

MILLARD PUBLIC SCHOOLS

BOARD MEETING NOTICE

The Board of Education will meet on Monday, April 11, 2005, at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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

A G E N D A

1. Strategic Planning


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



**STRATEGIC
PLANNING
UPDATE**

Presented to the Board of Education

April 11, 2005



Millard Public Schools

Status of All Strategic Action Plans as of March 2005

Completed plans in yellow

Strategy	Specific Result	Assigned To	Date
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Financial Challenges

1-1	<i>Financial support to become world-class</i>	Keith Lutz	2004-2005
1-2	<i>Community Ambassadors</i>	Keith Lutz, Ken Fossen	2004-2005
1-3	<i>Corporate sponsorship</i>		
1-4	<i>MPS Foundation</i>		

Building Utilization/Facility Needs

2-1	<i>Concept Elements</i>	John Crawford	2004-2005
2-2	<i>Facilities for MS & HS at-risk</i>	Keith Lutz, Ken Fossen	2004-2005
2-3	<i>New buildings and/or additions - SW growth</i>	Ken Fossen	2004-2005
2-4	<i>Redesign boundaries plan</i>		
2-5	<i>Space for technology</i>	Keith Lutz, Ken Fossen	2004-2005
2-6	<i>Options for facility usage</i>		
2-7	<i>Space for warehouse, etc.</i>		

Personal Goal Setting

3-1	<i>Develop alternative graduation paths</i>	Martha Bruckner, Judy Porter	2004-2005
3-2	<i>Involve students, parents, & staff in ILPs</i>	Martha Bruckner, Judy Porter	2004-2005
3-3	<i>Optional senior project</i>		
3-4	<i>Unify goal-setting at MS</i>	Martha Bruckner, Judy Porter	2004-2005
3-5	<i>Unify approach to MS conferences</i>	Martha Bruckner, Judy Porter	2004-2005
3-6	<i>Goal-setting at elementary level</i>		

Analyze Student Data

4-1	<i>Process to analyze & distribute student data</i>	John Crawford	2004-2005
4-2	<i>Training for certified staff to interpret data</i>		
4-3	<i>Analyze data & improve student performance</i>		

National and International Measures

5-1	<i>Increase SAT/ACT performance</i>	Martha Bruckner, Judy Porter	2004-2005
5-2	<i>Increase communication about SAT/ACT</i>	Martha Bruckner, Judy Porter	2004-2005
5-3	<i>Plan for SAT/ACT preparation - teachers</i>		
5-4	<i>Create AP culture</i>	Martha Bruckner, Judy Porter	2004-2005
5-5	<i>Plan to support AP teachers</i>	Martha Bruckner, Judy Porter	2004-2005
5-6	<i>Align curriculum with College Board</i>	Martha Bruckner, Judy Porter	2004-2005
5-7	<i>Increase participation in AP exams</i>		
5-8	<i>Increase participation in IBP</i>	Martha Bruckner, Judy Porter	2004-2005
5-9	<i>Vertical articulation for IBP and pre-IBP</i>	Martha Bruckner, Judy Porter	2004-2005
5-10	<i>Establish Middle Years IBP</i>	Martha Bruckner, Judy Porter	2004-2006
5-11	<i>Establish Primary Years IBP</i>	To be discussed	
5-12	<i>Increase # of nat'l & internat'l opportunities</i>		

Millard Public Schools

Status of All Strategic Action Plans as of September 2004

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ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 1
DATE: March 2004

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

SPECIFIC RESULT: Determine the financial support necessary to achieve world-class status.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop a network with other school districts that are considered world class.				
2.	Research districts termed world class to determine world-class traits and steps taken to become world class.				
3.	Define world class in relation to MPS.				
4.	Establish network with identified districts and share information/data with districts in the network.				
5.	Evaluate information and share with District.				

Responsible:

Action Plan Progress Report

Strategy: 1 Action Plan: 1

Person Responsible: Keith Lutz

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

Action Plan Status: Completed Underway XX Not Started

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

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

1. We joined National Council of Educational Research and Technology (NCERT) that represents 65 premier school districts across the country.
2. We joined the Suburban School Superintendent's group. This organization includes 100 prestigious schools. Schools are asked to join by invitation only.
3. We have joined the Council of World-Class Schools that is just getting off the ground. The goal of this organization is to establish benchmarks to define world-class schools.
4. We have joined a national benchmarking group from Olatha, Kansas that includes one high performing district from each state. We represent Nebraska.

Benchmarking Districts
General Information
2004-05

District	Enrollment	# of Schools	Grade Ranges	Poverty Range 2004-05	ACT Explore	ACT Plan	ACT	ACT Satisfaction/Dissatisfaction Scores	AP Program Courses Offered	General Information
Edmond Public Schools 1001 W. Danforth Rd. Edmond, OK 73003 Telephone: 405.340.2276 Web Site: www.edmond.k12.ok.us Superintendent: Dr. David Goin Contact Person: Linda DeSpain e-mail: Linda.DeSpain@edmondschools.net	Head: 18,554 FTE: 25,626	21 6 Title I Schools	PKdg. – Grade 5 Grades 6 – 8 Grades 9 - 12	5.51% to 42.31%	97% take the test English 15.6 Reading 15.3 Math 16 Science Reasoning 16.8 Composite 16	English 18.3 Reading 18.1 Math 18.8 Science Reasoning 19.4 Composite 18.8	77% take the test English 23.3 Reading 23.3 Math 22.6 Science Reasoning 22.7 Composite 23.1 American Indian 22.9 Asian 23.2 African American 20.2 Mexican American 21.2 Hispanic 24 White 23.4 Core Curriculum 23.6 Less than Core 22.5	See table below	History of Art, Studio Art I, II, III, English Literature and Composition, English Language and Composition, French IV, German IV, Spanish IV, Calculus (AB), Calculus (BC), Statistics, Computer Science Programming A, Computer Science Programming AB, Music Theory, Biology, Chemistry, Environmental Science, Physics (B), Physics (C), European History, World History, Human Geography, US History, US Government, Government & Politics – US and Comparative, Comparative Government, Economics, Psychology 64% who took AP exam in spring 2003 earned a "3" or higher	88% of students reported pursuing college education for 2003-04. Daily Attendance: Elementary – 96% Junior High/Middle: 96% High School: 95% District: 96% Graduation Rate 2003-04: 97.31% Dropout Rate 2003-2004: 2.70% Special Education: 13.7% ELL: 1%

	Classroom Instruction	# and Variety of Courses Offered	Grading Practices and Policies	# and Kinds of Tests Given	Guidance Services	School Rules, Regulations, and Policies	Library Media	Lab Facilities	Provisions for Academically Outstanding Students	Adequacy of Programs in Career Planning
Satisfied	50%	56%	45%	42%	40%	33%	52%	50%	56%	35%
Neutral	27%	18%	28%	32%	26%	27%	24%	24%	18%	26%
Dissatisfied	5%	8%	9%	7%	12%	21%	5%	5%	4%	13%
No Experience	1%	1%	1%	1%	4%	1%	1%	3%	5%	8%

Benchmarking Districts
General Information
2004-05

District	Enrollment	# of Schools	Grade Ranges	Poverty Range 2004-05	ACT Explore	ACT Plan	ACT	ACT Satisfaction/Dissatisfaction Scores	AP Program Courses Offered	General Information
Francis Howell School District 4545 Central School Road St. Charles, MO 63304 Telephone: 636.851.4026 Web Site: www.FHSD.k12.mo.us Superintendent: Dr. Dan O'Donnell Contact Person: Dan O'Donnell Tele: 636.851.4026 e-mail: dan_odonnell@fhsd.k12.mo.us	Head: - 18,439 FTE: -	22 11 Title I Schools	PKdg. – Grade 5 Grades 6 – 8 Grades 9 - 12	8.63% to 10.72%	Do not give.	Yes – but voluntary – do not receive scores	64% take the test English 21.5 Reading 22.4 Math 21.3 Science Reasoning 21.9 Composite 21.9 American Indian 20 Asian 22.9 African American 18.8 Mexican American 19.8 Hispanic 24.8 White 22 Core Curriculum 23.4 Less Than Core 19.6	See table below	English Literature Chemistry Physics Calculus US History European History World Language 61% who took AP exam in spring 2003 earned a “3” or higher	77% of students reported pursuing college education for 2003-04. Daily Attendance: Elementary – 95.5% Junior High/Middle: 95.1% High School: 94.7% District: 95.2% Graduation Rate 2003-04: 89.40% Dropout Rate 2003-2004: 2.30% Special Education: 13.87% ELL: .59%

	Classroom Instruction	# and Variety of Courses Offered	Grading Practices and Policies	# and Kinds of Tests Given	Guidance Services	School Rules, Regulations, and Policies	Library Media	Lab Facilities	Provisions for Academically Outstanding Students	Adequacy of Programs in Career Planning
Satisfied	43%	51%	41%	34%	-	27%	47%	34%	53%	34%
Neutral	36%	24%	33%	43%	-	32%	31%	34%	25%	33%
Dissatisfied	11%	15%	15%	13%	-	29%	10%	16%	5%	15%
No Experience	1%	1%	1%	1%	-	2%	2%	5%	7%	8%

Benchmarking Districts
General Information
2004-05

District	Enrollment	# of Schools	Grade Ranges	Poverty Range 2004-05	ACT Explore	ACT Plan	ACT	ACT Satisfaction/Dissatisfaction Scores	AP Program Courses Offered	General Information
<p>Millard Public Schools 5606 S. 147th St. Omaha, NE 68137</p> <p>Telephone: 402.895.8200</p> <p>Web Site: www.mpsomaha.org</p> <p>Superintendent: Keith Lutz</p> <p>Contact Person: John Crawford</p> <p>Tele: 402.895.8214</p> <p>e-mail: jcrowford@mpsomaha.org</p>	<p>Head: 19,972</p> <p>FTE: 19,972</p>	<p>33</p> <p>5 Title I Schools</p>	<p>PKdg. – Grade 5</p> <p>Grades 6 – 8</p> <p>Grades 9 - 12</p>	<p>0.80%</p> <p>to 50.9%</p>	<p>Do Not Give.</p>	<p>English 18.3</p> <p>Reading 18.3</p> <p>Math 19.6</p> <p>Science</p> <p>Reasoning 19.5</p> <p>Composite 19.1</p>	<p>83.2% take test</p> <p>English 22.4</p> <p>Reading 22.9</p> <p>Math 22.8</p> <p>Science</p> <p>Reasoning 22.5</p> <p>Composite: 22.8</p> <p>American</p> <p>Indian 18.8</p> <p>Asian 24</p> <p>African</p> <p>American 18.9</p> <p>Mexican</p> <p>American 20.2</p> <p>Hispanic 20.3</p> <p>White 22.8</p> <p>Core Curriculum 24</p> <p>Less than Core 20.7</p>	<p>See table below</p>	<p>English, Foreign Language, Music, Math, Science, Social Studies</p> <p>72.66% of students scored a 3 or better on test</p>	<p>91% of students reported pursuing college education for 2003-04.</p> <p>Daily Attendance: Elementary: 96.7% Junior High: 95.7% High School: 94.3% District: 96%</p> <p>Dropout Rate: 93.1% Graduation Rate: 95%</p> <p>Special Education: 12.4% ELL: 0.8%</p>

	Classroom Instruction	# and Variety of Courses Offered	Grading Practices and Policies	# and Kinds of Tests Given	Guidance Services	School Rules, Regulations, and Policies	Library Media	Lab Facilities	Provisions for Academically Outstanding Students	Adequacy of Programs in Career Planning
Satisfied	58%	70%	52%	44%	56%	36%	61%	55%	62%	45%
Neutral	27%	15%	26%	35%	22%	29%	22%	29%	20%	31%
Dissatisfied	5%	5%	13%	11%	9%	23%	7%	5%	3%	9%
No Experience	0%	0%	0%	1%	3%	1%	1%	2%	6%	5%

Benchmarking Districts
General Information
2004-05

District	Enrollment	# of Schools	Grade Ranges	Poverty Range 2004-05	ACT Explore	ACT Plan	ACT	ACT Satisfaction/Dissatisfaction Scores	AP Program Courses Offered	General Information
<p>Lakota Local School District 5572 Princeton Road Liberty Township, OH 45011-9762</p> <p>Telephone: 513.870.5373</p> <p>Web Site: www.lakotaonline.com</p> <p>Superintendent: Kathleen Klink</p> <p>Contact Person: Jon Weidlich Tele: 513.644.1162 e-mail: j.weidlich@lakotaonline.com</p>	<p>Head: 16,938</p> <p>FTE: 16,126</p>	<p>19</p> <p>6 Title I Schools</p>	<p>Kdg. – Grade 6</p> <p>Grades 7 – 8</p> <p>Grades 9 - 12</p>	.02% - 19%	Do not give.	Do not give.	<p>65% take test</p> <p>English 21.4</p> <p>Reading 22.8</p> <p>Math 22.2</p> <p>Science</p> <p>Reasoning 21.8</p> <p>Composite: 22.3</p> <p>American</p> <p>Indian 20.3</p> <p>Asian 20.7</p> <p>African</p> <p>American 19.1</p> <p>Mexican</p> <p>American 20</p> <p>Hispanic 20.5</p> <p>White 22.5</p> <p>Core Curriculum NA</p> <p>Less than Core NA</p>	No data provided.	<p>English,</p> <p>French IV</p> <p>Latin IV, German IV, Spanish IV,</p> <p>Chemistry, Biology, Physics,</p> <p>Computer Science, Statistics, Calculus,</p> <p>Psychology, U.S. History,</p> <p>Government,</p> <p>Studio Art</p> <p>18.2 to 100% of students scored a 3 or better on test depending on the subject.</p>	<p>90% of students reported pursuing college education for 2003-04.</p> <p>Daily Attendance: Elementary: 96.7% Junior High: 96.2% High School: 95.0% District: 96.2%</p> <p>Dropout Rate: N/A Graduation Rate: 96.2%</p> <p>Special Education: 8% ELL: 1.3%</p>

Benchmarking Districts
General Information
2004-05

District	Enrollment	# of Schools	Grade Ranges	Poverty Range 2004-05	ACT Explore	ACT Plan	ACT	ACT Satisfaction/Dissatisfaction Scores	AP Program Courses Offered	General Information
<p>School District 5 of Lexington/Richland Counties 1020 Dutch Fork Road Ballentine, SC 29002</p> <p>Telephone: 803.732.8000</p> <p>Web Site: www.lex5k12.sc.us</p> <p>Superintendent: Dr. Dennis McMahon</p> <p>Contact Person: Dr. J.Lee Bollman Tele: 803.732.8000 e-mail: lbollman@lex5.k12.sc.us</p>	<p>Head: 16,006</p> <p>FTE: 2,131</p>	<p>19</p> <p>No Title I Schools</p>	<p>PKdg. – Grade 5 Grades 6 – 8 Grades 9 - 12</p>	5% -56%	Do not give.	Scores not Available	<p>48.9% took the exam</p> <p>English: 20.7 Reading: 21.2 Math: 21.8 Science Reasoning: 21.1 Composite: 21.3</p> <p>American Indian 0 Asian 22.3 African American 19.1 Mexican American 23.7 Hispanic 21 White 22.4</p> <p>Core Curriculum: 21.6 Less than Core: 20</p>	<p>See table below</p>	<p>Math Science Foreign Language English/Language Literature History</p> <p>73% of those who took AP test in spring 2002 scored a "3" or higher.</p>	<p>87% of students reported pursuing college education for 2003-04.</p> <p>Daily Attendance: Elementary: 44.3% Junior High: 25.4% High School: 30.3% District: 15380</p> <p>Dropout Rate: 1.7% Graduation Rate: 87.6%</p> <p>Special Education: 13.3% ELL: 1.2%</p>

	Classroom Instruction	# and Variety of Courses Offered	Grading Practices and Policies	# and Kinds of Tests Given	Guidance Services	School Rules, Regulations, and Policies	Library Media	Lab Facilities	Provisions for Academically Outstanding Students	Adequacy of Programs in Career Planning
Satisfied	54%	56%	44%	40%	46%	29%	57%	50%	56%	45%
Neutral	22%	18%	26%	29%	19%	23%	20%	20%	14%	23%
Dissatisfied	4%	7%	11%	10%	15%	27%	3%	5%	4%	9%
No Experience	0%	0%	0%	1%	0%	2%	1%	1%	6%	4%

Benchmarking Districts
General Information
2004-05

District	Enrollment	# of Schools	Grade Ranges	Poverty Range 2004-05	ACT Explore	ACT Plan	ACT	ACT Satisfaction/Dissatisfaction Scores	AP Program Courses Offered	General Information
<p>Olathe School District 14160 Black Bob Road Olathe, KS 66063-2000</p> <p>Telephone: 913.780.7000</p> <p>Web Site: www.olatheschools.com</p> <p>Superintendent: Dr. Ron Wimmer</p> <p>Contact Person: Dr. Gary George Tele: 913.780.8040 e-mail: george@olatheschools.com</p>	<p>Head: 23,807</p> <p>FTE: 23,634</p>	<p>42</p> <p>10 Title I Schools</p>	<p>Kdg. – Grade 6 Grades 7 – 9 Grades 10 - 12</p>	<p>Less than 1% to 58.48%</p>	<p>English: 16.5 Math: 17 Reading: 16.3 Science Reasoning: 18.2 Composite: 17.1</p> <p>100% of students tested.</p>	<p>English: 18.4 Reading: 18.3 Math: 19.6 Science Reasoning: 19.4 Composite: 19.1</p> <p>100% of students tested.</p>	<p>78% took the exam</p> <p>English: 23.0 Reading: 22.9 Math: 22.7 Science Reasoning: 22.7 Composite: 23.0</p> <p>American Indian 23.4 Asian 23.6 African American 19.3 Mexican American 22.1 Hispanic 19 White 23.5</p> <p>Core Curriculum: 23.4 Less than Core: 21.4</p>	<p>See table below</p>	<p>Biology, Calculus AB, Calculus BC, Statistics, Chemistry, Government, Physics, English Literature, Composition, American History</p> <p>74% of students scored a 3 or better on test.</p>	<p>86.7% of students reported pursuing college education for 2003-04.</p> <p>Daily Attendance: Elementary: 96 % Junior High: 95.6% High School: 94.7% District: 95.67%</p> <p>Dropout Rate: 1.2 % Graduation Rate: 89%</p> <p>Special Education: 12.66% ELL: 3.62%</p>

	Classroom Instruction	# and Variety of Courses Offered	Grading Practices and Policies	# and Kinds of Tests Given	Guidance Services	School Rules, Regulations, and Policies	Library Media	Lab Facilities	Provisions for Academically Outstanding Students	Adequacy of Programs in Career Planning
Satisfied	55%	63%	49%	45%	49%	42%	53%	53%	57%	43%
Neutral	29%	18%	30%	36%	26%	33%	28%	30%	23%	32%
Dissatisfied	6%	8%	11%	9%	11%	15%	7%	5%	3%	8%
No Experience	1%	1%	1%	1%	5%	1%	2%	2%	7%	7%

Benchmarking Districts
General Information
2004-05

District	Enrollment	# of Schools	Grade Ranges	Poverty Range 2004-05	ACT Explore	ACT Plan	ACT	ACT Satisfaction/ Dissatisfaction Scores	AP Program Courses Offered	General Information
<p>Williamson County Schools Administrative Office Complex 1320 W. Main St., Suite 202 Franklin, TN 37064</p> <p>Telephone: 615.472.4003</p> <p>Web Site: www.wcs.edu</p> <p>Superintendent: Rebecca Schwab</p> <p>Contact Person: Rebecca Schwab e-mail: beckys@wcs.edu</p>	<p>Head: 23,945</p> <p>FTE: 23,912</p>	<p>34</p> <p>0 Title 1 Schools</p>	<p>Kdg. – Grade 5</p> <p>Grades 6 – 8</p> <p>Grades 9 – 12</p>	<p>High of 0.07%</p>	<p>88.4% take the test</p> <p>English 17.31 Reading 16.47 Math 17.3 Science Reasoning 17.65 Composite 17.3</p>	<p>English 18.93 Reading 19.48 Math 19.48 Science Reasoning 18.93 Composite 19.17</p>	<p>100% take test</p> <p>English: 22.5 Reading: 22.9 Math: 21.6 Science Reasoning: 21.8 Composite: 22.3</p> <p>American Indian 19.7 Asian 23.4 African American 18.1 Mexican American 19.8 Hispanic 16.6 White 22.6</p> <p>Core Curriculum: 23.4 Less than Core: 20</p>	<p>See table below</p>	<p>Biology, Chemistry, Computer Science, Economics, Environmental Science, English, European History, French, German, Government, Calculus, Statistics, Music Theory, Art History, Studio Art, Physics, Psychology, Spanish, US History</p> <p>63% of students scored a 3 or better on test.</p>	<p>92% of students reported pursuing college education for 2004-05.</p> <p>Daily Attendance: Elementary: 97.72% Junior High: 97.44% High School: 95.85% District: 97%</p> <p>Dropout Rate: 1.25% Graduation Rate: 90.23%</p> <p>Special Education: 13% ELL: .064%</p>

	Classroom Instruction	# and Variety of Courses Offered	Grading Practices and Policies	# and Kinds of Tests Given	Guidance Services	School Rules, Regulations, and Policies	Library Media	Lab Facilities	Provisions for Academically Outstanding Students	Adequacy of Programs in Career Planning
Satisfied	43%	51%	42%	37%	40%	27%	45%	39%	51%	31%
Neutral	33%	21%	32%	41%	27%	31%	31%	34%	25%	34%
Dissatisfied	12%	16%	14%	11%	20%	30%	11%	13%	6%	15%
No Experience	1%	1%	1%	1%	3%	1%	2%	3%	8%	9%

Benchmarking Districts
General Information
2004-05

District	Enrollment	# of Schools	Grade Ranges	Poverty Range 2004-05	ACT Explore	ACT Plan	ACT	ACT Satisfaction/Dissatisfaction Scores	AP Program Courses Offered	General Information
<p>San Ramon Valley USD 699 Old Orchard Drive Danville, CA 94526 Telephone: 925.552.2949</p> <p>Web Site: www.srvusd.k12.ca.us</p> <p>Superintendent: Robert P. Kessler</p> <p>Contact Person: Leslie Anderson e-mail: landers@srvusd.k12.ca.us</p>	<p>Head: 22,926</p> <p>FTE: 23,912</p>	<p>29</p> <p>0 Title I Schools</p>	<p>Kdg. – Grade 5 Grades 6 – 8 Grades 9 – 12</p>	<p>1% to 2%</p>	<p>Do not take.</p>	<p>Do not take.</p>	<p>15.8% take test</p> <p>English: 24.5 Reading: 25 Math: 25.2 Science Reasoning: 23.4 Composite: 24.7</p> <p>American Indian NA Asian 24.9 African American NA Mexican American NA Hispanic 23.1 White 24.8</p> <p>Core Curriculum: 25.4 Less than Core: 22.8</p>	<p>See table below</p>	<p>Biology, Chemistry, Computer Science A, AB, Economics Micro, Macro, Environmental Science, English Language & Composition, English Literature & Composition, European History, French, German, Government, Calculus AB, BC, Statistics, Music Theory, Studio Art, Physics B, C Elec. & Mag., Mechanics, Psychology, Spanish, US History</p> <p>93% of students scored a 3 or better on test.</p>	<p>Daily Attendance: Elementary: 97.03% Junior High: 97.10% High School: 96.8% District: 96.98%</p> <p>Dropout Rate: .1% Graduation Rate: 99.3%</p> <p>Special Education: 10.5% ELL: .013%</p>

	Classroom Instruction	# and Variety of Courses Offered	Grading Practices and Policies	# and Kinds of Tests Given	Guidance Services	School Rules, Regulations, and Policies	Library Media	Lab Facilities	Provisions for Academically Outstanding Students	Adequacy of Programs in Career Planning
Satisfied	36%	38%	30%	29%	30%	28%	37%	34%	39%	28%
Neutral	20%	15%	19%	21%	18%	18%	18%	21%	13%	20%
Dissatisfied	5%	7%	10%	10%	11%	14%	4%	3%	3%	8%
No Experience	1%	2%	1%	0%	2%	0%	2%	2%	5%	5%

ACTION PLAN

STRATEGY NUMBER: 1
PLAN NUMBER: 2
DATE: March 2004

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

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

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify a group of 10-25 individuals to represent diverse populations within the Millard community, such as neighborhood representatives, businesses, churches, MPS staff, service groups, residents without school-age children, and political / legislative representatives to serve as members of the Community Ambassadors.				
2.	Design team-building activities to create a sense of ownership and enthusiasm within the Community Ambassador team.				
3.	Obtain training and information from MPS representatives regarding a working definition of a “world-class” education and the financial challenges that will need to be addressed to reach such standard.				
4.	Develop and implement a broad communication strategy including, but not limited to, a Web presence, e-mail, various print media (neighborhood and city-wide publications), video presentation and direct presentations, advertising and marketing (billboards, radio press releases, media events).				
5.	Regularly evaluate the effectiveness of the materials and the Ambassadors and make changes as necessary.				

