

# **YELLOW SPRINGS SCHOOLS**

**2006-2007**

## **EDUCATION PLAN**

**May 11, 2006**

## **INTRODUCTION**

The 2006-2007 Education Plan is the primary planning document for the Yellow Springs Exempted Village Schools. It is the district continuous improvement plan and details the vision, mission, program, staffing, and budget for the 2006-2007 school year.

A primary purpose of the plan is to address state-mandated standards as well as local expectations for student achievement and personal growth. Development of the plan is a responsibility of the administrative team; however, data and discussion resulting from Board of Education work sessions, community meetings, staff meetings, advisory teams, and curriculum and special purpose committees inform the content of the plan. Decisions concerning the instructional program and operation of our schools are guided by the content of this plan.

## **VISION**

To create a learning environment where each student will become a socially responsible, self-directed, life-long learner.

## **MISSION**

The mission of Yellow Springs Schools is to create a challenging educational environment where each student contributes to the intellectual and cultural richness of the community and is provided the skills and knowledge to become a socially responsible, self-directed, life-long learner.

## **QUALITY EDUCATION STANDARDS**

### **I. Community and Parent Support:**

The Yellow Springs Schools will engage the community in the educational processes and financial support of the district.

### **II. Whole Life Learning:**

The Yellow Springs Schools will structure experiences facilitating transitions to each level of learning to meet life-time learning goals.

### **III. Integration of Knowledge:**

The Yellow Springs Schools will teach in ways that promote the integration of knowledge, critical thinking, creativity and problem solving.

### **IV. Respect and Responsibility:**

The Yellow Springs Schools will teach and demonstrate the importance of respect and responsibility for a healthy community.

### **V. Individual Instruction:**

The Yellow Springs Schools will provide environments in which the learning needs of individual students are met.

### **VI. Diversity and Inclusion:**

The Yellow Springs Schools will provide a diverse and inclusive educational environment.

## **2005-2006 HIGHLIGHTS**

### **DISTRICT**

The 2005-2006 school year was noteworthy for the new faces that came to our schools. Michelle Edwards began the year as our new high school chemistry teacher. Dennis Farmer became the new district band director. Angie Warner came to Mills Lawn to teach kindergarten and Kristen Adkins taught third grade. New aides included Annette Fulton at Mills Lawn and Sandra Morris at the high school. Jo Frannye Reichert became the new Title I aide.

Staff transfers and new assignments included Linda Sikes, who moved from the high school to become the Mills Lawn counselor. Susan Griffith, the former Mills Lawn administrative assistant, became the administrative assistant to the superintendent. Nancy Purdin and Roberta Semler moved into new secretarial positions at Mills Lawn.

Our district has been very fortunate to have quality applicants applying for critical jobs and, just as importantly, skilled professionals who are enthusiastic about advancing into positions within the district. All the critical administrative support positions in the district were staffed internally this year.

The district enrollment of 672 students was down slightly from last year's 686 students. The number of in-district students continues to decline. Open-enrollment remained close to previous levels and continues to bring great students and over \$500,000 in funding to our schools.

Academic focus this year concentrated on mathematics assessments at Mills Lawn and mathematics intervention at McKinney and the high school. On the district level, the Quality Education Standards adopted by the Board of Education in 2004 were assessed using surveys and data collection. The baselines established this year will be used to assess district performance in the future.

It was a banner year for student recognition as three students were recognized as National Merit Finalists, two as Commended Scholars, and two students were recognized by the Achievement Program. Volunteer programs in our schools remained strong as did participation in the PTO and district committees including a review of the music program and the high school lunch program.

Facility repairs and improvements included the installation of new bleachers in the high school gym, the start of construction of a new bus barn and multipurpose facility, and the installation of a new gas line at the high school. The district also conducted a utility audit that helped to identify areas that will be pursued as we seek to make our buildings comfortable and efficient. Lastly, we purchased a new school bus, always an important event in a small district.

As we present the 2006-2007 Education Plan we have a year of student learning, individual and group accomplishments, financial stability and high hopes on which to build the future.

## **MILLS LAWN ELEMENTARY SCHOOL**

### **Science**

The study of Science took a giant step forward during the 2005-2006 school year as we were able to transform a classroom into a science lab for all to use. All Mills Lawn students were able to more frequently participate in scientific experiments. Hands on science is far more effective than demonstration science.

