District's definition of Technology Literacy if different from above:

The US Department of Education requires local districts that benefit from Title II-D to report the total number of 8th grade students and the number of those students who demonstrate a locally determined proficiency of technology literacy. Please provide an estimate of the number based on the best data available. The total number of 8th grade students will be taken from the Fall Membership data in the Nebraska Student and Staff Record System.

65 **Enter the unduplicated number of 8th grade students from the most current completed school year who demonstrated proficiency of technology literacy as defined above.**

Example: Proficiency may be determined through technology assessments, completion of courses or technology components imbedded in the curriculum (such as keyboarding, computer-based applications, etc), direct teacher observation, or other means as determined by the district.

IV. Budget for Technology

Computer Maintenance and Purchase

Hardware

	<i>Dollar Amount</i>
Amount budgeted to maintain computers	\$ 55000.00
Amount budgeted to purchase computers in your district	\$ 100000.00
Amount budgeted for other equipment purchases in your district	\$ 375000.00

Software

Amount budgeted for Desktop Software in your district	\$ 73800.00
-------------------------------------------------------	-------------

Amount budgeted for School Management System Software in your district	\$ 6000.00
Amount budgeted for Network Software in your district	\$ 10000.00
Professional Development	
Total Technology Related Staff Development Costs	\$ 5000.00
Other	
Dollar amount budgeted for telephone lines?	\$ 8000.00
Dollar amount budgeted for High Bandwidth Connections?	\$ 24000.00
Dollar amount budgeted for Network Devices?	\$ 20000.00

V. Evaluation

a. Who is responsible for updating the plan?

The technology committee

b. How will you determine if the evaluation process was successful in meeting the goals of your Tech Plan, i.e. your school improvement plan? e.g. Interview/survey staff, patrons, other stakeholders; measuring progress made towards the benchmarks you set out in your goals; observations.

Staff will be surveyed and informal interviews will be given. Observation of the use of technology through out the district will also be noted for the technology committee.

c. What goals and objectives of the Technology Plan were you able to meet? To what extent?

All were met.

d. Were there any unexpected outcomes or benefits to having the technology in place?

Improved parent and student access to instructional goals and assignments through the use of Angel software. Improved parent access to students academic progress, access to teachers weekly lesson plans 7-12 through Angel software, lunch information, and calendar information through the use of Powerschool and School website.

e. What goals and objectives of the technology plan did you not meet? Why? Are there ways to overcome these barriers?

None, but with technology ever-changing and further advancing, we must work to stay current and plan for future upgrades. We must try to incorporate the new technologies that are becoming mainstream.

f. What developments in technology have emerged that you can take advantage of to improve education for your school or community? How do you identify potentially useful new technologies (e.g. attending conferences, reading publications, networking with peers)?

Improving our wireless network, replacing old wireless laptops, the addition of more wireless computers expanding a one to one laptop initiative and adding LCD projectors to classrooms. We identify potential new technologies by attending workshops, working with local companies to evaluate our network and upgrade our network, and through technology

workshops and publications.

VI. Notification

Technology Plan Report for FY 2010			
Completed:	<input checked="" type="radio"/>	Yes	<input type="radio"/> No
Date Completed:	10/14/2009		
	Start Date	End Date	
This plan covers the period:(mm-dd-yyyy)	7-1-2009	06/30/2011	
This information has been verified to be current and accurate.	<input checked="" type="radio"/>	Yes	<input type="radio"/> No