Responsible:

Action Plan Progress Report

Strategy: 1 Action Plan: 2

Person Responsible: Keith Lutz

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

Action Plan Status: Completed Underway XX Not Started

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

We have been studying all current advisory groups for potential membership as ambassadors. This includes groups such as: PTO or PTA, District Advisory Committees, Legislative Corps, and local and state leaders.

We successfully trained ambassadors for our bond issues with very positive results.

ACTION PLAN

STRATEGY NUMBER: 2
PLAN NUMBER: 1
DATE: March 2004

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

SPECIFIC RESULT: *Submit Concept Elements (revised as of 10/28/03) to the Board of Education for approval.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Submit the following "Concept Elements" for approval to the Board: <ul style="list-style-type: none"> • Space should be made available for current educational programs and those programs that are specifically called for in the District's strategic plan. • Community needs and interests will drive the placement and implementation of programs that are in the strategic plan. • To the greatest degree possible, the Millard School District will continue to strive to be a "neighborhood school" District. Busing to schools that are <u>not</u> the most proximal to a subdivision will occur only as a result of current or anticipated overcrowding. • The District will make every effort to avoid relocating special education programs, based on the belief that the educational interests of students are best served by consistent placement (i.e., program location does not change from year-to-year). Growth of special education will be planned to reflect placement of programs at sites where the regular education student population is most likely to allow long-term special education placement. • Space should be made available for technology so that the curriculum content is delivered in the most effective manner. • Significant changes in schedules designed to create more capacity within the District would only be undertaken with community support. • We believe that it is important for students/families to have a choice of school to attend within Millard. Within limits established by building capacity, within-District transfers will be allowed (all schools except for those that are closed or capped). 				
2.	Use the above "Concept Elements" as guiding principles for the District's Master Plan.				
3.	Re-assess and evaluate the above "Concept Elements" as necessary - at least once every two years.				

Responsible:

ACTION PLAN PROGRESS REPORT

Strategy 2 Action Plan 1

Person Responsible: John Crawford

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

Action Plan Status: Completed x Underway Not Started

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

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

ACTION PLAN

STRATEGY NUMBER: 2
PLAN NUMBER: 2
DATE: March 2004

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

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

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify potential sites for the high school at-risk program, based on the following assumptions. <ul style="list-style-type: none"> a. Keep separate from alternative middle school program. b. Separate facility – not associated with an existing school. c. Good access, with preference for a commercial storefront or industrial tract-type setting. d. Expandible to meet growth of District – to include recreational space and other program requirements. e. Consider a low enrollment elementary school that would be closed and in (possible) combination with support service department(s). 				
2.	Identify potential sites for the alternative middle school program. <ul style="list-style-type: none"> a. Keep separate from at-risk high school program. b. Use existing site with or without potential expansion of the Central Middle School building, as long as it is physically separate from the main student population. c. Separate facility – not associated with an existing school. d. Good access, with preference for a commercial storefront or industrial tract-type setting. e. Expandible to meet growth of District – to include recreational space and other program requirements. f. Consider a low enrollment school that would be closed and in possible combination with support service department (s). g. Relocate the psychology department to free up more space in Central Middle School. 				
3.	Evaluate cost/benefit of potential sites identified in steps 1 and 2, including determination of location of additional support services with the alternative middle school and at-risk high school programs.				
4.	Relocate the high school and middle school programs to the newly selected sites.				
5.	Dispose of existing Millard Learning Center building.				
6.	Evaluate the effectiveness of the selected sites.				
	<i>Cross-Reference Strategy 8</i>				

Responsible:

Action Plan Progress Report

Strategy: 2 Action Plan: 2

Person Responsible: Keith Lutz

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

Action Plan Status: Completed _____ Underway XX Not Started _____

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

We have gained additional space for the middle school alternative program in the Central Middle School annex. This space was freed up this summer by moving the Psychologists into the Technology space at Connectivity Solutions Manufacturing (formerly AVAYA).

The successful bond issue will provide space for the 9-12 grade alternative school. Planning for that program is underway and is to be completed by 2008.

ACTION PLAN

STRATEGY NUMBER: 2
PLAN NUMBER: 3
DATE: March 2004

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

SPECIFIC RESULT: *Build schools and/or additions to meet the growth needs in the southwest portion of the District.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Ask engineer/architect to do initial scheme on existing land and preliminary drawing to facilitate new elementary school (immediately).				
2.	Determine/assess need at each level (elementary, middle, high school) for new buildings or additions.				
3.	Meet with developers to discuss needs and to seek their participation in the solution.				
4.	Establish timeline for potential projects.				
5.	Study census data, enrollment trends, survey results in determining priorities for each of the three levels (elementary, middle, high school).				
6.	Determine how potential projects will be funded (building fund, bond issue, donations).				
7.	Acquire land for school sites.				
8.	Develop and implement plan to build new or add to existing schools				
9.	Evaluate plans and needs on a two-year basis.				

Responsible:

Action Plan Progress Report

Strategy: 2

Action Plan: 3

Person Responsible: Ken Fossen

Action Plan Objective: New buildings and/or additions - SW growth

Action Plan Status: Completed Underway x Not Started

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

The new buildings and additions are included in the 2005 bond issue projects. Completion dates range from 2006-2008.

ACTION PLAN

STRATEGY NUMBER: 2
 PLAN NUMBER: 5
 DATE: March 2004

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

SPECIFIC RESULT: Acquire space to meet the needs of the District's technology division.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Review facility needs required to accommodate technology.				
2.	Identify available space/sites that will address needs. These may include: <ul style="list-style-type: none"> a. Current underutilized facilities/buildings. b. Leased space. c. Leased-to-own space. d. Purchased space and/or land. e. Existing MPS-owned property. 				
3.	Engage architect to design facility, based upon needs and site options.				
4.	Review additional options and associated costs to determine most cost-effective solutions.				
5.	Implement best solution to address facility and District needs which will meet technology space needs for a minimum of seven years.				
6.	Implement the move.				
7.	Evaluate the success or effectiveness of the move/solution.				

Responsible:

Action Plan Progress Report

Strategy: 2

Action Plan: 5

Person Responsible: Keith Lutz

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

Action Plan Status: Completed XX Underway Not Started

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

We have acquired space from Communications Solutions Manufacturing formerly known as AVAYA. The space was remodeled and technology moved in over the summer.

ACTION PLAN

STRATEGY NUMBER: 3
 PLAN NUMBER: 1
 DATE: *March 2004*

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

SPECIFIC RESULT: *Develop and implement diverse alternative paths to graduation that provide guidance for personal goal setting.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify the requirements (number of credits, cut scores, specific course requirements, etc.) that would be set for three or four alternate levels, which would result in such things as differentiated diplomas/endorsements or other forms of recognition.				
2.	Establish the timeline for implementing a system of varying differentiated diplomas/endorsements or other forms of recognition.				
3.	Procure school board approval of the timeline and the differentiated diplomas/endorsements system or other forms of recognition.				
4.	Communicate to staff members, students, parents, and community members about the new system of differentiated diplomas/endorsements or other forms of recognition.				
5.	Develop methods through which the differentiated diploma/endorsement system recognizes students' hard work at the Regent's or honors level, without belittling the efforts of those students who receive a regular diploma/endorsement, a diploma/endorsement with adjustments, or other forms of recognition.				
6.	Implement the system of varying diplomas/endorsements or other forms of recognition.				
7.	Develop temporary processes through which to recognize students for work over and above graduation requirements.				

Responsible:

Action Plan Progress Report

Strategy: 3 **Action Plan:** 1

Person Responsible: Martha Bruckner, Judy Porter

Action Plan Objective: Develop and implement diverse alternative paths to graduation that provide guidance for personal goal setting.

Action Plan Status: Completed _____ Underway X Not Started _____

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

Action Team 3-1 has devised categories of two separate but equal diploma paths. One diploma path, the Liberal Arts path, specifically addresses the prospective needs of college-bound students. The second diploma path, the Specialty path, focuses on the needs of students who will pursue other avenues to specialize in a particular career field. Both paths have built-in incentive categories by which students can achieve a higher diploma by taking more classes and achieving a higher GPA. These incentive categories are labeled "Commended" and "Distinguished."

We are in the process of finalizing the requirements for each diploma category, particularly the credit counts and GPA requirements. We have received input from principals, teachers, and department heads regarding our requirements, and we are obtaining input from students, as well. Then we will reconvene to discuss this input during the final stages of creating our differentiated diploma plan. The data gathered regarding the 2005 graduates will be used to assess our plan to see how many students meet the requirements of each diploma option currently. Adjustments will be made as needed to finalize the plan. The plan will then be "molded" into a format to be printed in each high school's handbook for implementation during the 2005-2006 school year.



Action Team 3-1

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

Specific Result: Develop and implement diverse alternative paths to graduation that provide guidance for personal goal setting.

Members of Team

Jan Amidon
 Sandy Drummond
 Vicki Griffin
 Theresa Huss
 Bev Johnson
 Marilyn Kerkhove
 Deb Kolc
 Jenna Lichter
 Nancy Poma
 Sue Roberts
 Bruce Steinke
 Jackie Tevis-Butler
 Greg Tiemann

Our team acknowledges that there are Millard students who "fall through the cracks" in part because they do not perceive themselves to be "college bound." Because of the effort to meet the needs of the high percentage of college bound students in the Millard Public Schools, there is a danger that students who do not take the "college-prep" path may feel inferior. There is an even greater danger that their academic needs may not be met. In our quest to be a "world-class" school district, we intend to meet the needs of all of our students in the Millard Public Schools.

As a result, our team created categories of two separate but equal diploma paths. One diploma path, the Liberal Arts path, specifically addresses the prospective needs of college-bound students. The second diploma path, the Specialty path, focuses on the needs of students who will pursue other avenues to specialize in a particular career field. Both paths have built-in incentive categories by which students can achieve a higher diploma by taking more classes and achieving a higher GPA. These incentive categories are labeled "Commended" and "Distinguished." The minimum requirements for the diploma paths and categories are outlined below:

Criteria	Regular	Liberal Arts Commended	Liberal Arts Distinguished	Specialty Commended	Specialty Distinguished
English	40	45	45	40	40
Math	25	40	40	25	25
Social St.	30	30	30	30	30
Science	25	30	30	25	25
For. Lang.	0	20	20	0	0
Additional Core Credits			40		
PE	15	15	15	15	15
Ev. Living	5	5	5	5	5
Tech.	5	5	5	5	5
Arts	5	5	5	5	5
Hum. Res.	5	5	5	5	5
Electives	70	35	0*	50	35
Spec. Area				30	50
AP/IB Cred.		20	40		
Total Credits	225	235	240	235	240
GPA		3.0 Overall	3.5 Overall	3.0 in Spec. Area; 2.0 Overall	3.5 in Spec. Area; 2.5 Overall

*includes above credits as elective credits

Specialty Areas: Industrial Technology, Family & Consumer Science, Fine and Performing Arts, Business, Technology, Health Occupations

Latitude in course choices may be granted with counselor recommendation.

Other specialty areas may develop over time.

Recommendations:

- Create internships for students in each specialty area
- Create SIMS area under “Advisement” to track diploma option choices
- Expand physical and academic space for Family and Consumer Science courses (It seems that currently physical and academic space is very limited for these areas.)
- High schools might adopt different colors of honor cords for the commended and distinguished diploma areas.

Action Team 3-1 Student Questions

View the diploma paths.

1. If you would have had to choose one of these paths for graduation upon entering high school, which one would you have chosen?
2. Would choosing a diploma path have motivated you to take different classes? In what way would it have done so?
3. Would choosing a diploma path have motivated you to work harder in your classes?
4. What are your thoughts on the credit counts for each category?
5. Would these choices help students to prepare better for life after high school?

Additional reactions or comments:

Student Responses

Stormie-9th Grade

*Responded positively to Specialty Diploma, saying it would help students to think about what they wanted to do after high school.

Russ-9th Grade

*Said he "wants to play football for Kansas State." He said he'd probably go for the Liberal Arts Commended diploma.

Scott-11th Grade

*Felt that the plan would have made him think about what he wanted to do after high school. Scott plans to go to UNO or UNL. He felt that he might have made some different class choices, but he's been happy with his classes so far.

Jared-11th Grade

*Had strong feelings about the classes available for students who would be interested in the specialty path. He is upset that there aren't more "in-depth" classes in, for example, Industrial Technology or Computers. He feels that our current elective classes are too general, too broad. He would like more specific options like how to actually do web design, rather than just being exposure to it. He felt that he would have been more motivated to do well in his classes earlier had he been able to look forward to specialty classes later.

Sierra-10th Grade

*Is very interested in art and felt strongly that she would have first set a goal for Specialty Distinguished in Fine Arts. She felt that she probably would have achieved Specialty Commended, but she would have tried to reach Specialty Distinguished. She is registered for an art class this year and advanced art classes next year. She felt that some of her friends would have thought more about what they wanted to do after high school.

Zorah-11th Grade-ELL Student

*Zorah really felt that this plan would have facilitated her class choices. She said, "There are students who don't care, and there are students who don't know." When she entered high school, she had no experience choosing her classes (in Afghanistan and Russia classes were chosen for her). She thought that the most important thing was to achieve a 4.0 in her classes, so she took easy classes. It was only recently that she learned that colleges look at class choice as well as GPA, and she is registered for AP English for next year. She felt that the diploma options would have made her inquire about AP classes, and the minimum GPA would have prompted her to risk her 4.0 in favor of a more challenging class.

ACTION PLAN

STRATEGY NUMBER: 3
 PLAN NUMBER: 2
 DATE: *March 2004*

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

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

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Evaluate and revise advisory systems through which high school faculty members will work with individual students and their parents throughout the students' high school careers.				
2.	Create forms needed to guide the development of individual learning plans for each high school student.				
3.	Establish a process through which students will identify and build on the individual strengths they have.				
4.	Develop a timeline of activities that will occur at each high school grade level as students set and work toward individual learning goals.				
5.	Develop and implement a system through which each high school student will plan for, apply for, and be accepted to, post-secondary learning opportunities or identify, plan for, and begin to implement a specific career plan.				
6.	Evaluate and revise a system through which 8 th grade students and their parents and teachers do preplanning for a student's high school career.				
7.	Utilize District technology to manage and communicate information.				
8.	Evaluate program effectiveness.				

Responsible:

Action Plan Progress Report

Strategy: 3 Action Plan: 2

Person Responsible: Martha Bruckner

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

Action Plan Status: Completed Underway x Not Started

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

We are incorporating instructional strategies into our document that will assist students in setting challenging educational goals. Students and parents will provide input on how the student learns best. Teachers will be able to use the instructional strategies to create lessons tailored to a student's abilities or interests.

Our document is designed to facilitate conversations between a teacher, a student, and a parent. The topics throughout can focus discussions on setting goals, academic achievement, and making plans for post-high school work or education.

We will continue to seek feedback from administrators to ensure that this document is user friendly to students, parents, and staff.

Strategy 3

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

Plan 2

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

The Personal Learning Plan is one component in helping students know themselves as a learner, set goals, have successful high school careers, and plan for their time beyond Millard Public Schools. In the elementary grades students experience lessons designed for a variety of learning styles and begin learning the steps in how to set an appropriate goal. In middle school they experience a different educational setting, different types of classroom instruction, and continue to refine goal setting. The PLP is designed to facilitate student, parent, and teacher conversations that will maximize opportunities while in high school. Each phase of the four phases of the PLP, which can correspond to the four years of high school, is intended to focus discussions on how the student learns, interests of the student, experiences that the student has had, and reflect on the results of those experiences.

The Awareness Phase begins by asking students and parents for input regarding learning styles and a four-year course plan. Several inventories and assessments are given during high school that also contribute to the students' understanding of their learning styles. The Awareness Phase of the PLP serves as a place to collect this information. Some of the inventories and assessments are not administered during the first year of high school, but their inclusion in the Awareness Phase serves as introduction to future possibilities. The Awareness Phase concludes with a reflection on courses taken, recognized success, skills used, transfer of skills to other classes, recognized struggles, skills in need of further development, and opportunities for future consideration.

The Exploration and Application Phases continue to list opportunities available to high school students. These lists are reminders to students, parents, and teachers of the variety of ways that they can further investigate how students learn. Each reflection after an experience asks the student to connect the experience with their short-term and long-term goals. Each reflection is an opportunity for a conversation.

The Confirmation Phase is intended to bring together all that the students have learned about themselves and successfully bridge from high school to post high school life.

The opportunities listed in the PLP are currently available for high school students. The results of those opportunities have not, in the past, been collected in a central location. The connections between those opportunities have not, in the past, been made. The PLP is a way for parents to initiate conversations with students. The dialogue that the PLP creates is another way for teachers to become significant adults in the lives of students. The PLP is a document that will facilitate students having a better understanding of themselves as learners and teachers having the tools necessary to reach all learners.

Learning Style Inventories

Learning Style Inventories are being researched. Should the decision be made that a single learning style inventory be mandatory for all high school students, one will be selected as soon as possible. Each high school will identify a required freshman level course in which to administer the inventory.

Staff Development

The district will provide four hours of staff development, which will be mandatory for all high school staff. Staff will have the option of attending meetings during the summer and receive per diem pay, during fall workshop during building allotted time, or from 3:45-4:45 on four days during the first two weeks of school.

A script will be written to assist staff instruction of the SMART goals.

A list of scripts necessary for introducing the PLP will be created. Those scripts will be written in June.

Each high school will incorporate staff development of instructional strategies for a variety of learning styles into their yearly staff development plans.

Video

A video featuring Millard staff and students will be professionally produced. Each high school will use this video to introduce parents to the PLP process. The video will explain the rationale for the PLP, the design, how and why parents can/should be involved, and the benefits.

Evaluation

Information gathered from parents, students, and staff will help us know what worked and what needs to be changed to make the PLP even more effective.

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Personal Learning Plan

Millard Out There High School
Address – Logo



<p>Sammy Student Advisor- Millard teacher Contacts- email@mpsomaha.org 402-894-3141</p>	<p>Current GPA- 3.343 Cumulative GPA – 3.555 Class Rank – 115/724 Credits earned – 175 Last updated – Jan 05</p>	<p><u>Guardian Information:</u> Steve and Susie Student 1313 Mockingbird Lane, 68131 402-894-8948</p>																		
<p>Diploma Path – <i>Specialty Commended</i></p>		<p><u>Test Results</u></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">ELO</th> <th style="text-align: center;"><u>Met</u></th> <th style="text-align: center;"><u>Not Met</u></th> </tr> </thead> <tbody> <tr> <td>9th Reading</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>10th Writing</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>10th Math</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>11th Science</td> <td></td> <td style="text-align: center;">x</td> </tr> <tr> <td>11th Social Studies</td> <td></td> <td style="text-align: center;">x</td> </tr> </tbody> </table>	ELO	<u>Met</u>	<u>Not Met</u>	9 th Reading	x		10 th Writing	x		10 th Math	x		11 th Science		x	11 th Social Studies		x
ELO	<u>Met</u>	<u>Not Met</u>																		
9 th Reading	x																			
10 th Writing	x																			
10 th Math	x																			
11 th Science		x																		
11 th Social Studies		x																		
<p><u>Activities (Co-Curricular)</u> Activity 1 – 9-10 Activity 2 – 9-11 Activity 3 – 10-11</p> <p><i>(students may add activities and awards as high school career advances)</i></p>	<p><u>Standardized Tests</u> PSAT – _____ PLAN – _____ (composite) SAT – 1150 ACT – 28 <i>(Other tests)</i></p>																			
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Goals

Fall 2005

Goals- What specific short-term academic goal(s) are you going to focus on accomplishing? (SMART model) Start Date- Oct 1, 2005
 I will meet with my Chemistry teacher every Wednesday for 10 minutes to clarify my problems so I can pass the class with a 3.