During the 2005-2006 school year there were many exciting educational events in the area of Science. In collaboration with our Interest Learning Teacher (ILE), Becky O'Brien, all grade levels participated in a Science Residency. 6<sup>th</sup> graders worked with Dr. David Finster of Wittenberg University, learning investigation and data collection skills during their Forensic Science Residency. Our 5<sup>th</sup> graders spent a week at Glen Helen studying biology and environmental science. Our 3<sup>rd</sup> graders worked with Dr. William Slattery of Wright State University, as they learned about Ohio during the Ice Age. Mills Lawn 4<sup>th</sup> graders spent a week during the spring studying plants native to Ohio that grow in Glen Helen. Our 4<sup>th</sup> graders also worked with the scientists doing a water study to assess the health of the water sources in 'The Glen.' Our 1<sup>st</sup> and 2<sup>nd</sup> grade classes spent whole days at Glen Helen studying its many animals and their habitats.

### **Social Studies**

During the 2005-2006 school year Mills Lawn students in grades 3-6 participated in the first of its kind Social Studies Residency. Thanks to the generosity of the Yellow Springs Historical Society, historian, story teller and author Ann Hagedorn spent an early fall day at MLS. Ms. Hagedorn was accompanied by musician/songwriter Allen Schwartz and the two presented a powerful program in words, song and images to Mills Lawn third through sixth graders. Their program was based upon Ms. Hagedorn's Pulitzer Prize nominated book Beyond the River: The Untold Story of Heroes of the Underground Railroad.

### **Assessment:**

Mills Lawn continued to test all of its students with the Gates MacGintie Reading Assessment. This reading assessment, given in the fall and again in the spring, provides Mills Lawn classroom teachers with a baseline assessment of each child's reading ability and also allows us to chart each student's progress from the beginning to the end of each

year. Results from these tests were passed on to every child's teacher in the fall when the assessment cycle began again.

**Math Assessment Mapping:** Mills Lawn classroom teachers took critical steps toward using the state's mandated Academic Content Standards for Math by creating an assessment map. Maps are defined as locally approved guides for assessing the achievement levels on a limited number of math indicators and understandings each month. The creation of these maps at each grade level establishes a focus for planning and/or delivering standards-based instruction that meets every student's needs. We are developing our math assessment maps to serve as the basis of decision-making for scheduling and collaborating at each grade level as well as a focus for discussions about interventions, accommodations and modifications. As we continue with our critical work it is our hope that our math map will serve as a communication tool that we can use to give our students and parents an idea of what is expected of students and how the math curriculum builds from month to month and grade to grade, in an ongoing effort to use the state mandated Academic Content Standards.

### **Initiative:**

2005-2006 represents the second full year that the Mills Lawn staff used the anti-bullying behavior rubric in an effort to create and maintain a socially and emotionally safe place for all of our children. Baselines of bullying behaviors were set during the 2004-2005 school year. The data collected during the 2005-2006 school year indicates that there has been an 8% increase in the overall reported incidents of bullying behavior. Mills Lawn staff attributes the increase in part to their growing comfort and familiarity with the program. Perhaps the most encouraging aspect of the program is that the incidences of severe bullying behavior have dropped drastically. During the 2004-2005 school year there were 51 reported incidents of intimidation, severe physical contact and harassment. During the 2005-2006 school year the number of reported severe bullying incidents dropped to 33.

### **Other Special Events:**

- 6<sup>th</sup> grade Night in Egypt
- 6<sup>th</sup> grade vs. faculty volleyball tournament
- The annual Spelling Bee
- Student Council "kid" food drive
- Student Council toys for tots drive
- 4<sup>th</sup> grade Timeline, Live
- 6<sup>th</sup> grade Countries Exhibit
- Kindergarten Concert
- 6<sup>th</sup> grade Commencement Ceremony
- 5<sup>th</sup> -6<sup>th</sup> grade Band & Orchestra concerts
- Owls Visit K from the Raptor Ctr.
- 1<sup>st</sup> - 2<sup>nd</sup> grade Multi-Cultural Celebration

- 2<sup>nd</sup> Grades Ohio Native Plants Garden
- The Children's Traveling Opera
- Springfield Symphony Kids Concert for 3<sup>rd</sup> and 4<sup>th</sup> grades
- Dayton Philharmonic Strings Class for grades 1 and 2
- 3<sup>rd</sup> and 4<sup>th</sup> grades mini-musical OHIO
- Village Artisans Art Exhibit
- World Block Party – a celebration of diversity!
- Mystery Day
- 3<sup>rd</sup>/4<sup>th</sup> Grade Bike Hike
- Jump Rope for Heart
- St. Jude's Math-A-Thon
- Math Pentathlon
- Science Olympiad
- 5<sup>th</sup> Grade Totem Night
- Spring Art Exhibit/ Village
- 100 Day Celebrations
- Volunteer Appreciation Reception
- 5<sup>th</sup> Grade Science Fair

## **YELLOW SPRINGS HIGH SCHOOL AND** **McKINNEY MIDDLE SCHOOL**

A strong emphasis on articulation, communication, curriculum, diet and test preparation has been at the forefront of our school community during the 2005-2006 school year. Several new initiatives were pursued and implemented this year that have brought about a positive change within our school. We continue to rebound from the tragedies of two years ago as we return to a “normal” state.