Goals- What specific long-term goal(s) are you going to work towards accomplishing? (SMART model) Start Date- _____
 I will attend a 4-yr university.

Fall 2006

Goals- What specific short-term academic goal(s) are you going to focus on accomplishing? (SMART model) Start Date- _____
 New goal

Goals- What specific long-term goal(s) are you going to work towards accomplishing? (SMART model) Start Date- _____
 New goal

Fall 2007

Goals- What specific short-term academic goal(s) are you going to focus on accomplishing? (SMART model) Start Date- _____
 New goal

Goals- What specific long-term goal(s) are you going to work towards accomplishing? (SMART model) Start Date- _____
 New goal

Fall 2008

AWARENESS

Who am I?

In this phase opportunities are listed to assist in the discovery of personal and academic strengths and interests. This phase should be revisited several times during the 9th through 12th grade career.

Learning Style

We all learn in different ways. Some like to read and see what they are learning. (Visual) Some like to listen. (Auditory) Others prefer to use their hands. (Tactile or Kinesthetic) Some people work best alone, others prefer groups. Some people can learn in a noisy environment, others need a quiet space.

Student Response

How would you describe your preferred learning style?

I learn best by:

Parent Response

Think about your child. How would you best describe their preferred learning style?

He/She learns best by:

Course Selection

Use the 4-year plan page in the Curriculum Handbook to map out your tentative selection of courses. Pay particular attention to the prerequisites for courses you plan to take.

How do my tentative course selections reflect my career interests and short-term and long-term goals?

Explorer Post Surveys

Students complete this interest survey, usually in advisement, to indicate career preferences and hobbies. The Boys Scouts Council compiles data from all participating metropolitan schools to offer Explorer Posts of greatest interest.

I participated in _____ Explorer activity(ies). What impact will this information have on my goals?

Harrington O-Shea Career Decision Making (CDM)

This is a self-assessment of abilities, interests and work values, taken in English 9 to introduce the Career Exploration Unit, followed by research of the student's identified career interest. CDM suggests career clusters for further investigation: Crafts, Social, Science, Business, The Arts, Office Operations.

According to the Harrington O-Shea Career Decision Making (CDM), my career code is _____

What careers might I be interested in as a result of taking the Harrington O-Shea Career Decision Making (CDM)?

Life Skills Assessment

Completed in homeroom or advisement, students identify whether they are proficient, progressing or need improvement in the 13 Life Skills. Success in a career means being ready for work, ready for life-long learning, and being a good citizen. It is important to practice these life skills every day.

According to my self-assessment of life skills, my strengths are: _____,

_____, _____, _____.

According to my self-assessment of life skills, I should work to improve: _____,

_____, _____, _____.

To improve the area(s) of weakness _____ (pick one of the areas listed above), I will take the following steps (short-term goals or steps) to compensate for the weakness:

How can I use the information found on the Life Skills Assessment to refine, improve, and further develop my goal(s) and the path that I will take to reach this goal?

Terra Nova

This is an achievement test completed by 9th and 10th graders to measure what a student has learned in the areas of Reading, Math, Language, and Social Studies. Test results are mailed home. Look at percentile scores in each area and report your highest scores (academic strengths) and lowest scores (areas to improve).

According to the Terra Nova Test, my academic strengths are as follows: _____,

_____, _____, _____.

How will I use these strengths to bring me closer to achieving my goals?

According to the Terra Nova Test, my academic areas to improve are as follows: _____,

_____, _____, _____.

Two specific steps (short term goals/strategies) that I will use to keep these weaknesses from interfering with the fulfillment of my goals are:

ELO Assessments

Students demonstrate proficiency in Math, Language Arts (6-Trait Writing), Social Studies and Science with ELO's (Essential Learner Outcomes). Students must score on or above an established cut score in order to graduate. Schools offer help and the opportunity to re-test in any ELO area in which the student didn't meet the established cut score.

According to the ELO Assessment, I have met, not met, or not taken the cut scores in the following curricular areas:

	Met	Not Met
9 th Reading		
10 th Writing		
10 th Math		
11 th Science		
11 th Social Studies		

I recognize that the ELO cut score is a part of graduation requirements. I will use the following strategies to work towards the goal of meeting the cut score(s).

Retesting

Help Rooms

Revise Short-Term Academic Goal

Other strategies

True Colors

A way of discovering one's strengths, and understanding human behavior, True Colors™ translates four personality types into colors – Blue, Gold, Green, Orange. Most students do the True Colors activities in 10th grade.

According to the True Colors, my primary color is _____ . My

secondary color is _____, followed by _____ and _____.

How can I use the information found on True Colors™ to refine, improve, and further develop my goal(s) and the path that I will take to reach this goal?

The following are tools used by colleges in the admission process. Check with the schools of your choice to determine which assessments are needed for admission.

PLAN

All sophomores take the PLAN test in early November. Staff members help interpret the scores in a classroom setting, usually in January. As a "pre-ACT" test, PLAN is a powerful predictor of success on the ACT Assessment®. It also focuses on both career preparation and improving academic achievement, by identifying career clusters of highest interest on a "World of Work" Map.

According to the PLAN, my scores are as follows:

Math _____

English _____

Reading _____

Science Reasoning _____

Composite _____

ACT Predictor _____

What areas were identified from the World of Work map?

What impact will this information have on my goals?

What similarities and differences do you see in your results from the PLAN and the Harrington O-Shea?

ACT

The ACT (American College Test) is used by the vast majority of colleges in the Midwest for admission. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Visit the guidance office for registration information and scores.

According to the ACT, my scores are as follows:

Math _____

English _____

Reading _____

Science Reasoning _____

Writing _____

Composite _____

What academic goal(s) will I set to capitalize on my strengths? i.e. What course(s) should I take?

What academic goals will I set to improve areas of weakness? i.e. What classes should I take? What resources should I commit to utilizing to improve my weaknesses?

PSAT

PSAT stands for Preliminary SAT. It provides practice for the SAT test, and is the qualifying exam for the National Merit Scholarship Corp. program. The PSAT measures your reasoning ability, not your ability to recall specific facts. Freshmen and sophomores may take the PSAT, but only those taking it on the single national testing date in October of their junior year will be eligible for the National Merit scholarship.

According to the PSAT, my verbal score is _____. My math score is _____.

My writing score is _____. My selection index is _____.

What academic goals (steps) will I set to further develop my strongest score?

What academic goals (steps) will I set to develop my weakest score?

SAT

The SAT is used more extensively by East Coast, West Coast schools and some southern colleges as part of their admission process. Military Academies may also ask applicants for SAT scores. Some selective admission colleges may request the SAT II's, which are specific tests in certain curriculum areas. Check specific admission processes for the post-secondary institution of your choice or visit with a counselor to determine if you need to take the SAT.

According to the SAT, my scores are as follows:

Verbal _____

Math _____

Writing _____

Combined _____

What academic goals will I set to capitalize on my strengths? i.e. What courses should I take?

What academic goals will I set to improve areas of weakness i.e. What courses should I take? What resources should I commit to utilizing to improve my weaknesses?

AP Exams

At the conclusion of an Advanced Placement (AP) course, students are encouraged to take the corresponding AP Exam. AP Exams are two- to three-hour exams, given in May, made up of multiple-choice and free-response (essay) questions. There is a fee for the exam.

What pre-requisites are needed for the AP courses in which I am most interested?

Course Reflections

When answering the following questions, think about the courses that you completed in the previous semester or year.

In what courses did I do well? Why did I do well? What skills did I use to be successful?

How can I use these skills in other classes?

In what courses did I struggle the most? Why did I struggle? What skills can I develop that will be of benefit to me?

The Curriculum Handbook lists opportunities available during high school such as internships, dual enrollment, and career academies. What opportunities interest me?

EXPLORATION

What do I do now?

The following required and optional activities will assist in the exploration and identification of resources that support academic and career goals. Sophomores will spend the majority of time and effort in this phase.

Course Selection

Review the 4-year plan page in the Curriculum Handbook where you mapped out your tentative selection of courses. Pay particular attention to the prerequisites for courses you plan to take.

Have my tentative course selections changed? If so, how?

Has my diploma path changed?

Review the results of the Harrington O'Shea, True Colors, and PLAN, I've learned that I have strengths in the following areas:

Have my interests in those strength areas changed?

Mock Interviews

Mock interviews are a required activity of the Oral Communications course (speech, debate, and forensics). Students select a career in which they are interested. Community members conduct an interview and score the student on a rubric.

What information about myself did I gain from the interview that will help me prepare for the future?

What parts of the interview process did I find the most challenging?

What will I do to try to make these aspects of the interview less challenging?

Looking back at my preparation for the interview as well as the actual interview process, what did I learn about the work world?

How can I use the lessons that I have learned from the interview process to get closer to achieving my short and long-term goals?

Career Center Resources

The Career Center, located in the counseling office, is an excellent source of career and college information, including counselor support, printed material, computer aided searches for careers, scholarships, financial aid, post-secondary institutions. Refer to the Post-Secondary Planning Guide available in the Counseling Center and on the Counseling Home Page.

<http://mpsomaha.org/mnhs/index.html>

<http://mpsomaha.org/mshs/homepage/hom1.html>

<http://mpsomaha.org/mwhs/index.html>

What did I learn from these resources and what impact will they have on my short-term and long-term goals?

Extra Curricular Activities

Participation in extra-curricular activities will help you discover and confirm your strengths and interests. Refer to your school's web page for a listing of school sponsored clubs and activities, including information about how to join.

What impact do these activities have on my short-term and long-term academic goals?

Career Speakers

Students may have the opportunity to hear career speakers from the community.

I attended the following career speakers' presentations:

Name	Occupation
------	------------

What impact will this have on my short-term and long-term goals?

Volunteer Work/Community Work

Volunteer work is providing a service for an individual or organization. Involvement in volunteer work may help you identify your interests and career goals. A list of organizations and contact information is available at

www.mpsomaha.org/departments/community/volunteers/studnon.cfm

What impact will these activities have on my short-term and long-term goals?

Employment

Employer

Dates

What skills did this job(s) teach me? How will that impact my short-term and long-term goals?

Explorer Posts

Explorer Posts are regular meetings designed to give students an opportunity to gain first-hand experience in many career areas. Information is available in the guidance office.

Explorer Post Sponsor

Date

What impact will these activities have on my short-term and long-term goals?

Job Shadows

Students shadow an adult employee to observe “first hand” what a job is like. Students may inquire about working conditions, educational preparation, salary, and/or benefits.

Job Shadow Opportunities

Date

What impact will these activities have on my short-term and long-term goals?

Career Fair/Tech Expo

Career Fairs are held so students can visit informally with employees about careers that generally require 2 years or less of formal training beyond high school. Representatives of the trades and 2-year colleges also attend the Career Fair.

Representatives with whom I visited

Jobs in which I am interested

I will follow up by:

College and Financial Aid Nights

Programs are presented to students and their parents about college planning, including college selection, entrance exams, application process, admission requirements, scholarships, and financial aid.

Presentations attended

Date

Comments

College Visits

Students are encouraged to visit the campuses of post-secondary institutions in which they are interested in attending.

Campus Visited

Date

What impact did this have on my future college choice?

Counselor Interviews

A visit with your school counselor can help match your abilities and interests with career choices.

What did I learn from these conversations?

Course Reflections

When answering the following questions, think about the courses that you completed in the previous semester or year.

What subjects did I enjoy learning and why? How does my enjoyment of these subjects affect my long term and short-term goals?

APPLICATION

How do I apply what I have learned?

The information learned in the Awareness and Exploration phases will be applied in this phase. Juniors should spend the majority of time and effort in this phase.

Course Selection

Review the 4-year plan page in the Curriculum Handbook where you mapped out your tentative selection of courses. Pay particular attention to the prerequisites for courses you plan to take.

Have my tentative course selections changed? If so, how?

Has my diploma path changed?

Career Academies

Metropolitan Community College and other post-secondary institutions provide area high school juniors and seniors with opportunities to explore various career fields through their Career Academies. Academy programs consist of college-level course work and in some programs, on-the-job-work experience. Contact the guidance office for more information.

Academies that are of most interest to me:

Participation in these academies will enhance my career goal in the following ways:

Work-based Learning

Students gain work experience in a part time job, which is overseen by a staff member.

Work-based Learning experience

Date

What impact will this activity have on my short-term and long-term goals?

ASVAB (Armed Services Vocational Aptitude Battery)

The ASVAB (Armed Services Vocational Aptitude Battery) is an interest inventory tool developed and maintained by the Department of Defense. Students are provided with scores on eight individual tests, which suggest military occupations and similar civilian occupations. Interest in military service is not a requirement for taking this inventory. See your counselor if you are interested.

What careers were suggested and how does this relate to previous information that I've learned about myself?

Campus Visit

Students are encouraged to visit the campuses of schools that they are seriously considering attending. See a counselor or refer to the Post-Secondary Planning Guide for tips to make the campus visit meaningful.

Colleges visited	Dates	Comments
------------------	-------	----------

College Fair

The Omaha College Fair is typically the last Sunday of October. Hundreds of college representatives from across the country are available to visit informally with prospective students and their parents.

College Representatives Visited	Comments
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Community Service

Community service is providing a service for an individual or organization. Involvement in community service may help you identify your interests and career goals. A list of organizations and contact information is available at

www.mpsomaha.org/departments/community/volunteers/studnon.cfm

What impact will these activities have on my short-term and long-term goals?

Dual Enrollment

Opportunities exist for students to earn college credit for identified courses at their high school. Check the Curriculum Handbook for those options.

What are my opportunities?

Funding Sources (loans, grants, scholarships)

The cost of post-secondary education may be met in three primary ways: federal grants, loans, and scholarships. Information is available from a variety of sources. See your counselor, the Post-Secondary Planning Guide, and the Counseling HomePage to begin your search.

What funding sources are available to me?

Independent Study

A student may be eligible to complete coursework independently, under the supervision of a teacher, after he or she has completed all available coursework in that curriculum area.

Curricular areas in which I would be interested in pursuing independently:

Internships

An internship integrates study with planned and supervised career-related work experience. Students are involved as non-paid “employees” receiving credit for work experience while also enrolled in specific high school courses.

Internships completed	Dates	Comments
-----------------------	-------	----------

Other internships that would be of interest:

NCIS (Nebraska Career Information System)

On-line post-secondary planning tools are available in the Career/Counseling Center. See your counselor for internet access information.

What did I research through this resource?

School Web-Site

The Counseling HomePage on your school's web site contains links to many reputable sites and is another good place to begin your career and college search.

What did I learn from these resources and what impact will it have on my short-term and long-term goals?

CONFIRMATION

**How have I demonstrated that I have prepared for my future?
Awareness, Exploration, and Application have been building blocks for the Confirmation Phase. Seniors will focus on the Confirmation Phase. Activities in this phase will finalize post-secondary plans.**

Personal Resume

An up-to-date resume will help you complete applications, and give information to recommendation letter writers, and prospective employers. The resume should include academic information, leadership positions, membership in activities, honors and awards, work experience, hobbies, and interests. See an example in the Post-Secondary Planning Guide.

Does your resume provide a good description of who you are?

Is my Personal Resume completed?

Applications Completed for Post Secondary Schools

All seniors need to sign a release of information form required for a transcript release and pay a one time \$5.00 transcript fee. Research the application process and meet all deadlines. See your counselor or refer to the Post-Secondary Planning Guide.
Am I ready? What do I have in place? What do I still need to put in place?

Letters of Recommendation

Ask a counselor and/or teacher who knows you well to write letters of recommendation well in advance of deadline. Provide the writer with a personal resume. Be sure to allow ample time to meet the deadline date. It is appropriate to send a Thank You to the writer.
Possible Letters of Recommendation Date Asked Date Due

Personal Budget

Heading to post secondary school or entering the workforce may be the first time you will live on your own and handle your own finances. If you plan ahead and take charge of your finances, the skills you learn will benefit you for the rest of your life.

What will my personal expenses be and how will I meet those expenses?

FAFSA

Free Application for Federal Student Aid is available in November and required to be considered for financial. Parents and students should complete the FAFSA as soon as possible after Jan 1 of the senior year. In order to complete the FAFSA on-line you must apply for a PIN at www.FAFSA.gov

Am I ready? What do I have in place? What do I still need to put in place?

Additional Post Secondary Funding Options

Students should investigate grants, college work study, low interest loans, PLUS loans, scholarships, military service benefits, and tuition assistance plans that are available to them.

Am I ready? What do I have in place? What do I still need to put in place?

Counselor Interview

Students may make an appointment with their school counselor to be sure they have completed all the requirements for graduation and post-high school plans.

Appointment, if needed	Date and Time	Comments
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ELO Cut Scores Met

Notification letters are sent to parents indicating whether cut scores have been met, not met, or not taken. Take advantage of available resources to help you prepare for re-takes of the ELO test.

Have all ELO cut-scores been met?

ACTION PLAN

STRATEGY NUMBER: 3
 PLAN NUMBER: 4
 DATE: *March 2004*

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

SPECIFIC RESULT: *Unify current goal-setting models at the middle school level.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Evaluate existing middle school models for student goal-setting. Identify pros and cons of each model.				
2.	Select and implement the appropriate goal-setting model(s) to be used at each middle school grade level, including activities, the frequency of activities, forms or planners, and timeline, etc.				
3.	Provide appropriate staff development.				
4.	Recommend the appropriate amount of time needed to implement the goal-setting model.				
5.	Utilize District technology to manage and communicate information.				
6.	Evaluate parent, teacher, and student satisfaction with the program. Evaluate the impact of the program on student success or behavior.				

Responsible:

ACTION PLAN

STRATEGY NUMBER: 3
 PLAN NUMBER: 5
 DATE: *March 2004*

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

SPECIFIC RESULT: *Implement a unified approach to middle school conferences that facilitates goal setting.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Evaluate existing middle school models for parent-teacher conferences. Analyze the pros and cons of each model.				
2.	Select and implement the appropriate model(s) to be used at each middle school grade level, including the frequency of conferences and the participants' roles (student, parent, teacher).				
3.	Provide appropriate staff development.				
4.	Investigate how technology can enhance the conference experience.				
5.	Implement the new conference model.				
6.	Evaluate parent, teacher, and student satisfaction with the program.				

Responsible:

Action Plan Progress Report

Strategy: 3 Action Plan: 4&5

Person Responsible: Martha Bruckner

Action Plan Objective: Middle Level Goal Setting
Middle Level Conferences

Action Plan Status: Completed X Underway Not Started

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

Have completed tasks and sent to Dr. Brucker for approval.

We have evaluated the current middle school goal setting and conference models

We have selected goal setting activities, plans, time frame, and tools

We have recommended a specific student planner to facilitate on going goal setting

We have recommended appropriate staff development for goal setting and conferences

We have recommended a SIMS link to help communicate student goals to parents and staff

We have suggested a conference plan that will facilitate goal setting conferences between parent, student and teachers.

Middle School Goal Setting:

Recommendation #1 – All middle schools will purchase the Premier “Discover” student planner. This planner has built in “goal” area for each week and each month.

If purchased, Premier has agreed to the following:

- Individualize the planners for each school with school name and cover choice.
- Add up to 16 pages of common material, such as student code of conduct, and/or goal setting worksheet pages
- Provide each middle school with an in-service on goal setting, designed by this committee, at the beginning of school year 2005-2006 (during fall Workshop)
- Provide planners at a cost of approximately \$3.50 each. This can be further negotiated when particulars (number of planners ordered, covers, number of insert pages, etc) are decided.

Recommendation #2 - The SMART Goal model would be employed for middle schools, and used in other levels where goal setting is addressed.

Recommendation #3 – Goal setting would be delivered in the same manner as all other life skills, (ie during homeroom, etc) but would be delivered in an ongoing manner.

Recommendation #4 – Teachers and schools would model goal setting in all endeavors. Examples: when a test is announced, a teacher might give suggestions as to what students might do each night to prepare for the test. If a school wide fundraiser is undertaken, daily goals would be announce on the way to the final goal for the school.

Recommendation #5 – Short-term goal setting will be included in all classes. Long-term goals will be decided at conferences with parent-student and staff participating in goal decisions. In most cases the parent will be the goal manager, with assistance from the teachers.

Recommendation #6 – Goals for each student should be viewed by parents via parent-web-access, and by teachers through SIMS. Students will have long-term goals written in their planners. Teachers would be responsible for typing goals into SIMS for their students to whom they deliver life skills curriculum (example – homeroom students).

Recommendation #7 – Students in the second semester of their eighth grade year will work on goals to help them transition from middle school to high school.

Recommendation #8 – Person who delivers life skills curriculum will keep track of the goals for each of their students for all 3 years of middle school (or will pass them each year to the appropriate person for the next year) and will pass them to high schools for student’s advisor to use for planning student ILP.

See attached packet for goal setting activities, etc.

Conferences:

Recommendation #1 – Conferences will continue to be held 2 times a year. Options for conference format include student led conferences or portfolios. Students are included as part of the conferences with parents and teachers.

Recommendation #2 – Conferences will include speaking with the goal manager, as well as classroom teachers.

Recommendation #3 – The second conference time (semester 2) for eighth graders will focus on planning for a high school transition. This will include courses recommended, as well as goals for transition for the student.

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Overview and Time Frame

SMART Goal setting is the model for Millard Public Middle Schools.

- S – Specific
- M – Measurable
- A – Achievable
- R – Real
- T – Timed

Pages 3-9 are intended to help for the first year of the goal setting process. Some pages may be used as transparencies, while others may be copied for small group or individual use. After the first year, 7th Grade works through the process more fluidly, focusing mostly on pages 10 and 11.

Eighth grade focuses on goals to get off to the right start at high school using pages 13 and 14 and any other pages at the teacher's discretion.

*Pages 15 – 18 are intended be included in the individual student planner, so the student can write his/her goal and refer to it as needed. Page 3 may be included in the planner, as well.

First Year

- Use page 3 as an overview of the entire goal setting process. Page 4 will aid in clarity.
- Page 5 is practice for developing five acceptable goals. Page 6 gives the teacher ideas for developing increasingly better statements with the class.
- Page 7 takes one of the goals and shows students different thoughts and processes that help make any goal become a reality.
- Page 8 expects the students, in small groups, to take another goal and practice the thinking and processing that make a goal possible.
 - At this point you may wish to use the Strengths and Essential Life Skill pages in the appendix.
- Page 9 is having each individual write a SMART goal and the details to help it take shape.
- Page 9 will be the main model used at conferences for parents to have input and become their child's manager.

Other Years

- Grade 6
 - Will continue with the first year plan.
- Grade 7
 - Will use the page 10 shorter version for goal setting if their students are comfortable with writing goals. Any of the first year information is available for reinforcement.
 - Any appendix pages will also be valuable.
 - Will write formal goals on the SMART goal planning sheet.
- Grade 8
 - Will use pages 13 & 14 to build their goals pertaining to high school.
 - Any of the first year information is available for reinforcement.
 - Any appendix pages will also be valuable.

Steps to Goal Setting

1. Decide on a goal that is specific, measurable, attainable, realistic, and has a specific time frame.
2. Identify why you wish to achieve this goal
3. Think about where you are right now in relation to your goal.
4. List your strengths and weaknesses. What are your opportunities for improvement and the obstacles to the success of your goal?
5. Think about what you may have to change in your daily patterns to achieve this goal.
6. Seek advice and help as you need it.
7. Create a step-by-step plan for success.
8. Determine deadlines for each of your steps
9. Write the goal using the SMART goal worksheet.
10. Reward yourself when you achieve your goal.

Steps to Goal Setting – Teacher Notes

1. **Decide on a goal that is specific, measurable, attainable, realistic, and has a specific time frame.**
 Use the “Goal Setting to make SMARTer goals” sheet to talk about how to write a goal. For example, a goal of I want to do better in Reading is not a goal to work on, but a goal of bringing my reading grade up to a 2 by the end of the quarter is.
2. **Identify why you wish to achieve this goal**
 Ask students to think about three reasons why achieving this goal would be helpful to them.
3. **Think about where you are right now in relation to your goal.**
 Example: I currently have a 3 in reading, and I am trying to have a 2 by the end of the quarter.
4. **List your strengths and weaknesses. What are your opportunities for improvement and the obstacles to the success of your goal?**
Strength: For example, being a good reader may be a strength and help me to improve my science grade.
Weakness: (Weaknesses are internal factors.) Having the tendency to procrastinate, or having trouble getting started may be examples of weaknesses.
Opportunity: My teacher is willing to work with me during team study (guided practice) would be an opportunity.
Obstacle: (Obstacles are external factors) An obstacle could be too many distractions in my house when I do homework.
5. **Think about what you may have to change in your daily patterns to achieve this goal.**
 Examples of this may be to watch less TV, or spend less time at a friend’s house, or less time on the phone.
6. **Seek advice and help as you need it.**
 Students should be encouraged to seek help from parents, teachers, and other adults, as well as siblings and friends. Don’t be afraid to ask for help.
7. **Create a step by step plan for success.**
 What do you need to do, specifically, in order to achieve your goal.
 First, I need to . . . second, . . . third . . .
8. **Determine deadlines for each of your steps**
 How much time will you need to do each step of your plan?
 Set a realistic time to finish each step.
9. **Write the goal using the SMART goal worksheet.**
10. **Reward yourself when you achieve your goal.**
 Ask students to think about what rewards they will have when they reach their goals.

SMARTer Goals

Look at each of the goals below. How would you improve them to be SMART goals?

- S – Specific**
- M – Measurable**
- A – Achievable**
- R – Real**
- T – Timed**

- 1. I want to do better in school.**

- 2. I want to be a professional athlete.**

- 3. I am not going to get into trouble anymore.**

- 4. I will do my homework.**

- 5. I will bring up my reading grade to a 2.**

SMARTer Goals - Teacher Notes.

Look at each of the goals below. How would you improve them to be SMART goals?

1. I want to do better in school.

This is not specific, not measurable, not timed,

Better goal: I would like to raise my grade in math.

More specific, but not measurable or timed.

Better goal: I would like to raise my grade in math to a 2.

More specific and measurable, but not timed.

SMART goal: I will raise my math grade to a 2 by the end of the quarter.

2. I want to be a professional athlete.

This is not realistic, and probably not attainable.

Better goal: I would like to improve my football skills.

More realistic, more specific, but not measurable or timed.

SMART goal: I will average at least 25 yards per game by the end of the season.

3. I am not going to get into trouble anymore.

Not specific, not measurable, not timed

Better goal: I will stop talking in class without permission

More specific, not measurable or timed

SMART goal: The teacher will not have to ask me to stop talking in math for the rest of the month.

4. I will do my homework.

Not specific, measurable or timed

Better goal: I will complete all homework in Math and Science every night.

More specific, not measurable or timed.

SMART goal: All homework will be turned in on time for math and science for the rest of the quarter.

5. I will bring up my reading grade to a 2.

Not timed.

This may also be an unrealistic goal for students who are currently not passing.

SMART goal: I will raise my reading grade one full grade by the end of the quarter.

Goal Setting –Writing the Plan – Example

Pick one of the five goals from the list you worked on for making SMARTer goals. As a group, write the plan for that goal:

Example:

Goal: I will raise my math grade to a 2 by the end of the quarter.

Strengths:

- I have good attendance
- I know my math facts
- I am willing to ask questions and seek extra help

Obstacles:

- I'm disorganized
- I put my math homework off until the last minute and then rush through it
- I don't study for tests

Plan:

1. Organize folders for each subject
2. Use planner to write assignment every day
3. Start my math homework during school study time so I can get help, if needed
4. Correct my mistakes on my homework
5. Review vocabulary each night and do practice problems for test
6. Ask teacher for tips on how to study for math test

Help for plan:

- Parent will get me new folders for classes
- Teacher will give me study ideas for tests
- Brother will help me review math vocabulary words
- Parents check planner and homework each night to be sure it is complete

Evidence of progress and checkpoints:

- In 2 weeks, check grade from teacher – look to see all homework was complete and on time and look at grades on tests and quizzes
- In four weeks, check grade from teacher – look to see all homework was complete and on time and look at grades on tests and quizzes
- Monitor and adjust plan, if necessary
- End of quarter – rejoice in the good math grade

Now pick one of the other four goals and as a group discuss how you would write the plan.

S.M.A.R.T. GOALS PRACTICE PLANNING SHEET

Group names: _____ Date: _____

Goal: _____

My strengths to help me achieve my goal:

Obstacles to achieving my goal and ways to overcome them:

Plan:
1 _____
2 _____
3 _____

Help: Who will be helping and what will they be doing? What will I be doing to help?

S.M.A.R.T. GOALS PLANNING SHEET

Name _____

Date _____

Goal: _____

My strengths to help me achieve my goal:

Obstacles to achieving my goal and ways to overcome them:

Plan:
1 _____

2 _____

3 _____

Help: Who will be helping and what will they be doing? What will I be doing to help?

Evidence of progress:
Check Point Date _____ Initials_(S) _____(P) _____(T) _____
Evidence _____

Check Point Date _____ Initials_(S) _____(P) _____(T) _____
Evidence _____

Check Point Date _____ Initials_(S) _____(P) _____(T) _____
Evidence _____

Goal setting manager is _____ Date Achieved _____

Steps to SMART Goal Setting

Name: _____

Write a goal: - _____

S Tell how this goal is specific:**M** Tell how you will measure this goal:**A** Tell how you will achieve this goal:

- 1.
- 2.
- 3.
- 4.

Write 3 reasons you wish to achieve this goal.

- 1.
- 2.
- 3.

Who will be helping you achieve this goal?

R Where are you starting from on your road to this goal?**T** What is your time frame on this goal?

S.M.A.R.T. GOALS PLANNING SHEET

Name _____

Date _____

Goal: _____

My strengths to help me achieve my goal:

Obstacles to achieving my goal and ways to overcome them:

Plan:

1 _____

2 _____

3 _____

Help: Who will be helping and what will they be doing? What will I be doing to help?

Evidence of progress:

Check Point Date _____ Initials_(S) _____(P) _____(T) _____

Evidence _____

Check Point Date _____ Initials_(S) _____(P) _____(T) _____

Evidence _____

Check Point Date _____ Initials_(S) _____(P) _____(T) _____

Evidence _____

Goal setting manager is _____

8th Grade Goals

Name: _____

Date: _____

These are my academic strengths:

These are my Life Skill strengths:

These are my interests:

These are things I need to work on now:

These are things I will do before next fall to help aide my success at high school:

These are things I will do next fall to get off to the right start at high school:

Suggestions to fill out 8th Grade Goals

Academic Strengths:

This would include specific course strengths, such as math or reading, as well as study skill strengths, such as note taking, or organization.

Life Skill strengths:

This is to reflect upon the life skills. List the life skills which are the strongest.

Life Skills:

- **Good work habits**
- **Manage time**
- **Follow directions**
- **Responsibility**
- **Work with others to accomplish tasks**
- **Problem solving**
- **Integrity**
- **Self-discipline**
- **Positive attitude**
- **Perseverance**
- **Obtain, evaluate and organize information**
- **Set goals**
- **Acknowledge diversity**
- **Respect others' rights**
- **Treat people in a considerate manner**
- **Participate in school/community organizations**

Interests:

Can be academic, music, art, athletic, hands-on work etc.

Things I need to work on now:

Includes study skills, organization, note taking, time management, etc

These are things I will do before next fall to help aide my success at high school:

Might include summer school, workshops, summer activities, reading for pleasure, travel, camps, etc.

These are things I will do next fall to get off to the right start at high school:

This could include joining clubs, activities, sports, explore high school to find academic help areas, find new friends with similar interests.

Goal Setting Bibliography of Suggested Reading

- Bishop, John. Goal Setting For Students. St. Louis, MO: Accent on Success, 2003.
- Blair, Gary Ryan. Goal Setting 101. GoalsGuy.
- . Goal Setting Forms. GoalsGuy.
- . What Are Your Goals. New York, NY: Blair Publishing House, 1998.
- Cairo, Jim. Motivation and Goal-Setting. Rockhurst, NJ: Career Press, 1998.
- Csordos, Mark D. Goal Set Your Way to Achieving Your Dreams. Edison, NJ: Mark Csordos Success Seminars International, Inc., 2002.
- Davidson, Jeff. The Complete Idiot's Guide to Reaching Your Goals. New York, NY: Alpha Books, 1998.
- Rouillard, Larrie A. Goals and Goal Setting. Boston, MA: Crisp, 1993.
- The Seven Habits of Highly Effective Teens. Premier. (a workbook)
- Wilson, Susan B. Goal Setting. New York, NY: AMACOM, 1994.

S.M.A.R.T. GOALS ARE....

Specific

Your goal and your plan to reach your goal have to be specific. They should tell **exactly what you want to do and how you will do it.**

Measurable

You have to be able to measure your goal to see if you have improved.

Achievable

You should be able to achieve your goal in the determined time. Don't set your goals so low they are not giving you something to achieve, or so high they are impossible to reach. This will be different for every person so ask yourself, "Is this a reasonable goal for me? Is this goal in my control?"

Real

Your goal should be something that is really an area that you need to improve. Ask yourself "What have I found to be my biggest struggle so far this year?"

Timed

Your goal will have a time frame. You will have checkpoints along the way so that you can assess your progress. When you achieve your goal you will have the opportunity to create a new goal.

My First Semester Goal:

Date achieved: _____

My Second Semester Goal:

Date achieved: _____

Personal Strengths

- Enthusiastic
- Respect Authority
- Cooperative/work well with others
- Well-liked and respected by others
- Attentive
- Involved in community/school activities
- Leadership
- Responsibility
- Positive attitude
- Sense of humor
- Stay focused
- Motivated
- Courteous/polite
- Display self-control/self-discipline
- Anxious to please
- Good health habits
- Self-directed/self-motivated
- Good sportsmanship
- See other's point of view
- Follow directions
- Problem solving
- Set goals
- Manners
- Good work habits
- Have perseverance
- Volunteerism
- Ask for help when needed
- Creative

Academic Strengths

- **Reading – decoding**
- Reading comprehension
- Enjoy reading
- Basic math skills
- Math problem solving
- Spelling and grammar
- Writing stories
- Extensive vocabulary
- Proof-reading
- Handwriting
- Science
- Social Studies
- Internet searches
- Artistic talent
- Athletic ability
- Likes school
- Works independently
- Meet deadlines
- Conscientious about work
- Good discussion participant
- Inquiring mind
- Eager to learn

Readiness for Work

1. Demonstrate the ability to manage time
2. Demonstrate the ability to follow directions
3. Solve problems by processing available information pertinent to a given situation, making decisions as appropriate
4. Develop ability to work with others to accomplish tasks / goals
5. Demonstrate essential knowledge of good work habits
6. Demonstrate responsibility

Behaviors That Demonstrate Life Skills

On time to class, activities, events; assignments done on time; use planner to organize time

Listen to and follow staff instructions; read directions and complete assignments independently; ask for more information, assistance, or clarification when uncertain what to do.

Identify problems; consider solutions and consequences; use knowledge, abilities, guidance of others to determine best solution; implement solution successfully

Respect ideas / opinions of others; interact positively; give and take to accomplish objective; share ideas, materials, resources; disagree appropriately

Use an organizer, stay on task, come to school prepared, bring necessary supplies to class, work independently and / or collaborate effectively, stay focused, complete own work to expectations

Follow directions and rules, respect rights of others, courteous to others, try hard, accountable for self and own actions, do own independent work, do fair share of group work, punctual

Readiness For Life-Long Learning

7. Demonstrate ability to set and pursue short / long term goals
8. Obtain, organize and evaluate information successfully
9. Develop the attribute of: Integrity
10. Develop the attribute of: Self-discipline
11. Develop the attribute of: Positive Attitude
12. Develop the attribute of: Perseverance

Establish realistic goals, prepare and implement a plan of action, reflect on and evaluate progress

Gather information from texts, periodicals, web sites, etc.; evaluate the reliability, accuracy and / or usefulness; organize the information appropriately for the task

Live by rules / laws of society, trustworthy: others can depend on you, honest: admit mistakes and accept responsibility for own behavior and attitudes, do right thing even when difficult and / or when others won't know

Work to improve yourself as a student and person, work without disturbing others, control actions and emotions, pursue excellence, delay own wishes and desires

Display a pleasant manner: smile, nod, shake hands, appropriate body language, calm voice and tone; respond thoughtfully; optimistic about the present and future; treat others with respect; appropriate school language; look for the best in others; handle disappointment positively

Work through and move forward when encountering obstacles or discouragement, don't give up, pursue solutions / goals, risk setbacks

Citizenship

13. Participate in community and / or school organizations
14. Acknowledge diversity of others
15. Respect the rights of others
16. Treat others in a considerate and non-demeaning manner

Attend / participate in school / community events, member of extra curricular activities, join community organizations, positive attitude about school community

Appreciate each person's uniqueness, acknowledge contribution of others, avoid negative or derogatory actions / responses

Treat others the way you wish to be treated; courteous voice tone and actions; don't disturb others; don't destroy or damage others' property; don't take others' property without permission; avoid negative responses; create positive, supportive environments; acknowledge that others may exercise their rights in ways you do not like

Consider others' feelings, avoid negative comments about individuals and / or groups of people, listen, display good sportsmanship, courteous voice tone and actions, develop and maintain positive working relationships

(More complete instructional materials would come with the purchase of the agendas.)

- Homeroom teachers or the first team class teacher would deliver the instruction (to be decided by building).
- Checking the agenda for daily completion would be determined by building or individual teams.
Suggestions: Team Study teacher or last period teacher; each subject area teacher might also wish to check in the beginning or spot check throughout the year.
- Consistent use of the agenda by all teachers and students would be important for the ongoing purpose of goal setting.

Suggested time frame:

Days 1 & 2: Basic instruction on how to use the agenda (planner) for keeping track of assignments. Note that there is a monthly calendar at beginning of each month for keeping track of long-term assignments, activities, etc. Note that Saturday and Sunday are included on the double-page weekly spread.

Using the agenda for goal setting:

As goal setting is introduced, teachers would discuss the “monthly goals” located on the monthly calendar page. Teachers would explain the different kinds of goals (personal, interpersonal, health, and learning) and would suggest that students set a goal for each. But, the focus of the goal setting for our purposes would be on the “learning” goal.

As students set their initial learning goal (according to the SMART goal plan), they would use the “weekly goals” section for each week. Teachers would need to instruct the students on how to “break down” the larger goal into smaller steps which would be the weekly goals.

Suggestion: Each Monday, the “designated delivery” teacher would direct students to look at their overall goal, their monthly goals, and then to set weekly goals. This would also be the time to look at the past week to see if the weekly goals were achieved. This might include individual time with some students to discuss their progress toward the main goal. Of course, it would not be possible to meet each week with each student.

As students near the end of the goal setting time frame, the weekly goals would help them determine if they have or have not met their goal. Reviewing the weekly goals would show them what they did “right” or “wrong” in the progression toward goal achievement.

ACTION PLAN

STRATEGY NUMBER: 4
 PLAN NUMBER: 1
 DATE: March 2004

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

SPECIFIC RESULT: Design and implement a consistent process to collect, analyze, and disseminate student performance data for certified staff.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Form a committee of certified staff from all levels that will, for example: <ul style="list-style-type: none"> • Review existing data and presentation capabilities of current system. • Write research-based guiding questions to drive data collection and analysis • Use the guiding questions to determine what data should be collected • Determine what presentation format is most useful for certified staff to analyze building data • Determine what presentation format is most useful for teachers in planning and instruction 				
2.	Research, evaluate, and acquire software/hardware that will enable data to be analyzed and presented in the format determined by the above committee.				
3.	Train District planning and evaluation staff and ESU technology staff to use the software /hardware.				
4.	Format and analyze the data.				
5.	Set procedures and timelines for dissemination of data to building administrators and/or designated staff.				
6.	Create building plans, written, submitted, and approved annually, for disseminating data to teachers. Plans should include: <ul style="list-style-type: none"> • Sharing of data between grade levels • Sharing of data between elementary, middle school, and high school • Sharing of data between buildings for students transferring within the District 				
7.	Evaluate effectiveness of the process for collecting, analyzing, and disseminating data.				

Responsible:

ACTION PLAN PROGRESS REPORT

Strategy 4 Action Plan 1

Person Responsible: John Crawford

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

Action Plan Status: Completed Underway x Not Started

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

The implementation task force met from September 2004 to January 2005. The task force is made up of teachers and administrators. The group established priorities for a data analysis system, had demonstrations from four vendors, and is currently conducting in-depth analysis of one product. Multi-year cost estimates have been obtained. On March 3 and 4 the Millard SIMS committee, building and central office secretaries, and the implementation task force will each get a ½ day session with the vendor, to see an extended demonstration and be able to answer questions.

Timeline for Infinite Campus Deployment

March-April, 2005

Determination of test analysis capability; examine functionality of SPED, Gradebook modules (e.g., questions on classroom tests, SPED forms, etc.)

April-May, 2005

Study of data warehouse needs – issue of utility of warehouse that is internal to Campus vs. need for external data warehouse; site visits to schools both with and without external warehouse. Study of full product from Databeacon

May-June, 2005

Firm up budget requirements for 2005-08; determine relationship (and question of funds) with ESU3. Communicate decision about move to Infinite Campus to staff, prior to end of year.

June-July, 2005

Determine the critical, must-have reports out of Infinite Campus (i.e., those reports which must be available on day 1 of the switchover).

August, 2005

Sign contract with Infinite Campus

September-Oct. 2005

Have MPS staff (and/or ESU staff) begin the process of aligning data elements, cleaning data, etc. in preparation for the move from ESU SIMS to Infinite Campus

November-Dec. 2005

Power-up Infinite Campus database for test runs, simulations, debugging, etc.

January, 2006

Start training; use the "Rapid Implementation" schedule; January 27, 2006 switchover

Strategy 4 Task Force
September 23, 2004

Present: Curt Anderson, Pam Norlen, Heather Daubert, Sharon Epstein, Joannie Wilson, Shelley McCabe, Judy Porter, Susan Forslund, Vince Lenz, Sharon Freeman, Mark Feldhausen, Tom Comferford, Caroljean Shirley, Peggy Brendel, John Crawford
Absent: Carol Newton, Vicki Hoskovec, Jim Sutfin, Deb Kolc, Pat Crum, Marshall Smith

Elementary Priorities

1. Individual student data – complete picture.
2. Enabler info from assessments – TN, ELO, Benchmark, Classroom, State.
3. Easy access/current.
4. Include classroom info

Middle Level Priorities

1. Side-by-Side data accessible (by classroom & student)
2. Drill Down (strand and enabler data)
3. Integration of data tools (with history)
4. Individual learning plans built in.

High School Priorities

1. Disability, accommodations, & health issues for current students
2. Long-term testing data (standardized tests, ELOs, PLAN, ACT, AP)
3. Academic path & record (like transcript, but not just HS)

Companies that met specifications and presented demos to the Task Force:

EdMin
Chancery
Infinite Campus
TetraData

Companies that were selected to give cost estimates to the committee:

Infinite Campus
TetraData

What is the Infinite Campus?

The Infinite Campus is a place where administrators, teachers, parents and students use technology to streamline educational processes, work more efficiently, and increase individual student achievement.

Infinite Campus is an *Education Process Management (EPM)* system. The Infinite Campus EPM system is more powerful than traditional Student Information Systems (SIS) because it combines multiple data management programs into a single integrated application. Built on state-of-the-art technology, Infinite Campus offers schools, districts, regions and states one system for automating, managing and controlling processes throughout the education enterprise.

Infinite Campus Features:

Application Integration combines school and district data management functions into a single package that's easy to use, cost-effective and straightforward to manage.

Workflow Automation helps schools function more efficiently by focusing on processes rather than documents. Workflow automation is enhanced by application integration as educational processes usually span multiple software systems.

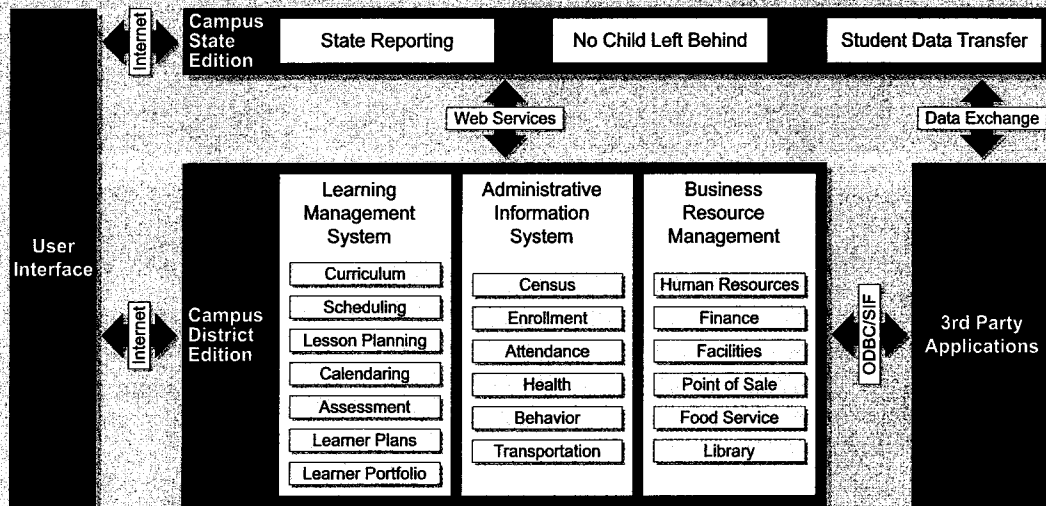
Stakeholder Collaboration builds strong educational communities through enabling and encouraging the direct participation of all members, including parents and students. Infinite Campus includes customizable interfaces for all users.