Eight years ago the McKinney School administration and staff under the direction of Dr. Armocida took an introspective examination of the McKinney School via the McKinney Project. Last spring plans were undertaken that led to McKinney Project II; this second McKinney Project was an outgrowth of concerns brought forth by the McKinney PTO. At the outset of the school year McKinney staff and professional guest speakers met with students and covered a variety of topics that included but were not limited to the following:

- School-wide thematic reading of the book “Misfits”
- Peer Pressure
- Harmful effects of substance abuse
- The dangers of bullying and harassment
- Gender related issues
- School rules and policies
- Review of the school handbook
- Test taking, study skills and research strategies
- Usage of the library/media center
- Technology

The McKinney Project II has been an ongoing activity with follow-up sessions during the school year, and plans are under way to expand aspects of this successful program into the high school for the 2006-2007 school year.

Progress Book, which was the brainchild of Vickie Hitchcock, is an on-line program whereby parents/guardians can access and monitor the academic progress of their child. Teachers input grades and assignments which allows parents/guardians via the computer to view how their son/daughter is performing. Over one hundred parents/guardians have taken advantage of this technological wonder. Teachers have found Progress Book as a great tool in keeping grades and assignments updated and easier to maintain. The 2005-2006 school year was the pilot year as we continue to tweak and improve this valuable resource.

Partly in response to shortcomings in math along with low test scores via the Ohio Achievement Test we started a math tutoring program. This quick response tutelage was primarily aimed at present eighth and ninth graders and took place during the school day. Plans are underway to expand this program as we continue to adjust to the state mandates of testing. A summer remedial math program for McKinney students was also employed this year. To further complement our efforts in math all three schools are involved in the Math Initiative. From an YSHS/McKinney perspective we have focused on professional development, acquisition of new math textbooks, tutoring, review of curriculum and articulation among our teachers.

During the fall in an attempt to utilize the talents of YSHS alumni we hosted our Bulldog Lecture series. This program was aimed at showing our students what they can realize and achieve with the same background and educational experience as our distinguished alumni. The Bulldog Lecture series which took place during the evening hours will be switched to school hours during the 2006-2007 school year in an attempt to expose more of our students to the rigors and success of our alumni who have been gracious enough to “give back” to our school community.

Two other curriculum areas that have been examined are music and science. In the area of music a committee of local citizens was formed to review and offer outside insight and perspective into what changes, recommendations and suggestions can be made that will further strengthen our music program. Our science teachers have spent the year reviewing our curriculum and will bring forth a new curriculum in May of 2007.

The Principal’s Council after much research, discussion, and thought has chosen to continue our affiliation with the North Central Accreditation Association. Belonging to NCA will continue to allow our graduating seniors the opportunity to pursue scholarship opportunities along with seeking out the best colleges and universities. As a school community being a member of NCA also allows our administration and staff to continue with contemporary school improvement strategies and improvement plans. Next school year we will be host to a site visit by an NCA team.

One of the most visible highlights of the 2005-2006 school year has been the changes in our kitchen and food offerings. During the summer of 2005 as a result of input from the Student Review Board, students, administration, McKinney PTO and YSHS PTO a concerted effort was undertaken to improve the quality of our lunch offerings. A coordinated effort with Child Nutrition Services (CNS) and representatives from the above listed groups has resulted in more nutritional offerings during our lunch hour. A second major undertaking has been the development of a breakfast program: breakfast bars, cereal, fruit, juice, milk, and other nutritional offerings were started during the winter.

### **Highlights**

- Students providing relief efforts to Katrina Hurricane victims
- Selection to the State Thespian Conference

- McKinney 8<sup>th</sup> grade Science Fair
- International Gala
- Spanish and Poetry Night
- 26<sup>th</sup> Annual Senior Citizens Day
- 2<sup>nd</sup> Year of the Charlotte Drake Youth Philanthropy Group
- Two National Merit Finalists
- Two National Achievement Finalists
- Eighth Grade Language Arts Slave Ship Reenactment
- Music Instruments and Library Book donations for Katrina Hurricane Victims
- Power Club
- McKinney School Student Council Food Drive
- School Assembly/Discussion on Search and Seizure Rights featuring Police Chief Grote
- Field Trips: COSI, Dayton Art Institute, Sundance Film Festival, Municipal Courts
- National Winners in Writing Contests
- National Recognition in Physics TEAMS Competition
- Meeting the Graduation Rate
- Black History Month Assembly
- State Recognition in Power of the Pen Competition
- Alumni Band Concert
- New Breed Entertainment Music Workshop and Concert
- Planting Peace Organization and Peace Week
- Increased Membership in the YSHS PTO
- Fall Play, One Acts and Spring Musical
- A Return to Participating in District Music Competitions
- League Champions in Boys Cross Country
- Winning Seasons in Boys Soccer, Girls Soccer, Volleyball, Girls Basketball and Boys Basketball
- Defending State Champion in Boys 1600 Meter Run
- After School Tutoring Program
- Guest speakers at PTO Meetings
- Waiver Day Activities: Special Education, Curriculum Development and Technology Seminars
- Field Day
- Foreign Exchange Students attending YSHS
- Students participating in Saliense Survey and follow-up activities
- Mock Trial and Quick Recall Teams
- Pulse Meetings
- Seventy Three Percent of our Students involved in at least one co-curricular activity
- Project Charlie Awareness Group
- Wright State University Science Day for 7<sup>th</sup> and 8<sup>th</sup> graders
- 7<sup>th</sup> Grade Zoo Trip
- Cross Curricular Rainforest Project
- Band and Orchestra at State Contests

## **SPECIAL EDUCATION**

In special education, we had a great start to the 2005-2006 school year. In October, we mailed all parents of IEP students a survey regarding the district's special education program. The responses were tabulated and shared with the staff. This information provides us with areas on which to focus for improvement. We are also taking a look from within. A special education questionnaire will be given to elementary and secondary staffs for further input towards the improvement of the special education programs. This is an area that both the special education supervisors and principals will continue to work together to improve.

On February 8, 2006 special education teachers attended a meeting at the Miami Valley Regional Center for an in-service on writing quality IEPs. The workshop will get staff ready for our annual IEPs in the spring.

The focus at the elementary level was technology. By teaming and utilizing special education funds and technology funds we were able to purchase a number of programs (Edmark, Kidspiration and Intellitools). Many of these programs benefit and are utilized by all the children at Mills Lawn in the resource room, regular classroom and computer lab.

At the McKinney and High School level we purchased a membership to the Recording for the Blind and Dyslexic. Recording for the Blind and Dyslexic is a nonprofit organization that offers recorded books for students with severe reading problems or visual problems. We also have six special tape recorders that are available for students to use with different texts in the resource room, regular classroom or on special requests at home.

On January 13<sup>th</sup>, a waiver day, Terry Graves-Strieter, Greene County Special Education Coordinator, presented at an in-service for the secondary staff. Since we added Instructional Assistants at the secondary level this year, one focus of the in-service was on collaboration between special and general education staff and how to best meet the needs of special needs students when there is more than one teacher or adult working with them. Another focus was on how to effectively make accommodations and modifications. During this workshop, teachers were provided time to have dialogue and to ask questions and get clarification on special education issues. The results of the survey were presented to staff at this in-service and some ideas were generated on how to make improvements for the future.

This year we had six special education students take part in the Alternate Assessment. This is a very labor intensive process for the students, teachers and administration. The assessments are completed and will be mailed out by March 3, 2006.

Our major focus continues to be improving education by providing access to the general curriculum for students with disabilities in grades K-12. This has been driven by both

federal and state law. *The No Child Left Behind Act requires* accountability through content standards and assessment. It also requires students with disabilities to make Adequate Yearly Progress (AYP). IDEA requires that students with disabilities have access to the general curriculum. In Ohio, Senate Bill 1 requires standards, model curricula and assessments be developed for all students including students with disabilities. We follow both the Federal IDEA 97 and the Operating Standards for Ohio's Schools Serving Children with Disabilities.

As of January 25 our special education population was 110 students which is approximately 16% of the total enrollment.

## **2006-2007 GOALS**

- I. Academic Performance: The Yellow Springs Schools will meet all state performance standards and local quality standards.**
- a. Review state performance and district data and identify areas of improvement.
  - b. Assess intervention/improvement strategies implemented to meet 2005-2006 standards.
  - c. Identify and implement strategies to meet 2006-2007 standards including: proficiency tests, achievement tests, the Ohio Graduation Test, graduation rate and attendance.
  - d. Assess strategies based on performance data on the 2007 State Report Card.
  - e. Implement and assess local quality standards.

**Indicators/Timelines:**

- a. Improved performance on state standards as compared to 2006 State Report Card.
- b. Meet Adequate Yearly Progress and Performance Index of at least 90% on 2007 Report Card.
- c. Comparison of quality standard assessments to 2005-2006 benchmarks by July 2007.

- II. Curriculum and Instruction: The Yellow Springs Schools will review, revise, develop, and implement curricula to meet the instructional needs of each student.**
- a. Continue mathematics assessment mapping.
  - b. Possible pilot of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for grades 1-2.
  - c. Implement new mathematics textbooks grades 7-12.
  - d. Complete review and revision of science curriculum grades 7-12.
  - e. Complete review and revision of music program.
  - f. Prepare for and begin implementation of North Central Association (NCA) evaluation.
  - g. Implement second year Mathematics Initiative including strategies to investigate, share, implement and assess best practice.
  - h. Expand secondary mathematics intervention program to include October 2006 through early March 2007 and assess results.
  - i. Expand Progress Book program to include special education data and access.