Electronic Document Management cuts costs and improves efficiency by reducing the amount of paper generated, handled and stored. Electronic documents are essential components of workflow automation and stakeholder collaboration.

Data-Driven Decision Making helps educators do more with less by allowing them to visualize data, make decisions proactively and apply resources where they are needed most. Infinite Campus offers unmatched decision making by integrating educational data and analysis tools into a single district-wide data warehouse.

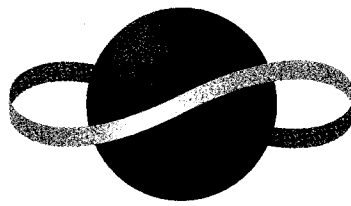
Leading Edge Technology makes EPM systems like Infinite Campus possible. Infinite Campus incorporates standards such as HTML and PDF to ensure operation on the widest possible variety of computers, an RDBMS to store data, and XML with SIF compliance to share data with other applications.

Total Cost of Ownership is paramount for districts considering information management solutions. Infinite Campus is an integrated web-based solution delivering the lowest hardware, license and support costs available.



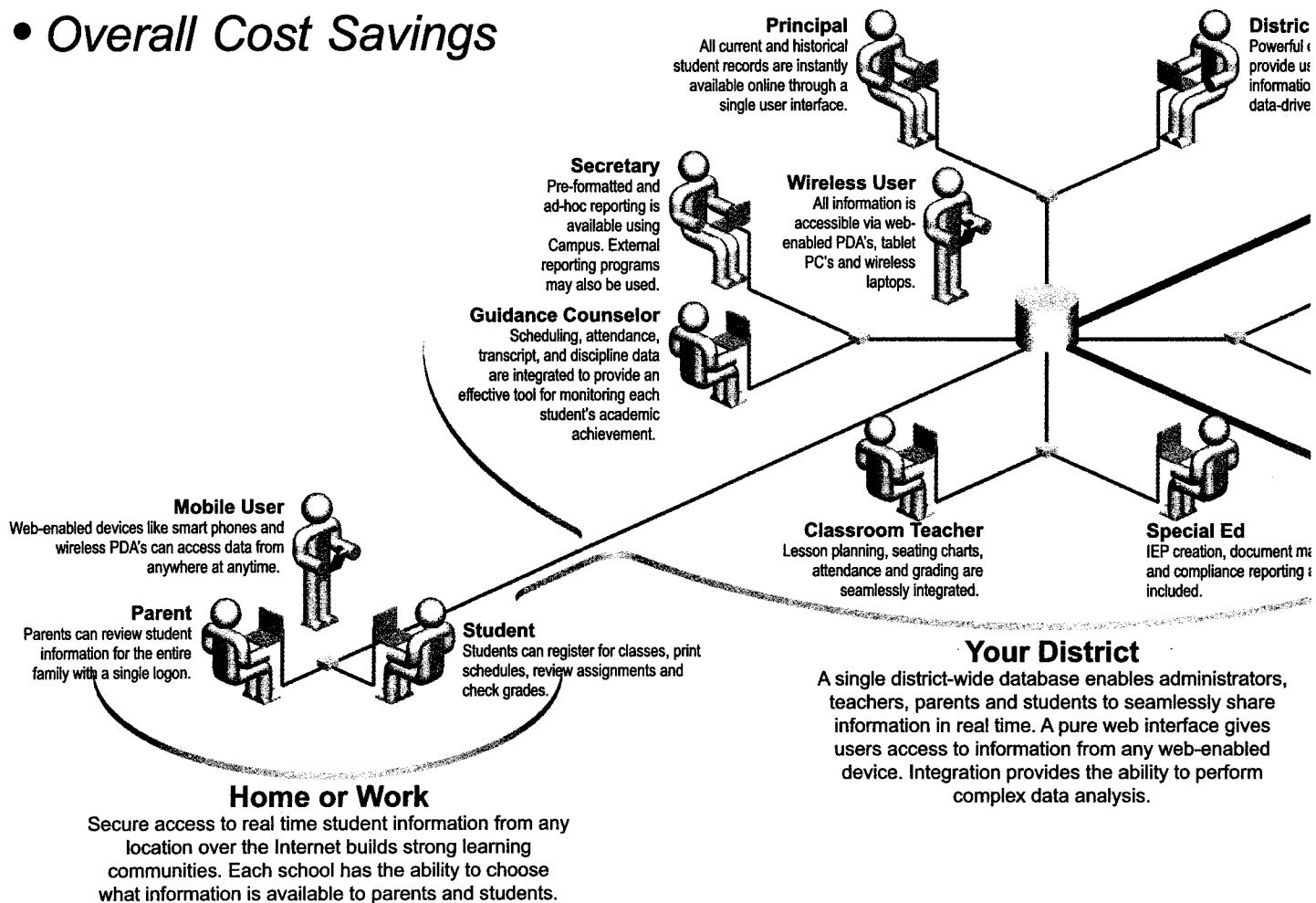
Infinite Campus is the most comprehensive and widely used Education Process Management system on the market today. To help educators maximize the benefits of their EPM solution, Infinite Campus provides professional services including data conversion, on-site training, ongoing support and application hosting.

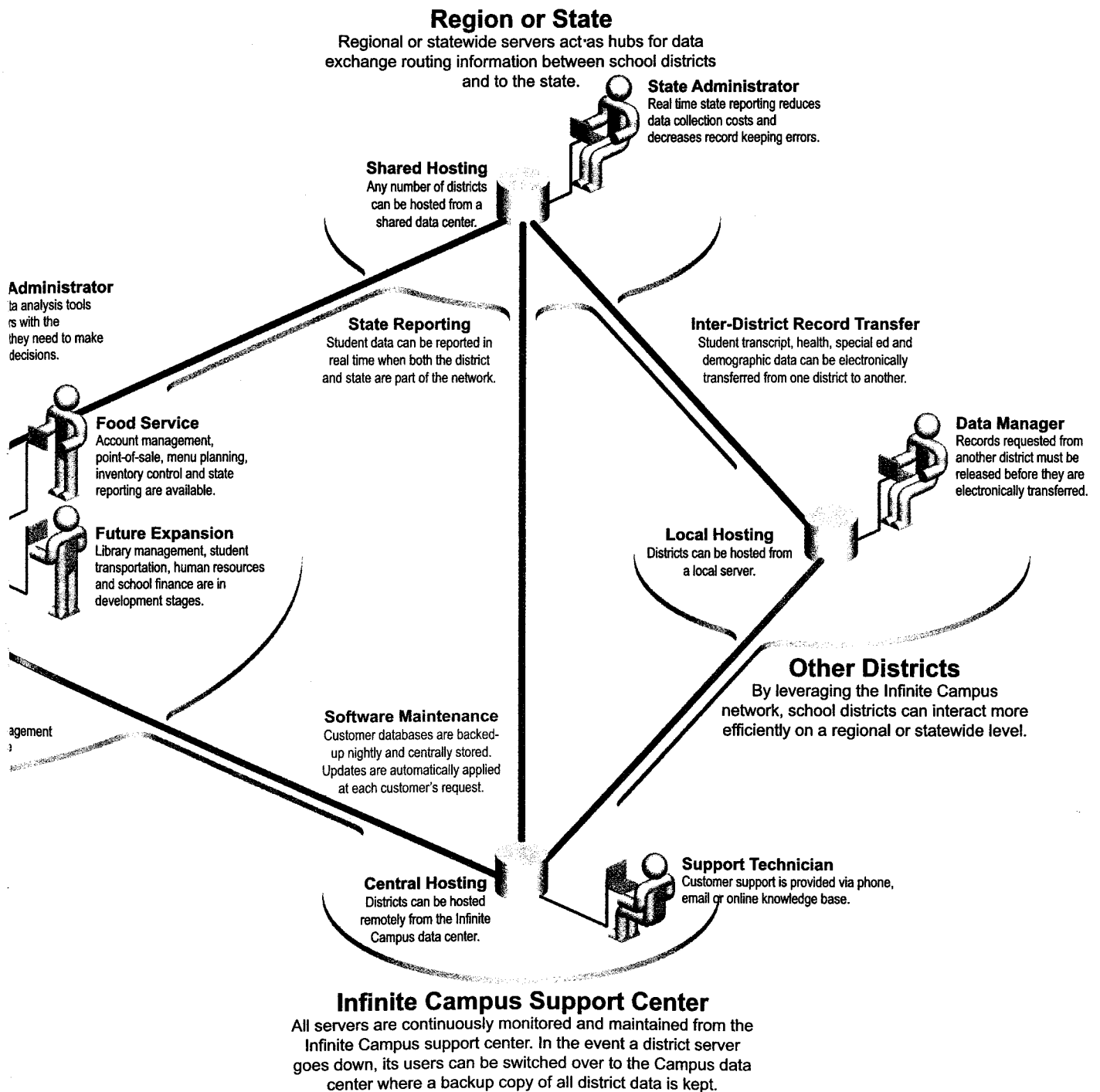
When your district is ready to take advantage of all that an enterprise-class EPM system has to offer, Infinite Campus is ready to provide you with the software and services you need. Visit our web site at www.infinitecampus.com for more information.



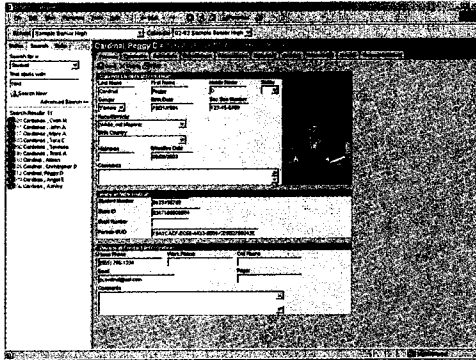
Education Process Management

- Scalable Web-Based Technology
- Seamless Application Integration
- Efficient Workflow Automation
- Data-Driven Decision Making
- Stakeholder Collaboration
- Overall Cost Savings



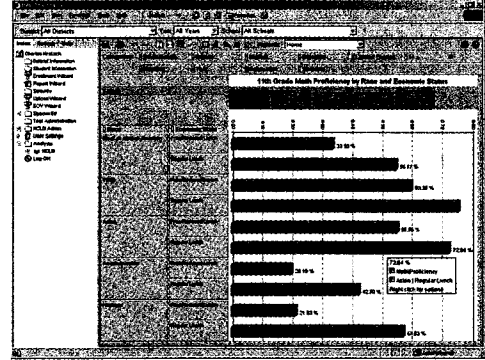


An Integrated Solution.



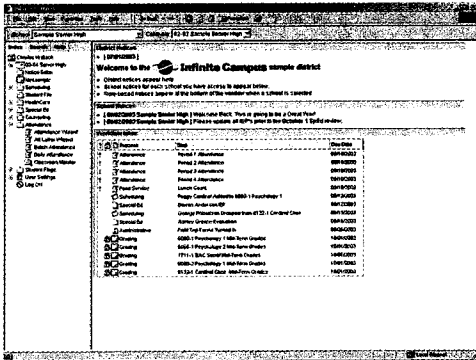
Web-Based Student Information

Campus integrates all of the tools needed to run your school into one seamless web-browser interface. Information such as district-wide census, enrollment, scheduling, attendance, grading, assessment, transcripts, health, discipline, special ed and much more is just a click away from any internet-enabled device.



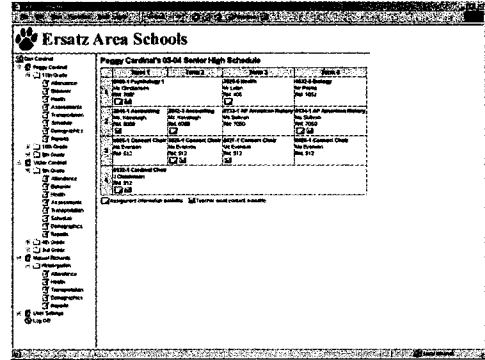
Data-Driven Decision Making

Any combination of data fields managed by Campus can be instantly analyzed to assess the effectiveness of programs, improve instruction, and identify at risk students. The ability of any Campus user to analyze, graph and export data in a straightforward and secure manner sets it apart from all other management solutions.



Streamlined Educational Processes

Because Campus integrates numerous administrative and instructional applications into a single package, complex processes such as scheduling, attendance and grading are simplified which results in efficient staff development, added accountability and overall cost savings.

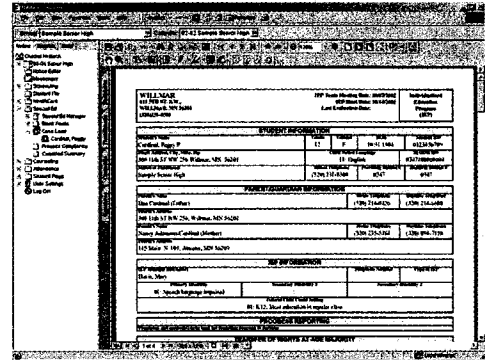


Technology-Enhanced Learning Communities

Campus enables parents and students to become active members in educational processes. In addition to viewing information, parents can complete electronic forms and be automatically notified via phone or email of events like attendance and discipline. Students can register for classes online and check homework assignments.

Integrated Productivity Tools

In addition to managing educational processes, Campus provides tools that make users more productive. Teachers use the integrated Campus grade book to plan lessons and report grades. Administrators use Campus to optimize schedules and print reports. Special ed case managers use Campus to write IEPs and manage documents.



Electronic Document Management

Campus reduces document creation, handling and storage costs with its integrated electronic document management system. Preformatted and custom electronic documents track information more accurately than traditional documents and speed information flow throughout the educational enterprise.

The Difference is Clear.

Vendor	Infinite Campus	AAL	SchoolMax	Chancery SMS	PowerSchool	NCS SAS!xp
Architecture						
Fully Web Based	●	◐	◐	◐	◐	○
Single Enterprise-Wide Database	●	●	●	◐	○	○
Unlimited History	●	●	●	◐	○	◐
Scalable > 10,000 Students	●	●	●	◐	○	◐
Inter-District DataExchange	●	◐	◐	○	○	○
Integrated Modules						
Structured Census	●	●	●	◐	◐	○
Teacher Gradebook	●	●	●	◐	◐	◐
Special Education Due Process	●	●	◐	◐	○	◐
Student and Parent Portal	●	●	◐	●	●	◐
Scheduling						
Online Course Registration	●	●	●	○	●	○
Multiple Schedule Scenarios	●	●	●	◐	●	●
WYSIWYG Schedule Builder	●	○	○	○	○	○
Real-Time Request Loading	●	○	○	○	○	○
Reporting						
Web-Based Ad Hoc Report Writer	●	●	○	◐	●	○
Data Access via ODBC	●	●	●	◐	●	◐
Integrated PDF Reports	●	○	○	○	○	○
Integrated OLAP Data Analysis	●	○	○	◐	○	○
State and Federal Compliance						
Integrated State Reporting	●	●	●	◐	◐	○
Integrated NCLB Reporting	●	○	○	○	○	○
Services						
Data Conversion	●	●	●	●	◐	◐
On-Site Training	●	●	●	●	◐	◐
Local and ASP Hosting	●	○	●	○	●	○
Overall Rating	22.0	15.0	14.0	9.0	8.5	5.0

- = Fully implemented*
- ◐ = Partially implemented, available through add-on or partnership, or possible via work around*
- = Not available*

*based on 9/1/2003 customer interviews

ACTION PLAN

STRATEGY NUMBER: 5
 PLAN NUMBER: 1
 DATE: March 2004

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

SPECIFIC RESULT: Increase student performance on ACT and/or SAT exams.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Increase the number of students that take the ACT core curriculum.				
2.	Create SAT/ACT preparation courses. Suggestions: <ul style="list-style-type: none"> • Offer courses for all students at no charge • Offer courses for elective credit • Offer courses in the evening at no charge 				
3.	Purchase/provide SAT/ACT computer review programs for students' use				
4.	Have some computers with SAT/ACT software review programs available for students' use				
5.	Provide information to students and parents about how they may purchase review programs for home use				
6.	Evaluate action plan.				

Responsible:

Action Plan Progress Report

Strategy: 5 Action Plan: 1 and 2

Person Responsible: Stephanie Beisch, Judy Porter

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

Action Plan Status: Completed _____ Underway x Not Started _____

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

Since the last progress report, our team has met twice a month preparing the final stages of our plan. Including a cost analysis of our plan has been suggested.

Several team members have prepared the **College Planning** document to assist students, parents, and staff regarding post secondary planning.

Team members have also developed the following documents to aid students, parents, and staff when students are preparing to take the ACT and SAT tests.

College Entrance Exams: What do I need to know about the ACT and the SAT?
Core Curriculum for ACT Registration and reporting
Test Prep Websites
ACT/SAT Test Preparatory Classes

As team leader, I have shared our progress and recommendations with Linda Shirk. She also discussed ACT data results with the team on January 25. Jane Pille and I are meeting on March 7 to discuss how the Plan 5-1 and 5-2 recommendations might affect and/or connect students' personal learning plans.

The team plans to meet again on Wednesday, March 9 with Dr. Porter.

Action Plan 5-1

Introduction: In the following pages, you will see our proposal for increasing student performance on ACT and SAT exams. We have created documents for this plan to assist students in their ACT/SAT reporting, as we believe this is part of the issue. Our course names and ACT course names do not necessarily correspond with one another, so students may be confused and omit core subjects taken. We feel there are several opportunities for test preparation in Omaha and within our district, but these sources are not always utilized. We suggested adding a summer school test prep course, which has been done. We are also asking the district to purchase some ACT/SAT prep programs to be networked in each high school for student use.

Further consideration needs to be given in Millard Public Schools to ACT/SAT data interpretation and how it applies to our curriculum. We need to better address curriculum requirements based on problem areas specific to our schools, not just “the usual” problems that the College Board defines. If teachers are made aware of student testing weaknesses through data, district curriculum could be reviewed and adapted, resulting in an increase in scores.

We do NOT suggest adding to the workload of the advisors in any of the buildings.

I. Increase the number of students taking the ACT core curriculum.

- A. Since Millard students are often uncertain about which Millard courses equal the ACT core curriculum requirements, each guidance department will attach a form to the ACT registration packet to re-educate students about Millard’s core curriculum and ACT’s equivalent titles. Because ACT course titles do not correspond to Millard’s course titles, this form will help students complete the high school Course/Grade information section of the ACT registration packet.

Attached Form: *“Core Curriculum for ACT registration reporting”*

For students registering online, each guidance department will also add this form to the school’s link to the ACT Website. In order to make the course curriculum equivalent form more visible to the students and to avoid further confusion with ACT’s core curriculum course titles, students will be encouraged to begin their online registration process through their guidance department link

- B. To increase student awareness of their personal curriculum course choices and how these choices equal the ACT core courses, each guidance department will include a copy of individual student transcripts with the ACT packet, which currently comes from the

counseling office. Or the guidance department will mail transcripts home for students registering online. Or the guidance department will mail transcripts home to the entire junior class during the spring.

- C. It is statistically proven that by taking core classes students ensure individual optimal performance on the ACT; as a result, students are not allowed to drop core classes unless they are improperly placed as determined by the teacher and counselor.
- D. It is recommended that a statement such as “dropping core curriculum classes is not encouraged” be added to the curriculum handbooks.
- E. Add College Planning advice to curriculum handbook to page 9.
Attached form: *“College Planning”*
- F. So that students may quickly and easily recognize ACT core curriculum expectations in the curriculum handbook, each ACT core equivalent course should have an easily recognizable symbol, such as a graduation cap, placed next to its Millard title, near the course description, and in the index of courses. Also, as was previously suggested in the curriculum handbook, all Millard courses with ACT core course equivalents should have the ACT title listed next to the course title in parentheses. Example: After Pre-calculus in parentheses, list the ACT course equivalent Trigonometry.

II. Create SAT/ACT preparation courses:

A. Offer courses for elective credit.

1. All core subject areas should develop elective ACT/SAT preparation courses similar to the College Prep Grammar (and Reading) course currently offered by the English department.
2. This committee recommends that Millard West and Millard North add the reading component to their CP Grammar course and increase the student contact time to a semester as is done at Millard South.

B. Offer courses for all students.

1. Utilize the core curriculum that students are already offered by the district by not allowing students to drop these core classes.

2. We recommend using Millard's summer school expansion as an opportunity to offer an ACT/SAT review course for all Millard students.

C. Offer courses in the evening.

1. The team recommends students utilize test prep classes offered in the evening at Millard West High School called Wildcat Test Prep.
2. We propose expanding night school as an opportunity to offer an ACT/SAT review course for all Millard students.
3. We also recommend investing in Princeton Review Programs for PSAT, ACT, and SAT preparation, after school and summer school programs, and professional development programs for teachers and administrators. In addition, investing in Princeton Review's live and online preparation system for student access will give our students added preparation assistance currently not available to them.
4. We also encourage students use the guidance center and information center evening hours offered at each building to access ACT/SAT prep software and materials.
5. Make students aware or remind students of courses already available to them such as John Baylor, Creighton University, and University of Nebraska at Omaha. Attached form: "*ACT/SAT Test Preparatory Classes*"

III. Purchase/provide SAT/ACT computer review programs for students' use.

- A. Since the ACT Company recommends the ACTive Prep program for student practice, the team recommends purchasing the ACTive Prep software for each information center and each guidance office's student computers. The team, as part of the selection process, has also reviewed the following programs: Cambridge, Follett, and Princeton Review. ACTive Prep for one school would cost \$525.00. If purchased for 2-9 schools with unlimited workstations, the cost would be \$450.00 per school.
- B. Purchase ACTive Prep Software Program for the guidance and information center computers at all three high schools.
- C. Purchase 20 (for a total of 60 for all three buildings) new computers for the guidance and information centers. In order to access the

ACTive Prep software, it is also necessary to update student computers in the guidance and information center.