**Indicators/Timeline:**

- a. Mathematics assessment mapping completed by June 2007 and ready for implementation 2007-2008 school year.
- b. Pilot of DIBELS completed and assessed by June 2007.
- c. Grade 7-12 mathematics texts purchased and in use by September 2006.
- d. Science curriculum presented to the Board by May 2007.
- e. Music program recommendations to the Board by October 2006.
- f. Begin NCA assessment September 2006.
- g. Second year Mathematics Initiative staffing, strategies, budget and timeline completed by September 2006.
- h. 8<sup>th</sup> and 9<sup>th</sup> grade mathematics intervention assessed by July 2006 and second year implemented by January 2007.
- i. Special Ed component of Progress Book operational by January 2007.

**III. School Climate and Structure: The Yellow Springs Schools will assess school climate and structure and implement program and structural initiatives that reflect the mission of the schools and the values of the district and community.**

- a. Include parents in review and revision of anti-bullying program at MLS, including collection and analysis of program efficacy.
- b. Revise protocols to interface with parents in IAT and MFE meetings.
- c. Perform Mills Lawn all school musical.
- d. Re-establish Mills Lawn after-school enrichment coordination.
- e. Review and possibly revise school day schedule.
- f. Continue and refine anti-bullying rubric at the McKinney School.
- g. Collect data and develop strategies to address student disengagement, especially in the upper grades. This may include: early identification, networking with MLS, mentoring, group sessions, guest speakers, and academic counseling.
- h. Complete district wellness policy.

**Indicators/Timeline:**

- a. Complete review and revision of MLS anti-bullying program by June 2007.
- b. Revise protocols for IAT's and MFE's by October 2006.
- c. Perform all school musical February 2007.
- d. After-school enrichment coordinator hired by September 2006.
- e. School schedule change decision made by June 2006 and implemented August 2006.
- f. Anti-bullying rubric revised by May 2007.
- g. Strategies to address student disengagement implemented beginning August 2006.
- h. District wellness policy implemented August 2006.

**IV. Facilities and Transportation: The Yellow Springs Schools will improve and maintain facilities and transportation capabilities that support and enhance instructional and extracurricular programs for each student.**

- a. Complete construction of district multipurpose facility in place of the current bus barn.
- b. Implement energy saving protocols.
- c. Develop five-year maintenance repair and replacement schedule.
- d. Install new flue for MLS boilers.
- e. Investigate and implement improvements to YSHS kitchen if indicated.

**Indicators/Timelines:**

- a. Bus barn completed by June 2007.
- b. Energy saving protocols implemented June 2006.
- c. Five-year maintenance repair and replacement plan completed by January 2007.
- d. New flue installed by November 2006.
- e. Kitchen improvements operational by August 29, 2006.

**V. Transition and Finance: The Yellow Springs Schools will maintain staffing and financial support to enhance the instructional program and operations of the district.**

- a. Implement revised district hiring practices.
- b. Implement district administrative finance committee to analyze revenue, expenditures, determine priorities and recommend long-range financial strategies.
- c. Implement Treasurer Office change to web-based software.
- d. The Board of Education will review the need for and determine the scope of a possible levy in November 2007.
- e. The Board of Education will continue process to hire a new superintendent to begin service on or before August 1, 2007.

**Indicators/Timeline:**

- a. Revised hiring practices implemented by July 2006.
- b. Finance committee tasks completed by June 2007.
- c. Treasurer Office web-based software implemented by August 2008.
- d. Levy scope and duration determined by August 2007.
- e. Superintendent hired and on the job by August 1, 2007.

## **MILLS LAWN AREAS OF CONCENTRATION 2006-2007**

### **Language Art/Reading**

#### **Mills Lawn school will continue to align and bring continuity to the K-3 reading program:**

- a. Beginning to create a Language Arts Assessment Map that will serve as the basis of decision-making for scheduling and collaboration among faculty and will focus on interventions, accommodations and modifications for the struggling emergent reader.
- b. Piloting the use of D.I.B.E.L.S. (Dynamic Indicators of Basic Early Literacy Skills) as a common assessment tool
- c. Further develop and use more fully the reading instruction delivery system known as 4Block.
- d. Continuing to provide high intensity reading inventions for struggling readers with daily, small group instruction; provided by a highly skilled reading tutor.

#### **Mills Lawn school will continue to align and bring continuity to the 4-6 reading program:**

- a. Beginning to create a Language Arts Assessment Map that will serve as the basis of decision-making for scheduling and collaboration among faculty and will focus on interventions, accommodations and modifications for those students who continue to struggle with the development of necessary reading skills.
- b. Continuing to expand literary circles and to and expand and use the high interest, leveled library.
- c. 10% to 20% of new purchases will be non-fiction
- d. Collaborate and distribute to the appropriate grade level existing multiple copies of 4-6 Literature and Non-Fiction titles.

### **Math:**

Mills Lawn teachers will continue to refine grade level math assessment maps; continuing to make decisions for scheduling and grade level collaboration, with a focus on interventions, accommodations and modifications for students at all levels who struggle with math. Mills Lawn teachers will cooperate and coordinate with the district math initiative committee to enhance and improve math instruction for grades K-6.

### **School Climate and Culture: Anti-Bullying Program:**

Mills Lawn School will continue to use the anti-bullying rubric as an important tool in the establishment and maintenance of a school environment that ensures the emotional and physical safety of all students and staff by:

- a. Keeping the rationale and goals for the program at the forefront of conversations
- b. Include parents and students in data-based review and revision of the program
- c. Continuing to collect data that will reflect the programs effectiveness and point to those areas that require change and/or augmentation.

### **Professional Protocol:**

Mills Lawn teachers will work with the school's guidance counselor, the principal and district administrators to create a more professional, organized, and systematic way to interface with parents during Multifactor Evaluation and Intervention Assistance Team meetings.

**YELLOW SPRINGS HIGH SCHOOL AND MCKINNEY  
SCHOOL**  
**AREAS OF CONCENTRATION 2006-2007**

**Start Time:**

In an effort to address the concerns regarding adolescents and sleep time along with a strong desire to provide collaboration time for our staff we will investigate adjusting our start time for the start of classes. Our number one “discipline” problem is students who are tardy to school. Many of our students are involved in co-curricular activities that often occur during the evening hours along with a number of our students who work part-time jobs; as a result these students often stay up late at night doing homework which leads to our tardy to school problems.

Teachers at the secondary site have little time to collaborate because of the different academic schedules that they teach, so providing time prior to the start of classes will allow teachers to incorporate thematic units, interdisciplinary projects and address student concerns. A change in schedule would hopefully provide increased attention spans among our students and also increase student morale.

**McKinney School Project II:**

The success of the McKinney Project II has provided us with the incentive of incorporating these activities for the 2006-2007 school year. We also will expand the McKinney Project II into the high school with activities related to bullying, gender issues, peer pressure and other to- be- announced initiatives.

One of the major aspects of the McKinney Project II that we will emphasize is the Bullying Rubric that was developed at Mills Lawn and modified for usage at the McKinney School. We also will once again provide a thematic unit similar to what was used last school year with the reading of the book “Misfits” for our incoming seventh graders and a new selection for the eighth graders.

Aspects of the McKinney Project II which also proved successful this past school year were the meetings with parents/guardians of incoming seventh graders, McKinney School Orientation meetings, YSHS/McKinney School students meeting with incoming seventh graders, PTO meetings, Power Club, guest speakers, no detentions time frame and No-Name Calling Week. These activities will again be featured for the 2006-2007 school year.

An offshoot of the McKinney Project II will be the discussion and development of initiatives that will address concerns and findings related to the disengagement of males and how they value and view education. Although a large percentage of our disengagement stems from the male population we will not lose sight of all students (females included) who feel disengaged or are at risk. Mentoring, group sessions, guest speakers (Bulldog Lecture Series), utilizing the services of the Student Assistance Team, academic counseling, early identification, networking with Mills Lawn and other modes of assistance will be explored.

### **Tutoring:**

Incorporating tutors during the school day has proven to be successful, particularly as it pertains to tutors being able to coordinate with the classroom teachers. Having tutors available during the course of the day to work with students avoids potential after school conflicts that has posed a problem during the past few years. We will explore the possibility of providing a limited amount of after school tutoring that will be staffed by regular classroom teachers and volunteers for those students who can benefit and are able to attend during after school hours.

### **Progress Book:**

With over 100+ parents/guardians taking advantage of Progress Book this program is something that we will seek to improve upon. One aspect of Progress Book that we will incorporate is providing access to parents/guardians of Special Education students and their IEP's. With last year being the pilot year it is imperative that our teachers become more consistent in its usage. Further training and workshops will be provided to staff members who need further assistance and development with Progress Book.

### **Textbooks:**

After a two year study of textbooks the math department will be implementing new textbooks that are reflective of the benchmarks and indicators as prescribed with the state course of study. These textbooks are also aligned with the standards in the Ohio Achievement Tests and Ohio Graduation Tests. The purchase of math textbooks is due in part to the work done via the Math Initiative along with the research that our math teachers have completed through staff development.