- D. College Prep Grammar class students could learn about ACTive Prep as part of the curriculum.

IV. Have some computers with SAT/ACT software review program available for student use.

- A. Based upon our recommendation from number three (above), these computers, with this software, will be available in the information centers and in the guidance offices of each high school.

V. Provide information to students and parents about how they may purchase and review programs for home use.

- A. Develop a list of software/sites/books available for purchase.
 - 1. Provide parents a list of the main publishers and several websites of ACT/SAT software review programs for home purchase and use. Cost will vary.
 - 2. Provide a list of several web sites for ACT/SAT review programs for home purchase and use. *Attached "Test Prep Websites"*
- B. Make this information available at conferences, open houses, college night, registration, and also through the junior and senior meetings

VI. Evaluate Action Plan

- A. Use available comparative data to evaluate the effectiveness of ACT/SAT prep classes.
- B. Prepare a random sampling to check to see if students are reporting the core classes correctly.
- C. Track the enrollment in core classes verses the enrollment in non-core classes.
- D. Determine if the data indicates that trends are showing an improvement in scores on the ACT/SAT tests.
- E. Monitor and adjust as needed.

ACTION PLAN

STRATEGY NUMBER: 5
 PLAN NUMBER: 2
 DATE: March 2004

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

SPECIFIC RESULT: Increase communication about ACT/SAT exams.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Create a District pamphlet explaining benefits of ACT/SAT. Also include the following:</p> <ul style="list-style-type: none"> • Course paths and the importance of the ACT core curriculum • List of colleges and their SAT/ACT expectations • Scholarships/honors available • Resources available to help students succeed on ACT/SAT 				
2.	Ensure all sophomore and junior students receive information about testing, including the schedule, cost, etc.				
3.	Improve communication of appropriate course paths to students, emphasizing the importance of the ACT core curriculum.				
4.	Train counselors on how to better utilize PLAN assessment to help students with course selection and testing.				
5.	Evaluate plan.				

Responsible:

Action Plan 5-2

Introduction: In the following pages, you will see our proposal for increasing communication regarding the ACT/SAT using documents that are easy to interpret for parents, students and educators. These documents will help to clarify the process students need to follow to achieve success on these standardized exams. An essential step to achieve success is taking the core curriculum and utilizing resources to prepare for the exams.

Further consideration needs to be given in Millard Public Schools to ACT/SAT data interpretation and how it applies to our curriculum via the MEP process and each buildings curriculum and instruction administrator. We need to better address curriculum needs based on clearly identified weaknesses of our students. If teachers are made aware of student testing weaknesses through data, district curriculum could be reviewed and adapted, then student scores should increase.

We do NOT suggest adding to the workload of the advisors in any of the buildings.

I. Create a district pamphlet explaining benefits of ACT/SAT. Also include the following:

- A. See attached form: *“College Entrance Exams – What do I need to know about the ACT and SAT?”*

Course paths and the importance of the ACT core curriculum

- A. See attached form: *“College Planning”*

List of colleges and their SAT/ACT expectations.

- A. This information is much too cumbersome to list in the curriculum handbook or in a short brochure; however, each Millard high school has links to this information through the school guidance office Website, access through the College Handbook and from college representatives.

Scholarships/honors available

- A. Currently the counseling departments already list and distribute information regarding scholarships and honors to students via their guidance newsletters, websites and counselors. We suggest this practice continue.
- B. We suggest adding a “wall of honors” or other permanent visible means of recognition for National Merit Finalists in each school in order to place more attention upon the honor. In doing this, it is hoped that more students will see the results of their peer’s superior achievements on their

college preparation exams as an impetus to creating their own goals for strong performances on the exams.

- C. We will continue to encourage students, by various means, to turn award information into the guidance office regularly (not only during graduation season).
- D. Make announcements, such as “Did you know that last year’s class received X amount of dollars in scholarship awards?”

Resources available to help students succeed on ACT/SAT

- A. See attachment: “*Test Prep Websites*”
- C. See attachment: “*ACT/SAT Test Preparatory Classes*”
- D. See attachment: “*College Entrance Exams: What do I need about the ACT and SAT*”

II. Ensure all sophomore and junior students receive information about testing, including the schedule, cost, etc.

- A. A list has already been formulated that identifies some of the prep classes currently available to students as addressed in Action Plans 5-1, II, III, IV and V.
- B. Add to building websites and counseling websites: dates, locations, and times of ACT/SAT testing.
- C. Homeroom/Advisement currently distributes ACT/SAT information at the request of the counseling office.
- D. Each guidance department will develop and distribute a sophomore and junior guidance newsletter via homeroom.
- E. Add the “*Core Curriculum for ACT Registration Reporting*” to all building newsletters including this statement: “the following information will help you when registering for ACT/SAT tests.”
- F. The post secondary planning class will also cover this information.

III. Improve communication of appropriate course paths to students emphasizing the importance of the ACT core curriculum

- A. Recommendations also addressed in 5-1.
- B. PLAN results should be integrated into the advisement process as a tool for parents, students, and advisors to discuss goals for improving ACT scores through a goal setting process.
- C. Counselors currently present the PLAN results to all sophomore students.
- D. The post secondary planning class will also cover this information.

IV. Train counselors on how to better utilize PLAN assessment to help students with course selection

- A. Counselors have already been trained extensively in this process as a requirement of each graduate program. In addition, counselors use the assessment regularly as a diagnostic tool for student planning and goal setting. We encourage counselors to continue this practice.

V. Evaluate the action plan

- A. Use predisposed comparative data to evaluate the effectiveness of ACT/SAT prep classes.
- B. Prepare a random sampling to check to see if students are reporting the core classes correctly.
- C. Track the enrollment in core classes verses the enrollment in non-core classes.
- D. Determine if the data indicates that trends are showing an improvement in scores on the ACT/SAT tests.
- E. Monitor and adjust practices based on information gleaned from scores.

Preparing for the ACT/SAT

Taking the core curriculum is the BEST preparation for the ACT and the SAT.

In addition, Millard also offers an elective course, College Prep Grammar, which focuses on reviewing advanced

grammar skills that

are tested on the ACT and SAT.

Students are encouraged to register for this course as part of the ACT and SAT preparation

process.



Taking a rigorous class load is the BEST preparation for college.

Software programs, books, and corporate courses are offered through many sources with prices ranging from \$25 to \$600. Please see your counselor for further test preparation information.

ACT/SAT Websites

SAT/ACT websites offer a multitude of information for students and parents. Students can register for the ACT and the SAT directly on their Websites.

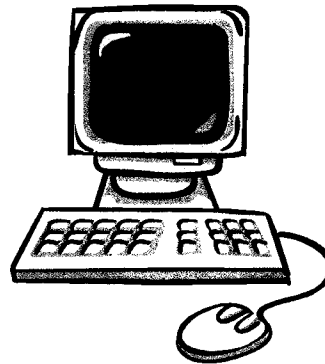
The counseling department highly recommends that each student obtains a copy of his/her transcript prior to registering online to ensure accurate reporting of course information during the registration process.

ACT: www.ACT.org

SAT: www.collegeboard.com

SAT Writing:

www.collegeboard.com/newsat/hs/require.html



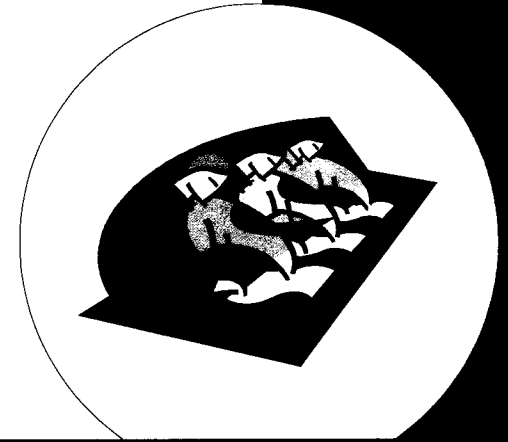
Donald Stroh Administration Center
5606 South 147th Street
Omaha, Nebraska 68137
Dr. Keith Lutz-Superintendent



Millard North Counseling 402-691-1379
Millard South Counseling 402-895-8436
Millard West Counseling 402-894-6014



Produced for use by
students and parents of
Millard High School
Students



**College Entrance Exams:
What do I need to know about
the ACT and the SAT?**

What do I Need to Know?

What is the Difference Between the ACT and the SAT?

The ACT is America's most widely accepted college entrance exam. It assesses a student's general educational development and his/her ability to complete college-level work.

The ACT test covers four to five skill areas:

-English -Reading Math

-Scientific Reasoning -Optional Writing



The SAT measures verbal and mathematical reasoning skills developed over time. These are all skills colleges feel students need to have in order to be successful.

The SAT covers the following skill areas:

-Writing Skills -Critical Reading -Math

The SAT also includes a required essay.

Why Take the ACT/SAT?

1. Required for college entrance at most institutions.
2. Scholarship award consideration

When should I Take the ACT/SAT?

Usually a student takes one or both of these tests during the spring of his/her junior year, after completing the majority of Millard's core curriculum requirements. There is still time during the fall of the senior year to re-test if you choose.

Is There a Limit to the Number of Times I Can Take the Tests?

No, the ACT has five national testing dates per year. The SAT offers seven national testing dates per year.

What is Millard's Core Curriculum?

- English-Four years or more
- Math-Three years or more (Including algebra, geometry, and advanced algebra)
- Social Sciences-Three years or more
- Natural Sciences-Three years or more (including physical science, chemistry and biology)

Why is it so important to take Millard's Core Curriculum During High School?

Taking challenging courses within a strong curriculum is key for achieving success on the ACT/SAT. Taking a rigorous course load during high school has a direct link to college success because it is simply the best preparation. The core curriculum section of the ACT and SAT registration form is where the student is asked which high school courses he/she has taken or plans to take. These classes are often required for college admission.

Once the student completes the core curriculum section of the registration forms for both the ACT and the SAT, the registration information will only need to be updated for future tests.

A copy of a student's "unofficial" transcript will help with completing the registration forms accurately whether completed Online or on paper. Before registering for either the ACT or SAT, be sure to see your counselor to get a transcript.

ACT/SAT CEEB Codes for Registration

Millard North	281-506
Millard South	281-505
Millard West	281-723



Donald Stroh Administration Center
5606 South 147th Street
Omaha, Nebraska 68137
Dr. Keith Lutz-Superintendent

Millard North Counseling	402-691-1379
Millard South Counseling	402-895-8436
Millard West Counseling	402-894-6014

ACT/SAT Test Preparatory Classes

- ✓ **College Prep Grammar or College Grammar and Reading:**
Offered on a quarterly schedule at Millard North, and on a semester schedule at Millard West and Millard South. Content varies at each school.
2.5 or 5 credits of elective, depending on whether the class meets for one quarter or one semester (not counted for English credit)
No fee - See your counselor or advisor

- ✓ **ACT Review:** (SAT also available on selected dates)
Sponsored by the Assistance League of Omaha at various sites in Omaha
Instruction from experienced and certified instructors in:
 ACT test taking, relaxation skills and techniques
 All four-test sections
Registration form available in the Counseling Center or call Linda Smithers 393-4292 or 392-4856
\$30 fee (subject to change) covers two nights of instruction 6:30-9:30 each night

- ✓ **Baylor Test Prep**
John Baylor, instructor
Instruction in all ACT test sections (SAT prep also available)
Registration at www.BaylorTestPrep.com or 402-475-PREP Course taught at Millard North High School for 5 evenings.
\$225 fee subject to change

- ✓ **ACT Test Prep at Creighton University**
Available Saturdays or Sundays for four hours- 5 sessions
for April 9, 2005 test date-Feb 26, 2005 Orientation /Classes begin March 5 and 6
CU faculty led instruction
Covers all 4 sections of ACT
Offers additional assistance in college planning
Registration at <http://cpd.creighton.edu> or call 402-280-2424
\$389 fee (\$50.00 reservation fee to hold a spot)

- ✓ **ACT/SAT Test Preparation Program for Seniors-Fall test only**
Omaha Public Schools
Benson High School
General college admission test taking skills and strategies
Verbal skills measured by the ACT or SAT
Mathematics skills measured by ACT or SAT
Registration through OPS
For more information call Ann Luther 557-2164 or Dawn Wonder 557-2161
\$30 fee Only offered for Fall test dates

- ✓ **Kaplan Schools Test Prep**
Kaplan Educational Center
1020 S 74th Plaza
Omaha, NE
393-8570
<http://kaptest.com>
Instruction available in ACT and or SAT
Nine (9) weeks-3 hours per session
\$599 for ACT
\$799 for SAT
\$1149 combined ACT-SAT sessions

- ✓ **Wildcat Test-Prep**
Millard West High School
6 hours of instruction (1 ½ hours on each subsection spread over 3-4 evenings)
\$35 fee, which includes materials and a book for each student
Offered approximately 2 weeks before each test date.
To register, call Brenda in the Guidance office at 894-6019

Millard Public Schools does not endorse any ACT or SAT preparation course except College Prep Grammar. There is no guarantee that instruction will improve test scores.

(Form Revised 2/9/05)

COLLEGE PLANNING

Each year many colleges and universities must provide college students with remedial non-credit courses in order to bring their ability up to the college level. This lack of preparation is directly related to the level to which students challenge themselves during their high school career. As each student's future college plans differ, so does the advice one should be given, however, the following are MINIMAL guidelines:

1. Take the most challenging classes you are capable of. Nothing speaks louder to college admissions officers than a strong and demanding high school record.
2. Take a variety of courses from different subject areas. High school is the time to develop interests and to try something you haven't before.
3. Take as many core classes that will fit into your schedule, this is the best preparation for the ACT/SAT test. Good preparation in core classes will also help your performance in college classes.

Four-year colleges/universities are not designed for every student. Local community colleges and technical institutions can offer more immediate employment with less rigorous academic preparation. Regardless of the path you choose, please do not let yourself be an unprepared college freshman. Taking easy classes will not help you to be successful in college.

ACT SCORES AND CORE CURRICULUM

Since 1987, ACT has provided scores of students who have completed ACT's defined core curriculum vs. students who do not. The ACT core curriculum consists of:

- English - 4 years or more
- Math - 3 years or more (including Algebra, Geometry and Advanced Algebra)
- Social Studies - 3 years or more
- Natural Sciences - 3 years or more (including Physical Science, Biology and Chemistry)

The information clearly shows that students who complete the core curriculum have higher ACT scores. This discrepancy in ACT scores between those who take core classes and those who do not.

For instance, with ACT's research, in 2003/2004 students around the nation took or planned to take core curriculum scored an average of 23.3 on the ACT. Those who took less than core scored a mere 19.9 average on their ACT.

Based on this information, it is imperative that college-bound students take the recommended core curriculum. Hence, there will be no dropping of core classes unless the student is improperly placed as determined by the teacher and counselor.

Core Curriculum for ACT registration reporting

We recommend you ask your counselor for an "unofficial transcript" to aid you in completing the High School Course/Grade Information on the ACT registration.

ACT reporting

Millard corresponding course

English taken during 9 th grade	English 9, Honors English 9
English taken during 10 th grade	English 10, Honors English 10
English taken during 11 th grade	English 11, Creative writing, Analysis of Mass Media, Shakespeare, World Literature, British Literature, Research Methods,
English taken during 12 th grade	AP English, Creative writing, Analysis of Mass Media, Shakespeare, World Literature, British Literature, Research Methods,
Speech	Composition and Literature Speech, Debate or Forensics

First year Algebra	Algebra
Second year Algebra	Advanced Algebra
Geometry	Geometry, Honors Geometry
Trigonometry	Precalculus
Calculus	Calculus AB, Calculus BC
Other math beyond Algebra II	Functions and Discrete Math
Computer Math, Computer Science	Introduction to Computer Science

General/Physical/Earth Science	Integrated Physical Science (IPS), soon to be Physical Science in Action (PSA)
Biology	Biology, AP Biology, IB Biology
Chemistry	Chemistry, AP Chemistry, IB Chemistry
Physics	Physics, AP Physics, IB Physics

U.S. History (American History)	American History, AP American History
World History/World Civilization	World History, World Affairs
Other History (European, State, etc)	AP European History, IB 20 th Century World History Topics, IB History of the Americas, World Religions, Ethnic Studies, Introduction to Behavior Sciences (IBS), Sociology, Law Studies

American Government/Civics	U.S. Government & Economics (formerly called Civics/Consumerism)
Economics (Consumer Economics)	AP Macro Economics
Geography	World Geography
Psychology	Psychology, AP Psychology, IB Psychology
Spanish	Spanish I, II, III, IV, AP, and honors
French	French I, II, III, IV, AP, and honors
German	German I, II, III, IV, AP, and honors
Other Language	Latin I, II, III, AP, Japanese I, II, III, IV
Art (painting, etc)	Art Foundations, Understanding Art, Color and Design, Pre IB Visual Arts, Pottery and Sculpture, Advanced Pottery and Sculpture, Drawing, Advanced Drawing, Painting, Commercial Art, Advanced Studio Art, IB Visual Arts SL, IB Visual Arts HL
Music (vocal or instrumental)	IB Music SL, Band, Orchestra, Concert Choir, Concert Choir/Forensics, Mixed Chorus
Drama/Theater (if taken as a course)	Drama I, Drama II, Theatre Technology, IB Theatre Arts SL, IB Theatre Arts HL

Please note that as part of our charge to implement the action plan, our committee came up with a proposal that we have been informed is outside the scope of the action plan. We still feel strongly enough to include this proposal as part of your consideration. The proposal is for the implementation of a guidance class. While the introduction is not the place to propose this nor to outline its details, we as a committee wanted to make mention of this proposal up front in our introductory remarks. Please see the attached addendum for further details. Please note and consider too that the implementation of this class, while costing some in the hiring of more counselors, would still be an efficient, effective, cost conscious way to implement not only the goals of our action plan but of many others currently under consideration.

Proposal for Guidance Classes

1. Freshman Guidance Class
 - Participate in an orientation to high school and high school life. **
 - Participate in a tour of the Information Center and successfully complete an on-line quiz regarding media and technology. **
 - Participate in a discussion about how to be successful in high school such as homework, schedules, organization and study skills. **
 - Participate in a discussion of the high school rules, the code of conduct, harassment, and student rights and responsibilities.
 - Learn about activities, graduation requirements, Essential Learner Outcomes, and awards at Millard (North, South, West) High School. *
 - Complete the Harrington O'Shea (or an alternative interest inventory) Interest Inventory and send a summary home to parent(s). *
 - Introduce and update their Personal Learning Plan.

2. Sophomore Guidance Class
 - Participate in a reorientation to the guidance program and guidance resources.
 - Review and update Personal Learning Plan.
 - Review graduation requirements and academic standing (GPA, class rank, credits).
 - Learn the Holland Codes.
 - Take True Colors Assessment. *
 - Do the pretest portion of the PLAN test. *
 - Receive and review PLAN test and interest inventory results.
 - Explore NCIS software. *

3. Junior Guidance Class
 - Attend college-bound and/or work force-bound planning sessions. *
 - Review and update Personal Learning Plan.
 - Review the Holland Codes and True Colors.
 - Complete Major-Minor Finder (or an alternative interest inventory).
 - Complete a future plan. *
 - Assist students in registering for the ACT/SAT. * (scores)

*** Direct correlation with Plan 3-2 Goal Setting and student's Personal Learning Plans**

**** Direct association to Life Skills and included in student's Personal Learning Plans**

Test Prep Websites

The following is a brief, but not all-inclusive, list of opportunities for parents to purchase test review programs for home use.

ACT/PLAN

- <http://www.act.org/>
 - Practice tests available
 - Test preparation books available for purchase
 - Test taking strategies

Cambridge

- www.CambridgeEd.com
 - Practice tests available
 - Online classes
 - Diagnostic Assessment services
 - Software available for purchase

SAT/PSAT

- <http://www.collegeboard.com>
 - Practice tests available
 - Test preparation books available for purchase
 - Test taking strategies

Kaplan

- <http://www.kaptest.com/>
 - SAT and ACT courses available
 - Test preparation books available for purchase

Peterson's

- <http://www.petersons.com/>
 - SAT and PSAT practice tests
 - Test preparation books available for purchase

Princeton Review

- <http://www.princetonreview.com/>
 - PSAT, ACT, SAT test information
 - Practice tests
 - Prep classes
 - Test preparation books available for purchase

Millard South's Counseling Center Website

- <http://www.esu3.k12.ne.us/districts/millard/south/guid/test.html>

Millard North's Counseling Center Website

- <http://www.mpsomaha.org/mnhs/academics/Guidance/guidanceindex.htm>

Millard West's Counseling Center Website

- http://www.mpsomaha.org/mwhs/guidance/Index_2.htm

ACTION PLAN

STRATEGY NUMBER: 5
 PLAN NUMBER: 4
 DATE: March 2004

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

SPECIFIC RESULT: Create an Advanced Placement (AP[®]) culture.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Communicate to students, parents and staff the expectation that all AP [®] students will take the AP [®] exam.				
2.	Create and distribute pamphlet detailing information about the benefits of taking and performing well on AP [®] exams.				
3.	Communicate to counselors and advisors the benefits of AP [®] courses and exams and the appropriate course of study which would best help students prepare for AP [®] exams.				
4.	Offer AP [®] information nights at high schools <ul style="list-style-type: none"> • Include AP[®] teachers and university staff • Include panel of former students who have benefited from AP[®] classes/exams • Have pamphlet/video available detailing information from college perspective, credits accepted, etc. (e.g., College Board's "Get With the Program") 				
5.	Maintain annual membership in College Board				
6.	Advertise College Board Web sites with all its resources				
7.	Do periodic mailings to keep parents and students informed				
8.	Post AP [®] information on District Web site				
9.	Evaluate the effectiveness of this plan				

Responsible:

Action Plan Progress Report

Strategy: 5 Action Plan: 4

Person Responsible: Deb Ady, Judy Porter

Action Plan Objective: Create an Advanced Placement ® culture.

Action Plan Status: Completed x Underway Not Started

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

The members of the implementation team for A.P. strategies are as follow:

<i>from West High</i>	<i>from South High</i>	<i>from North High</i>
Deb Kolc (C&I)	Vicki Kaspar (C&I)	Susan Marlatt (C&I)
Karen Kneifl (math)	Rich Brown (social studies	David Brandt,(science)
Jim Mercer (English)	Connie Tiller (English)	Theresa Jensen, (foreign lang)
Loel Schettler (counseling)	and Elizabeth Olson (MEP facilitator).	