The 2006-2007 school year will begin the first year of our textbook sequence. Last year teachers submitted copyright and edition dates of their textbooks. The information that was collected is now being used to purchase textbooks in a systematic fashion. Previous years yielded textbooks being purchased in a piecemeal and random manner.

## **North Central Accreditation:**

The 2006-2007 school year will feature a visit by an external NCA visiting team. The purpose of their visit will be to review our NCA goals (yet to be determined). As shared earlier being an NCA member will allow our school to focus on school improvement plans and strategies. The Principal's Council will work with our faculty in gathering data and information that will assist us in our NCA plan.

## **Curriculum:**

Our science teachers will present to the Board of Education (May 2007) the Science Curriculum. Similar to what was presented by the English teachers (spring 2005) the Science teachers will provide their curriculum findings. Benchmarks and indicators that are consistent with the state course of study will be presented.

Continued emphasis on differentiated instruction, articulation, special education and value added instruction will be done via our Waiver Days. We will work with the Greene County ESC and Montgomery County ESC (similar to 2005-2006) in providing our staff with expertise and current trends in the areas of curriculum.

## **Miscellaneous:**

1. Senior Project: The Senior Project in some ways has been lagging as it pertains to logistics and expectations. Conceptually it is very valuable but it needs refinement and restructuring. A group of teachers, students and professionals will be recruited to review the Senior Project; anticipated time frame of this process will be one year.
2. Lunch Room Committee: Members of the YSHS PTO will continue their efforts in working with the administration and Student Review Board in terms of reviewing our lunch program. Emphasis on nutrition, improving food offerings and examining the physical structure of our kitchen will be examined. A district wellness policy will also be developed.
3. Class Sizes: During the 2005-2006 school year class sizes were reviewed as they pertain to what courses should or should not be offered. Decisions from a frugal standpoint will need to be made. Example: Should we continue to offer classes where there are fewer than five students? Is it worthwhile to maintain advanced classes with few numbers while lower level classes have high numbers of students who potentially may struggle due to needing extra assistance from teachers who may not be able to provide this assistance?
4. Student Review Board: Seeking a more meaningful commitment from the student body continues to be an ongoing mission of the Student Review Board. How can the Student Review Board engage students to become a greater part of the school community via school governance?

5. Technology: Increased usage of advanced technology tools, less reliance on copier usage, maintaining and updating computer equipment, video broadcasting, and completion of a three year technology plan which emphasizes integration of technology skills in classroom curriculum along with expanded usage of Progress Book.
6. Instruction: Revision of the High School Choir class that will be expanded in terms of instrumental usage and incorporation of other forms of music. The addition of a Sports and Nutrition class (High School) that will also incorporate aspects of healthy lifestyles.
7. Waiver Days: Reviewing topics and format of this professional development tool will be undertaken.
8. Power Club: For two years our students through the generous funding of Daybreak have received the counseling services of a weekly social worker. The funding for this program is in a precarious position due to recent cutbacks. Group and individual counseling have been the benchmark of this program, particularly several male groups (see Salience Survey) that have been the focal point of the services that have been provided. It is hoped that this valuable program can remain.
9. School Report Card: Meeting all the benchmarks!

## **BUDGET CHANGES: ADDITIONS AND DELETIONS**

### **Additions:**

- I. Addition of a third section of 1st grade at Mills Lawn = \$45,661 - \$71,901
- II. Increase of MLS Media Center Co-ord from .75 to .8 = \$3,620
- III. Grade 7-12 mathematics textbooks = \$17,000
- IV. Grade 8 and 9 mathematics intervention = \$8,000
- V. Expansion of District Website Coordinator Position = \$1,044
- VI. After-school Enrichment Coordinator = \$2,320
- VII. Mills Lawn Flue = \$16,000
- VIII. YSHS Kitchen Renovations = \$22,000
- IX. Addition of Bus Barn Completion = \$15,000
- X. Addition of HS Special Education Teacher = \$45,601 - \$71,901
- XI. Pick-up unfunded part-time portion of Title I aide = \$15,000
- XII. Addition of part-time special education aide at MLS = \$15,000
- XIII. Loss of MLASC rent = \$1,000

**TOTAL ADDITIONS: \$207,246 - \$259,726**

### **Reductions:**

- I. Reduction of one full-time aide position at Mills Lawn = \$28,500
- II. Reduction of third section of Kindergarten at Mills Lawn = \$20,560
- III. Reduction of two HS Special Education Aides = \$57,000
- IV. Retirement savings = \$20,549
- V. Reduction of part-time regular instruction aide at MLS = \$15,000

**TOTAL REDUCTIONS: \$141,609**

## **FINANCIAL OVERVIEW AND BUDGET**

### **INCOME:**

*Real Estate Tax Revenues* overall have been increased as a result of calendar year 2006 being a triennial update year with collections to begin January 2006 using the updated valuation figures.