Deb Ady was the team facilitator, and Dr. Judy Porter also attended the meetings.

We make the following recommendations to meet the directives of the Action Plan:

SPECIFIC RESULT: Create an Advanced Placement culture.

5:4 – 1 Add language to the curriculum handbook that emphasizes the role of A.P. classes in fostering readiness for college and the role of each course in preparing students to do well on the A.P. tests.

In the spirit of this result, *We recommend that all students who consider themselves college bound be encouraged to take at least one A.P. course during their high school career. Research supports the fact that even students who take an A.P. course and test but earn only a 1 or 2 on that test do better in college than students who have not taken an A. P. course.*

5:4 – 2 Make use of the free brochures provided on request from the College Board for recruitment into A.P. classes; display in guidance offices, possibly add to registration materials for all students (9-11).

5: 4 – 3 Educate the middle and high school counselors about the program.

5: 4 – 4 Assign to the C & I principal in each building the responsibility of organizing the parent night (especially for parents of sophomores), with assistance from A.P teachers and counselors in each building.

5: 4 – 5 Dr. Porter is already maintaining the district membership in the College Board, as of fall 2004

5: 4 – 6 A link to the College Board site is currently on the web pages all three high schools.

5: 4 – 7 Periodic mailings might be part of school newsletters prior to registration. Other info might be given or sent by the three registrars to incoming 9th graders prior to their registration in the spring.

5:4 – 8 Post information about A.P. (and I.B.?) on the district web site. ***We recommend an addition to the district web page. Each high school page now has information and/or a link to the College Board site.***

The members of the implementation team for A.P. strategies are as follow:

<i>from West High</i>	<i>from South High</i>	<i>from North High</i>
Deb Kolc (C&I)	Vicki Kaspar (C&I)	Susan Marlatt (C&I)
Karen Kneifl (math)	Rich Brown (social studies)	David Brandt, (science)
Jim Mercer (English)	Connie Tiller (English)	Theresa Jensen, (foreign lang)
Loel Schettler (counseling)	and Elizabeth Olson (MEP facilitator).	

Deb Ady was the team facilitator, and Dr. Judy Porter also attended the meetings.

We make the following recommendations to meet the directives of the Action Plan:

SPECIFIC RESULT: Create an Advanced Placement culture.

5:4 – 1 Add language to the curriculum handbook that emphasizes the role of A.P. classes in fostering readiness for college and the role of each course in preparing students to do well on the A.P. tests.

In the spirit of this result, *We recommend that all students who consider themselves college bound be encouraged to take at least one A.P. course during their high school career. Research supports the fact that even students who take an A.P. course and test but earn only a 1 or 2 on that test do better in college than students who have not taken an A. P. course.*

5:4 – 2 Make use of the free brochures provided on request from the College Board for recruitment into A.P. classes; display in guidance offices, possibly add to registration materials for all students (9-11).

5: 4 – 3 Educate the middle and high school counselors about the program.

5: 4 – 4 Assign to the C & I principal in each building the responsibility of organizing the parent night (especially for parents of sophomores), with assistance from A.P teachers and counselors in each building.

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5:4 – 8 Post information about A.P. (and I.B.?) on the district web site. ***We recommend an addition to the district web page. Each high school page now has information and/or a link to the College Board site.***

SPECIFIC RESULT: Develop systematic plan for training and support of Advanced Placement (A.P.®) teachers.

5:5 – 1 Training schedule has already been drafted and implemented by Dr. Porter.

A few A. P. teachers (team members) have visited successful A.P. programs in three Chicago area schools.

Assign each C & I principal to ensure that every A.P. teacher has a course guide.

5:5 – 2 Direct each A.P. coordinator to purchase retired tests (may be available on line) for every A.P. teacher

5:5 – 3 Direct each C & I principal to work with Department heads to match any new A.P. teachers as buddies with experienced A.P. teachers—within buildings as far as possible, but certainly in the same subject area.

We recommend that the district establish and advertise to members an e-mail group for all A.P. teachers in the district to facilitate communication among them.

5: 5 – 4 Advertise to A.P. teachers (via A.P. group mail suggested in 5: 5-3) the availability of collaboration days.

********The committee would like to note especially that the training of current A.P.® teachers scheduled and implemented by Dr. Porter's office has already begun to have a very positive result both in creating an A.P. culture and in assuring alignment across all levels with College Board standards. Teachers who have returned from training display renewed awareness of the standards and new enthusiasm for promoting participation in A.P.® testing.*

SPECIFIC RESULT: Ensure A.P.[®] curriculum alignment across all levels with College Board standards for advanced placement (A.P.[®]) exams.

5: 6 – 1 Arrange and promote training in vertical teams. (possibly for MEP facilitators and/or department heads to implement in each department and building)

Provide Dept. heads with retired tests to share with honors teachers in their departments.

5: 6 – 2 Assign to the director of staff development or designees (building C&I?) “Design a staff development plan over next two or three years to introduce all staff to AP strategies.

5: 6 – 3 Allow curriculum revision as part of our normal curriculum cycle, with directive to the appropriate MEP facilitators to ensure inclusion of A.P. revision in accord with College Board standards.

5: 6 – 4 Examine A.P. scores and search for patterns. This is already in process through C & I principals’ reports and Dr. Porter’s office. We recommend that the C & I principals communicate pattern of each teacher’s students to that teacher.

(Make adjustments in teaching strategies and curriculum to better prepare students for success on exams)

Offer at least one summer school class (possibly for enrichment, not for credit) in A.P. readiness in humanities and/or science.

Offer a summer course in math that would help students be ready for A.P. Calculus. The result of the class could be to direct the student into either A.P. Calculus AB or A.P. Calculus BC depending on his or her evident readiness.

5: 6 – 5 (Curriculum development and expansion) Consider adding additional A.P. Courses including immediately at least A.P. English Language for 11th graders so that we offer at least two A.P. courses in each of the core areas.

Additional recommendation: In light of what we expect to be an expanding A.P. culture, the implementation team recommends the appointment of a district administrator to coordinate A.P. programs for the district, thus removing some responsibilities from the director of secondary education and some from the building C & I principals. ***See attached suggested job description.***

Proposal for Millard District AP Coordinator November 2004

This could be part of a new position or a reassignment of duties from someone in educational services, such as an MEP facilitator or person in that division in conjunction with gifted and talented programs.

Rationale: Our strategic goal is to increase the number of students taking AP courses and exams. Since this is a very important step to becoming a world-class school district, one person should be assigned to coordinate the district's efforts. Achieving this goal will take time and money. The range of AP duties are moving beyond what our three high school assistant C+I principals can accomplish on their own. Pooling our resources to hire proctors is cost effective. Having one person order and coordinate exams is both time and cost effective. Testing off campus is already happening at Millard North due to large numbers for some AP exams, and will be imperative as our testing numbers continue to grow. Having one person coordinate our efforts will help produce a more narrow focus on AP enrollment and AP exam achievement results.

Two Prime Responsibilities of the Millard AP Coordinator

1. Promote our AP Courses

Order and distribute to the three high schools all the of College Board promotional materials: bilingual pamphlet targeted at younger students and the AP exam booklets for parents and students

Contact the district web master to keep AP information on there current.

Order and distribute district AP promotional packet on the exams.

Order and send out district promotional materials on AP courses before registrations and for new families.

Be the liaison between UNO and Peru for dual credit on issues and procedures.

Coordinate and register teachers for AP teacher workshops.

Meet with AP teachers in our district to promote vertical alignment.

Promote pre-AP testing, course coordination and activities in our middle schools.

2. Coordinate the Millard AP Exams

Secure an off-campus location for the entire district's AP testing, such as a church or Boystown.

Hire test proctors for the two week period and to assist with pre-sessions, including one or two emergency substitutes for proctor illness, etc.

Hire AP teachers to offer review after school hour sessions and coordinate locations and times.

Send out AP exam registration materials to all AP students and parents.

Collect registration materials and fees from all district AP students and submit one order for all.

Make sure all SPED and other disabilities accommodations are in place. Example: student with broken arm needs a writer.

File for the free-reduced lunch refund from the state.

Coordinate and purchase all necessary materials and equipment to give the exams: CD players, microphones, tape recorders, calculators, extra pen and pencils, scratch paper.

Secure the exams upon receipt from College Board and deliver them to the remote site for each testing day.

Secure all completed exams after until shipping date.

Oversee and troubleshoot all of the two weeks of testing the first two weeks in May with the proctors.

Record any test irregularities and file the report with College Board.

Collate and ship all AP exams back to College Board.

2. Coordinate the Millard AP Exams (cont)

Prepare and print online statement and send payment.

Prepare timecards for all proctors.

Order any make-up exams for students within College Board parameters.

Secure a site and proctors for the makeup exams and repeat all process steps above.

Compile the AP exams results report for the district from building information.

Building C+I Continuing Responsibilities

Serve as liaison to AP Coordinator to distribute any and all materials in each high school.

Conduct and promote AP parent Nights in each building.

Promote AP classes to staff and students prior to course registrations each winter.

Compile the AP exams results from the building as part of the district report. .

Promote AP on our building web page.

Meet with AP teachers in our building to promote vertical alignment

Set up dual enrollment visits by UNO and Peru.

Send in registrations for dual enrollment.

Coordinate dual enrollment grades sent to the university

ACTION PLAN

STRATEGY NUMBER: 5
 PLAN NUMBER: 5
 DATE: March 2004

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

SPECIFIC RESULT: *Develop systematic plan for training and support of Advanced Placement (AP[®]) teachers.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide ongoing training to AP [®] teachers: <ul style="list-style-type: none"> • Current teachers receive a one-day review course • New AP[®] teachers (including those new to teaching a specific course) receive a five-day training session, including pay at their per diem rate, if appropriate. • Purchase and provide videos which demonstrate best practices in AP[®] • Encourage AP[®] teachers to participate in scoring of AP[®] exams • Arrange for AP[®] teachers to visit successful AP[®] schools • Provide training on how to use College Board online resources • Ensure each teacher has a course guide 				
2.	Purchase materials for AP [®] teachers: <ul style="list-style-type: none"> • Resources which will enable teachers to make their students successful • Retired AP[®] tests • AP[®] course guides 				
3.	Create an AP [®] mentor program and ensure each new AP [®] teacher has an AP [®] trained mentor.				
4.	Offer yearly paid day for collaboration and sharing.				
5.	Evaluate effectiveness of plan.				

Responsible: _____

Action Plan Progress Report

Strategy: 5 Action Plan: 5

Person Responsible: Deb Ady, Judy Porter

Action Plan Objective: Create an Advanced Placement ® culture.

Action Plan Status: Completed x Underway Not Started

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

We make the following recommendations to meet the directives of the Action Plan:

SPECIFIC RESULT: Develop systematic plan for training and support of Advanced Placement (A.P. ®) teachers.

5:5 – 1 Training schedule has already been drafted and implemented by Dr. Porter.

A few A. P. teachers (team members) have visited successful A.P. programs in three Chicago area schools.

Assign each C & I principal to ensure that every A.P. teacher has a course guide.

5:5 – 2 Direct each A.P. coordinator to purchase retired tests (may be available on line) for every A.P. teacher

5:5 – 3 Direct each C & I principal to work with Department heads to match any new A.P. teachers as buddies with experienced A.P. teachers—within buildings as far as possible, but certainly in the same subject area.

We recommend that the district establish and advertise to members an e-mail group for all A.P. teachers in the district to facilitate communication among them.

5: 5 – 4 Advertise to A.P. teachers (via A.P. group mail suggested in 5: 5-3) the availability of collaboration days.

******The committee would like to note especially that the training of current A.P. ® teachers scheduled and implemented by Dr. Porter's office has already begun to have a very positive result both in creating an A.P. culture and in assuring alignment across all levels with College Board standards. Teachers who have returned from training display renewed awareness of the standards and new enthusiasm for promoting participation in A.P. ® testing.***

ACTION PLAN

STRATEGY NUMBER: 5
 PLAN NUMBER: 6
 DATE: March 2004

STRATEGY: We will develop and implement plans to increase student participation in, and performance on, measures of national and International excellence.

SPECIFIC RESULT: Ensure AP[®] curriculum alignment across all levels with College Board standards for Advanced Placement (AP[®]) exams.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Arrange for training in curriculum alignment per College Board for AP [®] exams: <ul style="list-style-type: none"> • e.g., Vertical Teams, Building Success Training, Setting the Cornerstones training • Purchase materials to aid in curriculum alignment. • Develop materials and a training program to train all teachers in higher-level thinking and teaching strategies. • Ensure that all Honors teachers have seen past AP[®] exams and know the format of those exams for their areas. 				
2.	Design a staff development plan over next two-three years to introduce all staff to AP [®] strategies.				
3.	Review and revise AP [®] curriculum guides to ensure alignment to College Board curriculum and tests.				
4.	Examine AP [®] test scores to look for patterns in student performance. Make adjustments in teaching strategies and curriculum (designing backward from exams) in order to better prepare students for success on the exams.				
5.	Work with higher education faculty to support curriculum development and expansion.				
6.	Ensure that all new teachers have literacy training across all content areas.				
7.	Evaluate effectiveness of plan.				

Responsible:

Action Plan Progress Report

Strategy: 5 Action Plan: 6

Person Responsible: Deb Ady, Judy Porter

Action Plan Objective: Create an Advanced Placement ® culture.

Action Plan Status: Completed x Underway Not Started

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

We make the following recommendations to meet the directives of the Action Plan:

SPECIFIC RESULT: *Ensure A.P.® curriculum alignment across all levels with College Board standards for advanced placement (A.P.®) exams.*

5: 6 – 1 Arrange and promote training in vertical teams. (possibly for MEP facilitators and/or department heads to implement in each department and building)

Provide Dept. heads with retired tests to share with honors teachers in their departments.

5: 6 – 2 Assign to the director of staff development or designees (building C&I?) "Design a staff development plan over next two or three years to introduce all staff to AP strategies.

5: 6 – 3 Allow curriculum revision as part of our normal curriculum cycle, with directive to the appropriate MEP facilitators to ensure inclusion of A.P. revision in accord with College Board standards.

5: 6 – 4 Examine A.P. scores and search for patterns. This is already in process through C & I principals' reports and Dr. Porter's office. We recommend that the C & I principals communicate pattern of each teacher's students to that teacher.

(Make adjustments in teaching strategies and curriculum to better prepare students for success on exams)

Offer at least one summer school class (possibly for enrichment, not for credit) in A.P. readiness in humanities and/or science.

Offer a summer course in math that would help students be ready for A.P. Calculus. The result of the class could be to direct the student into either A.P. Calculus AB or A.P. Calculus BC depending on his or her evident readiness.

5: 6 – 5 (Curriculum development and expansion) Consider adding additional A.P. Courses including immediately at least A.P. English Language for 11th graders so that we offer at least two A.P. courses in each of the core areas.

Additional recommendation: In light of what we expect to be an expanding A.P. culture, the implementation team recommends the appointment of a district administrator to coordinate A.P. programs for the district, thus removing some responsibilities from the director of secondary education and some from the building C & I principals.

ACTION PLAN

STRATEGY NUMBER: 5
 PLAN NUMBER: 8
 DATE: March 2004

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

SPECIFIC RESULT: Increase the number of students participating in International Baccalaureate (IB) Programmes.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Continue to offer International Baccalaureate (IB) information nights for parents and students: <ul style="list-style-type: none"> • Include IB Parent Booster Club • Include IB teachers, current and former students • Include personnel from universities that give recognition to IB students 				
2.	Increase communication on the course path that will best help students have a successful IB experience.				
3.	Have a yearly panel of former students who have taken IB exams and received benefits talk to prospective students.				
4.	Expand the current list of course offerings to include more standard level IB courses.				
5.	Encourage local universities and colleges to grant scholarships and college credits to successful IB students.				
6.	Evaluate the effectiveness of the plan.				

Responsible:

Action Plan Progress Report

Strategy: 5 **Action Plan:** 8

Person Responsible: Judy Porter

Action Plan Objective: 8 – Increase the number of students participating in IB Programmes

Action Plan Status: Completed _____ Underway x Not Started _____

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

- Parent information sessions have been planned and implemented to provide information about program, testimonials from parents, students, and information about university recognition of IB coursework and diploma, etc.
- Additional opportunities to meet with IB students (and pre IB students) have been initiated. Topics for discussion have included IB processes, CAS, Extended Essay, grades, study skills, organization, time management, learning styles, etc.
- Further efforts to include former IB students in a role for information and recruitment have been and are being pursued. IB students have presented at parent nights for both the IB diploma programmed and the MYP.
- Two SL courses were added this year – Theatre Arts SL and Computer Science SL – these opportunities were added to existing courses.
- Discussion and promotion to UNL has helped to cause them to develop recognition for work in IB this year. UNO indicated that they will honor UNL’s policy. Conversation with MCC has begun through the Midwest IB schools. Information on university recognition exists on the IBO website. Our participation with Midwest IB schools has facilitated contacts with colleges/universities in 5 state area to promote recognition of IB work.

ACTION PLAN

STRATEGY NUMBER: 5
 PLAN NUMBER: 9
 DATE: March 2004

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

SPECIFIC RESULT: *Ensure vertical articulation of all International Baccalaureate (IB) and pre-International Baccalaureate programs.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Incorporate strategies for developing critical thinking skills in students via curriculum development.				
2.	Ensure an early focus on teaching literacy in order to prepare students for later academic success.				
3.	Review annually student performance on IB tests for determining future action. If gaps/weaknesses arise, make adjustments in teaching strategies and curriculum K – 12.				
4.	Encourage additional after-school academic clubs /opportunities: i.e. Stock Market Game, Math Olympiad, Academic Decathlon, Reader's Digest Reading Competition, etc.				
5.	Create time to allow IB and pre-IB teachers to work together on curriculum alignment.				
6.	Evaluate the effectiveness of the plan.				
<i>Cross Reference to Strategy 6</i>					

Responsible:

Action Plan Progress Report

Strategy: 5 Action Plan: 9

Person Responsible: Judy Porter

Action Plan Objective: 9 – Ensure vertical articulation of all International Baccalaureate (IB) and pre International Baccalaureate programs

Action Plan Status: Completed _____ Underway x Not Started _____

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

- The initial offering of a Middle Years Programme (MYP) program will occur at North Middle School in grade 6 in 2005-06. The offerings will continue to expand for MYP through grade 10 and NHS. This method of instruction will help interested students to be well prepared for the diploma programme
- Currently teacher training is occurring for design and implementation of IB methods of instruction using identified Areas of Interaction.
- A Primary Years Programme (PYP) is being discussed for the future.
- Critical thinking and inquiry-based instruction are key components of instructional methodology in all IB programs.
- Results of student testing are always reviewed and adjustments to instruction occur when deemed appropriate. Diploma teachers receive specific feedback from IB on the results of their students in testing.
- In the diploma program – feedback is provided to teachers on the strengths and weaknesses of student test performance. This feedback is shared with teachers and adjustments are made accordingly to better prepare students for success in testing.
- There is a continual effort to remain current with information and resources.
- All IB students are encouraged to participate in extra-curricular activities. These activities contribute to meeting the requirements for CAS in the diploma program.
- Finding collaboration time for teachers continues to be emphasized. Work to find time and methods to assure collaboration will continue. Efforts to bring IB consultants to our schools to facilitate collaboration are in process.

ACTION PLAN

STRATEGY NUMBER: 5
 PLAN NUMBER: 10
 DATE: March 2004

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

SPECIFIC RESULT: Establish a Middle Years (MYP) International Baccalaureate Organization (IBO) Programme appropriate for the configuration of the Millard Public Schools.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Obtain publications from the IB publications department.				
2.	Send teachers from the eight subject groups, a potential 0.5 coordinator, and administrators to MYP introductory workshops.				
3.	Develop a three-year plan for the introduction and implementation of the MYP, utilizing IBO MYP guidelines.				
4.	The school submits MYP application form, part A: Application for Candidate Status, and the application fee.				
5.	Appoint a MYP coordinator.				
6.	Provide training for teachers.				
7.	Develop curriculum by meeting in vertical and grade level teams.				
8.	Compile the MYP application, form Part B.				
9.	Begin implementation of Programme in one grade level, with subsequent grade level implementations one per year for each year thereafter.				
10.	Host an on-site authorization by IBO delegation.				
11.	Create a brochure that describes the Middle Years Programme curriculum emphasizing the benefits to students.				
12.	Offer information nights at elementary and middle schools for the community: <ul style="list-style-type: none"> • Send information to parents with a brochure • Involve former and current high school students enrolled in the IBO Programme 				
13.	Train counselors and advisors on benefits of the MYP IBO Programme.				
14.	Evaluate the effectiveness of the plan.				

Responsible:

Action Plan Progress Report

Strategy: 5 Action Plan: 10

Person Responsible: Judy Porter

Action Plan Objective: Establish a Middle Years Programme for International Baccalaureate

Action Plan Status: Completed Underway X Not Started

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

Selected IB MYP coordinators for both schools- done
 Selected step ahead teachers for MNMS 6th grade- done
 Took several staff members to visit IB MYP schools - done
 Communicated with internal staff, beginning to communicate with feeder elementaries- underway
 Contact with parent organizations of feeder elementaries (all five are scheduled, will complete this by the end of January)- done
 Sent letters to parents of all 5th graders in the district, even those currently attending private schools, or home-schooled - done
 Selected second wave teachers (for seventh grade and additional special area teachers) - done
 Selected initial teachers for MYP at MNHS - done
 MYP coordinator went to initial training- done
 Training is set up for 10 for Level 1 training (Febr. 05)- done
 Training for 15 more teachers this Summer at 2 locations (this includes teachers from MNMS and MNHS) – planned
 Ongoing communication with parents of the 50 students who will be IB 5th graders next year - underway
 Writing IB units for 6th grade classes – underway
 Working with MEP facilitator for curriculum alignment - underway
 Will submit Application A by May 1, 2005- nearly completed
 Will have first sixth graders next Fall (August 05)- planned
 Plan to submit Application B in May of 2006, and seek authorization visit during 06-07 school year- planned

ACTION PLAN

STRATEGY NUMBER: 5
PLAN NUMBER: 11
DATE: March 2004

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

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

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Order publications from the IB publications department.				
2.	Send at least one teacher from each grade level or planning team and one administrator to PYP introductory workshop.				
3.	Develop a three-year plan for the introduction and implementation of the PYP, utilizing IBO PYP guidelines.				
4.	The school submits PYP application form, part A: Application for Candidate Status, and the application fee.				
5.	Provide training for teachers.				
6.	Develop curriculum by meeting in vertical and grade level teams.				
7.	Compile the PYP application form, Part B.				
8.	Begin implementation of Programme in one grade level, with subsequent grade level implementations one year for each year thereafter,				
9.	Appoint a PYP coordinator,				
10.	Host an on-site visitation by PYP consultants.				
11.	Create a brochure that describes the PYP curriculum emphasizing the benefits to students.				
12.	Offer information nights at elementary schools for the community: <ul style="list-style-type: none"> • Send information to parents with a brochure. • Involve former and current high school students enrolled in the IBO Programme. 				
13.	Train counselors and advisors on benefits of the PYP IBO program.				
14.	Host authorization visit by IBO delegation.				
15.	Evaluate the effectiveness of the plan.				