*Personal Property Tax Revenues* are steadily decreasing due to the phase out of this tax.

*State Foundation* has been estimated at \$1,078,000. This is similar to the past two years as we are a guaranteed district and the funding does not change very much from year to year.

Income from *Open Enrollment* is being estimated at \$545,779 a calculation of 105.5 students. This reflects a 6% increase from last year as our large number of open enrollment kindergartners will be moving into the first grade at the full reimbursement rate.

The *Investment return* is projected to remain steady as we have additional liquid funds available to invest at the same estimated rate as last year. We are involved in a checking sweep account, a money market mutual fund and a securities fund. Emphasis being more on safety of the investment than profits!

The *Income Tax* collection has been increased by 5%. This is the average rate of increase recommended by the State department of taxation for this part of the state of Ohio. The *Personal Property Tax* Hold Harmless reimbursement payments are calculated using the State's figures and percentages.

### **EXPENDITURES:**

#### **SALARIES:**

The salary line items in the budget include the following changes:

- YSEA personnel with the negotiated 2.5% salary increase & step increase.
- OAPSE personnel with the negotiated 2.5% salary increase & step increase.
- Step salary increases for all staff and faculty positions average 1.9%.
- Addition of a third section of 1st grade at Mills Lawn.
- Severance for 3 certificated employees.
- Addition of HS Special Education Teacher
- Increase of MLS Media Center Co-ordinator from .75 to .8
- Reduction of one and a half Aide's positions at Mills Lawn

- Reduction of two HS Special Education Aides

### **FRINGE BENEFITS:**

Cost for health insurance has been increased by 15% and dental by 8% following a recommendation by the EPC for next year. We will not receive their final figures on hospitalization until this fall. The dental rates do not change until the winter of 2006.

Workers Compensation, Retirement, and Medicare benefits increase according to salaries. These have been built into the budget as reflected in our personnel costs.

### **PURCHASED SERVICES:**

The budgeted amount for purchased services is up 3%.

We received our new figures from Greene County Educational Service Center and our contract for services has been increased by \$45,000 due to the projected increase of student enrollment in their Special Education Programs.

Utility costs have been steadily increasing. The main cause for this being that our heating costs have doubled in the last three years due to not only the additional square footage but also due to the rise in the cost of heating fuel. We have been very proactive in trying to lower our heating costs by contracting with Mechanical Systems of Dayton to perform regularly scheduled maintenance on our heating/ac systems.

### **TEXTBOOKS/SUPPLIES/TEACHING AIDS:**

The aggregate amount of \$113,177 budgeted for textbooks, supplies, and teaching aids is well within the state-mandated formula of 3% of last Octobers' ADM multiplied by the base cost per pupil amount.

Textbooks have been increased this year by 11,000 as YSHS is replacing old textbooks with new editions for some courses and adopting new textbooks for the Math classes.

Bus and custodial supplies are also accounted for under this category at \$64,081.

**ADVANCES/TRANSFERS OUT:**

Again, we have included \$12,000 in the budget in support of the athletic fund. This assistance from the General Fund is necessary since the income from athletics cannot support the sports programs we provide for our students.

There is a \$20,000 transfer into the Boards contingency account.

EMIS will be receiving a transfer this year of \$6,000 to fund its budget in addition to the funds we receive from the state.

***DEBT/INTEREST:***

We now have one outstanding debt out of the general fund, the lease purchase for the gymnasium/football bleachers and musical instruments. This debt will be paid off in 2010.

**YELLOW SPRINGS SCHOOLS****General Fund****fy2007****July 1, 2006 - June 30, 2007****budget**


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**BEGINNING CASH BALANCE JULY 1** 3,295,730
**REVENUE**

Local Property Taxes	2,847,837
Personal Property Taxes	427,232
Rollback/Homestead Taxes	362,888
Income Tax	1,111,868
Public Utility Dereg & TPP loss reimb	135,363
Tuition	2,000
Investments	92,700
Other Local Revenue	26,265
State Foundation	1,078,000
Open Enrollment	545,779
Other State Revenue	10,540
Non-operating (transfers-in)	20,000

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**Total Operating Receipts** 6,660,472

**Total Receipts plus Balance** 9,956,202
**EXPENDITURES**

Salaries	4,330,108
Fringe Benefits	1,590,206
Purchased Services	1,031,666
Supplies/Textbooks/Teaching Aids	197,878
Capital Equipment	64,114
Advances/Transfers Out	66,100
Debt/Interest	35,056

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**Total Expenditures** 7,315,128

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**ENDING CASH BALANCE JUNE 30** 2,641,074

Carryover Encumbrances	
Bus Purchase Balance	1,200
Contingency Balance	459,465

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**ENDING UNRESERVED BALANCE** 2,180,409