Responsible:

Policy 10001.1
Phase 2: Preliminary Proposal Development

Aldrich Elementary International Baccalaureate
Primary Years Programme

Presented by: Susie Melliger
March 9, 2005

Phase 2: Preliminary Proposal Development

A. Expand on the need, scope, purpose and description of the program.

Bess Streeter Aldrich Elementary School serves a student population that achieves well above national averages on standardized norm referenced tests and our district's essential learner outcome assessments. We are committed to providing quality education that is responsive to the needs and expectations of our students and parents. Effective teaching and diverse programs are the cornerstones of our mission. After exploring the International Baccalaureate Primary Years Programme (IBPYP), we feel this program would be an excellent fit at Aldrich.

The IB-PYP is an excellent match for our school because it is an all-inclusive program whose mission statement correlates closely with the mission statements of both the Millard Public School and Aldrich Elementary. In addition to guaranteeing academic excellence and responsible citizenship in a global society by utilizing innovative and diverse opportunities designed to challenge each student, the IB-PYP promotes international awareness, and multicultural understanding.

The International Baccalaureate (IB) Primary Years Programme (PYP) serves all children by providing an educational framework based upon best practices about how children learn. PYP focuses on the development of the whole child, inside and outside the classroom. In a PYP school, existing curriculum is organized into five elements: knowledge, concepts, skills, attitudes, and action. Inquiry units are built at each grade level around six main themes: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; and sharing the planet. The purpose of these units is to help students deepen their understanding of core concepts by making connections across curricular areas and in a variety of learning experiences. The Millard Public Schools' curriculum grade level enablers and essential learner outcomes would serve as instructional goals in each inquiry unit and concept based lesson. Lesson development and implementation require teachers to work in teams to build and implement inquiry units, reflect on student responses, and revise lessons.

Students in PYP schools are required to study a second language. Exposure to the language, rather than fluency, is expected at the elementary level.

The PYP requires that teachers maintain individual portfolios of student achievement as an important mechanism for documenting progress.

Community service is a key ingredient in the PYP School. Beginning in kindergarten and continuing through each grade level, students develop and carry out age appropriate service activities.

Implementation of PYP requires several years of extensive teacher training and professional development. Visiting teams from IBPYP review the units of inquiry created by teachers and look for evidence of participation by all staff members and students in the school.

The goal of the program is to develop learners who become inquirers, thinkers, communicators and risk-takers who are knowledgeable, principled, caring, open-minded and well balanced.

B. Expand on the goals of the program

1. Identify how the program is consistent with the district strategic plan

Strategy 5, Action Plan 11 of the district's strategic plan states, "Establish a Primary Years International Baccalaureate Organization (IBO) Programme (PYP) in at least one Millard Elementary School." Currently, there is no other IBPYP in a Millard Elementary School. It is also addressed in Aldrich's site-based plan. Strategy 1, Action Plan 1 states we will "Investigate the possibility of becoming an International Baccalaureate Primary Years Programme."

The development of an IBPYP would enhance the transition for students in grades K-12. Presently, North Middle School is in the process of implementing the International Baccalaureate Middle Years Programme and North High School is already an authorized International Baccalaureate Diploma Programme.

2-3. Identify how the goals or methods of the program are different from those existing in the district program and the needs that this program will meet that do not currently exist in the district program.

The philosophy of the Primary Years Programme is based on a commitment to structured inquiry as an ideal tool for learning. A structured *inquiry approach* to learning is the basis of the IBPYP, whereby students learn to formulate meaningful questions. Teams of teachers, including art, music, media, and physical education specialists, develop units of inquiry that provide significant, relevant and challenging learning experiences across the curriculum.

The IB-PYP identifies six themes that provide the organizing structure for the content or program of inquiry. Because IB-PYP is not a prescriptive program, it is an excellent fit with the Nebraska State Standards of Learning and the Millard curriculum. It is a framework for making connections across and within disciplines of the existing standards and curriculum. IB-PYP is designed to embrace and build upon a school's curriculum, to extend, enrich and deepen the students' knowledge.

Teachers who adopt an inquiry-based learning approach help students identify and refine their "real" questions into learning projects or opportunities. They then guide the subsequent research, inquiry, and reporting processes. This is a particularly good approach for giving children an opportunity to learn with more freedom while reinforcing and imparting basic skills.

4. State why the program will not jeopardize the majority of the students or district programs.

The IBPYP program is designed to enhance, support, and expand on the core curriculum for K-5th graders. In addition, the program makes use of the current best practices for how students learn. Implementing the program provides one more option within the district for students and parents. It also provides teachers with a variety of teaching strategies and styles.

C. Parents who are committed to enrolling their child (ren) in the IB PYP programme.

A parent survey was distributed at Parent Teacher Conferences on February 14, 15 and 17, 2005. The survey was given to the parents of the youngest and only child in the school. The survey consisted of five questions, one of which was "Would you support the implementation of IBPYP at Aldrich?" The answer choices were:

- a. I am highly supportive of implementing IBPYP at Aldrich.
- b. I am somewhat supportive of implementing IBPYP at Aldrich.
- c. I don't have strong feelings either way about implementing IBPYP at Aldrich.
- d. I am somewhat unsupportive of the implementation.
- e. I am very unsupportive of the implementation.

Two hundred fifty-nine surveys were distributed. Of those surveys, 48% were returned. The results to the above question were as follows:

- a. 58%
- b. 22%
- c. 14%
- d. 3%
- e. 3%

The parents signed some of the surveys. The list of names of those who signed and answered "a" is below:

Grace Roberts	Julie Bengier
Ajoy Jana	Tina Buda
Stephanie Fleck	Davis and Vicky Amen
Pam Hession	J. K. Brewer
Sarwat Akhwand	Jill Peterson
Margaret Moreland	Debi Tompkins
Thomas J. Kloser	Georgette Kammogne
Julie Hillmer	Tracy Eakins
Gary Osborn	Terri Carlson
Gayle Kangas	Teresa Brenner
Kristin and George Barben	Christie Wood
Ryan Blakestad	Ann Clark
Lisa Hyland	Darcy Pleasant
Tracy Johnson	Peg Smith
Maria Luckey	Cindy O'Neill
Mary Lundgren	Barb Sheppard
Visalaksh Narayanan	Cindy Magid
Terry Popp	Wendy Worrell
Tracy Grasso	
Paula Swerczek	
Jennifer Rabine	
David Colo	
Denise Freese	
Peter Canedy	
Karen Stokes	
Amanda Hansen	

IB PYP Expenses

2005-2006	
Application Part A	4,300
Training (Levels 1 & 2)	75,438
Coordinator (.25)	0
Curriculum writing (per diem)	2,880
Books and materials	400
Parent education	500
Total	83,518

2006-2007	
Application Part B	4,500
Training (Level3)	11,656
Consultant visit	2,100
Curriculum writing (per diem)	4,608
Coordinator (.25)	0
Foreign Language (1.0)	52,000
Art	0
Books and materials	9,109
Total	83,973

2007-2008	
Annual Fee	3,100
Training	6,500
Coordinator (.25)	0
Foreign Language (1.0)	52,000
Art	0
Books and materials	2,660
Total	64,260

2008-2009	
Annual Fee	3,100
Training	6,500
Coordinator (.25)	0
Foreign Language (1.0)	52,000
Art	0
Books and materials	2,600
Total	64,200

2009-2010	
Annual Fee	3,100
Training	6,500
Coordinator (.25)	0
Foreign Language (1.0)	52,000
Art	0
Books and materials	2,660
Evaluation Fee	3,500
Total	67,760

PYP Required Training Costs

- Per Diem average: \$ 24.00
- Sub pay per day: \$ 140.00
- Staff includes:
 - 19 classroom teachers
 - 5 special teachers (P.E., Media Specialist, Art, Music, Foreign Language)
 - 1 coordinator
 - 1 principal
- Level 1 and 2 Registration Fee:
 - \$ 515.00
- Level 3 Registration Fee:
 - \$ 810.00
- FICA
- Length of training:
 - Level 1 and Level 2 – 3 days (Friday, Saturday & Sunday)
 - Level 3 – 5 days (weekdays during the summer)

Level 1

26 teachers x \$ 515.00 = \$ 13, 390
 2 days x \$ 140.00 x 21 teachers = \$ 5,880
 \$ 1,000 (travel, hotel, meals) x 26 teachers = 26,000
 \$ 24.00 (per diem) x 16 hours x 25 teachers = \$ 9,600
 FICA & Social Security (15%) = \$ 1,440
 Total \$ 56,310

Level 2

9 x \$ 515.00 = \$ 4,635
 2 days x \$ 140.00 x 7 teachers = \$ 1,960
 \$ 1,000 (travel, hotel, meals) x 9 teachers = \$ 9,000
 \$ 24.00 (per diem) x 16 hours x 8 teachers = \$3,072
 FICA & Social Security (15%) = \$ 461
 Total \$ 19,128

Level 3

4 teachers x \$ 810.00 = \$3,240
 \$ 1,000 (travel, hotel, meals) x 4 = \$ 4,000
 \$ 24.00 (per diem) x 40 hours x 4 teachers = \$ 3,840
 FICA & Social Security (15%) = \$ 576.00
 Total \$ 11, 656

D. IB PYP Benefits

- Professional development of staff
- Feeder program to Middle Year IBO and High School IBO Diploma Programmes
- Can serve as a magnet choice to alleviate Aldrich's declining enrollment
- Participation in an internationally recognized program
- Students learn a second language
- In final year of programme, students produce a culminating project
- Students acquire knowledge of global relevance
- Students participate in community service
- Increased scores on national tests
- Increased academic rigor
- Students become natural inquirers and critical thinkers
- Students are principled, caring and open-minded
- Students become well balanced academically
- Inducement for people to want to move into or option into the district
- Enhanced district reputation as a world-class school district

E. Identify the facility and classroom space needs for the program. Project over a 3-5 year program.

Our goal is to become a 3-unit building, thereby, utilizing all of the classrooms. Adjustments would have to be made at the appropriate grade level in order to avoid exceeding the school's capacity. In addition, we will utilize 2 of the 3 activity rooms for art, drama, band, orchestra, etc. The third activity room is our Learning Center that serves our special education students and other students who need additional curriculum support.

F. Prepare a time line for meeting the preliminary proposal deadline

Phase 1: (Consideration Phase)

Duration: May 2005 – July 2005

1. Order the publication Making the PYP Happen (2002) from the IB publications department
2. Send staff and administration to the PYP Level One workshop
3. Gain support from teachers, staff, students, parents, district, school board
4. Visit authorized PYP schools
5. Develop a 3-year strategic plan for the introduction and implementation of the PYP
6. Appoint a PYP Coordinator
7. Work in vertical teams to begin the development of a school-wide program of inquiry

Phase 2: (Candidate Phase: Trial Implementation)

Duration: August 2005 – May 2006

1. Host a 2-day visit by a PYP consultant
2. Work towards attaining the PYP standards, as described in the standards document
3. Continue implementation of action plans and update, as necessary
4. Install systems to facilitate ongoing discussion and monitor progress
5. Provide the most recent PYP publications to teachers and administrators and ensure that they are familiar with program philosophy and requirements
6. Send classroom teachers, specialists, and administration to Level 1 workshop and send at least one teacher per grade level, specialist, and administration to Level 2 workshop
7. Begin development of a program of inquiry with input from teachers
8. Begin writing units of inquiry in collaborative teams using the PYP Planner and implement the units, ensuring that all grade-level and specialist teachers are involved and have sufficient release time for this work
9. Keep parents informed of the progress in implementation
10. Assemble the PYP Application Form, Part A. Submit by May 1

Phase 3: (Final Phase: Application Phase)

Duration: August 2006 – June 2007

1. Continue teachers' training so that all teachers are trained by the time of the authorization visit. Send several teachers to Level 3 workshop and develop an on-going professional development plan
2. Implement a second language to students aged seven and older
3. Continue writing units of inquiry in collaborative teams using the PYP Planner and implement the units, ensuring that all grade-level and specialist teachers are involved and have sufficient release time for this work. At least three of the required six units of inquiry are to be taught at each grade level.
4. Demonstrate ongoing commitment to professional development
5. Organize the PYP Exhibition for students in the last year of the programme
6. Submit PYP Application Form B by June 1
7. Host an authorization visit by an IBO delegation following which the Director General of the IBO communicates the decision on authorization

G. Identify a plan for how the program will be publicized

- Provide information about the PYP in parent newsletters, brochures, etc.
- Share and display examples of students' work together with PYP planners
- Hold parent informational evenings on the subject of international curriculum
- Model PYP teaching principles
- Communicate information to PAYBAC Partners

H. Identify expectations of how parents will be involved in the program on an ongoing basis

The IBPYP sees learning as a partnership between students, parents and school. Our Parent Teacher Association has always been a vital component to our home/school partnership. The mission of the PTA is to have parents and families as an integral part of the decision-making process, which promotes the growth and development of our children. As we pursue the IBPYP, the PTA will continue to work very closely with the school administrator, teachers, and students in the following ways:

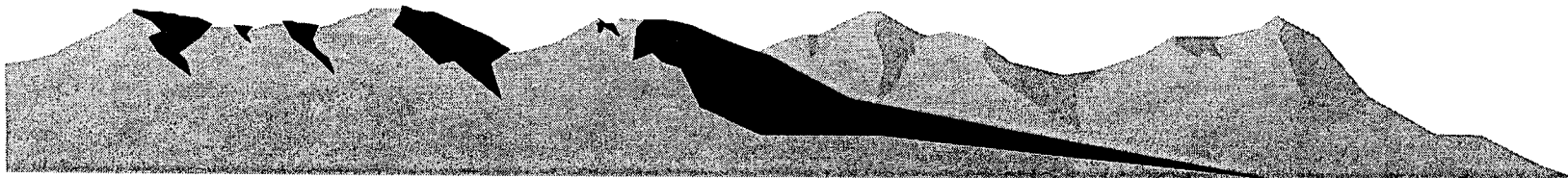
- To promote strong relationships among parents, teachers, community, and school officials
- To implement programs to enhance the regular curriculum
- To encourage student and parent involvement in school
- To provide financial and volunteer support for school programs
- To provide for student health and safety
- To facilitate communication between the school and the community

I. Identify how the mini-magnet program will work in collaboration with other programs sharing the same facility.

Not Applicable

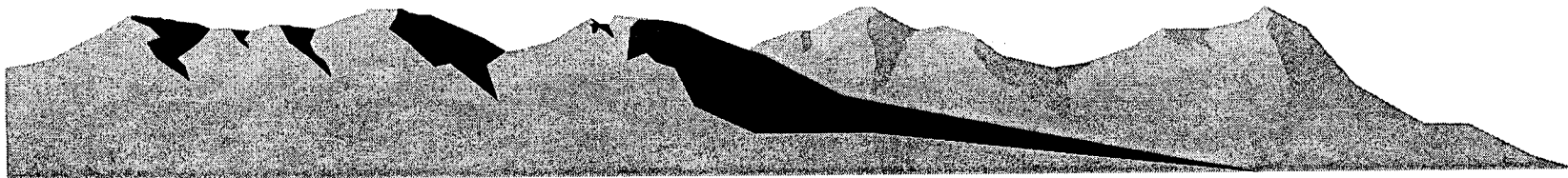
Academy School District 20 CSAP IB vs Non IB Comparison 2002-2004

Dr. Kenneth Vedra
Superintendent
August 2004



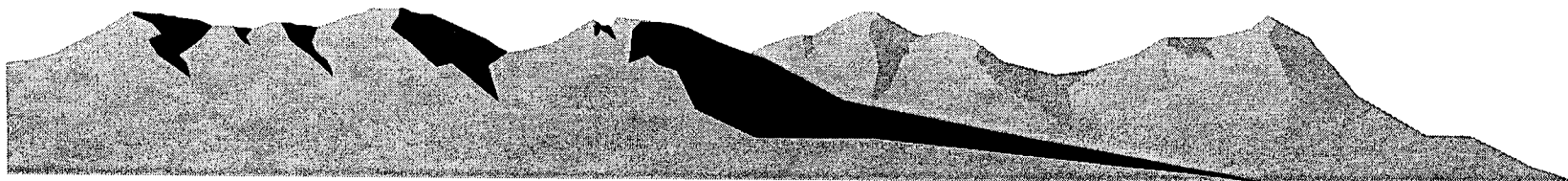
Academy District 20 Information

- Student Enrollment = 19,800 students
- Choice District – Students can attend any school based upon space availability with transportation available
- 17 elementary schools; 4 middle schools; 5 high schools; 1 K-12 charter school
- Highest scoring school district in Colorado with more than 6,000 students;
- Home to US Air Force Academy



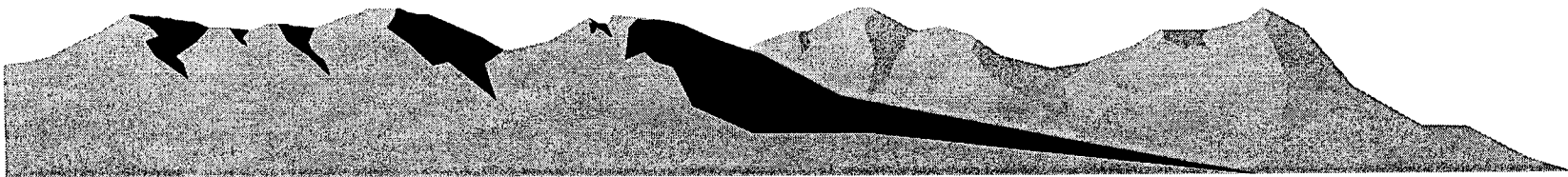
D-20 Information Continued

- 130 square Miles with 60% developed
- Ranked in top 5 Districts/ Nations in 1999 TIMMS results in Science / Top Quartile in Mathematics
- Has PK – 12 Strand in IB with 1 preschool, 2 Elementary Schools, 1 Middle School (School within School Program) and 1 High School (School within School Program) 3 more IB PYP applicants, 1 more PK – 12 IB at Math/Science campus applicant for fall 2005
- Colorado Legislature has approved IB diploma to be counted for credit at state supported Universities (except Colorado School of Mines) as Freshman year



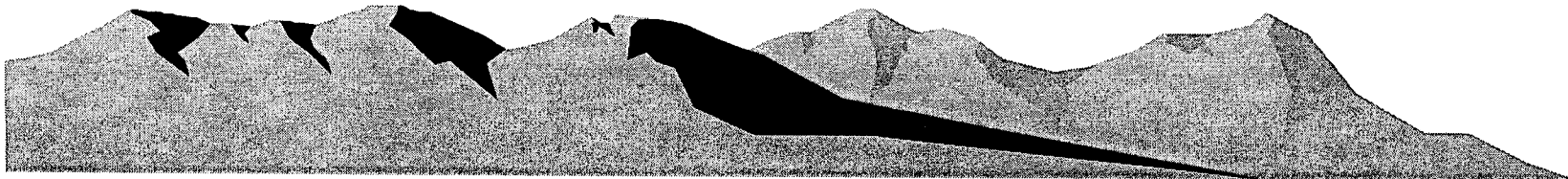
D – 20 Information Continued

- District undertook research study beginning in spring of 2000 to longitudinally study growth
- Expectation of completion of Pre Algebra by completion of 6th grade has been established by Board of Education for all Students
- All Sites and Departments have completed a Strategic Site plan that has been adopted by their communities for the next 3 -5 years and reviewed annually



The D – 20 RESULTS

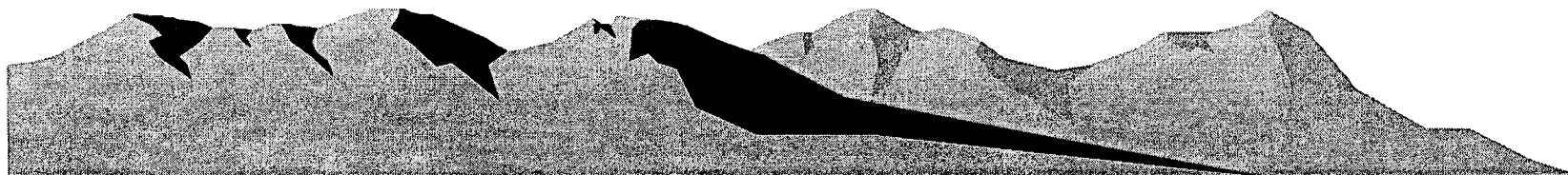
- We will look at the results of IB versus Non-IB students in D-20
- The results portrayed will be for 2002, 2003, 2004 CSAP scores within the district for grades 3 thru 10: Special Education and ELL are accounted for in the same manner for all groups
- CSAP is the Colorado Student Assessment Program that is administered each spring within the state and is the assessment used by Colorado to gauge growth for NCLB and Adequate Yearly Progress
- Results are provided in grades 3-10 for reading and writing, grades 5-10 in math and grade 8 science
- Alpine Achievement Software is used to disaggregate the results.



Writing 3rd Grade

Writing 3rd

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	79	81	81	19	37	30
Non-IB	73	77	68	14	26	19
District Total	74	78	69	14	28	20
State Total	51	57	52	8	16	12



Reading 4th Grade

Reading 4th

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	93	91	93	20	25	13
Non-IB	81	83	84	12	13	9
District Total	83	84	85	13	15	9
State Total	61	63	63	6	7	5

Writing 4th Grade

Writing 4th

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	87	71	87	19	30	39
Non-IB	70	70	72	15	18	19
District Total	72	71	74	15	19	21
State Total	50	52	53	8	10	10

Reading 5th Grade

Reading 5th

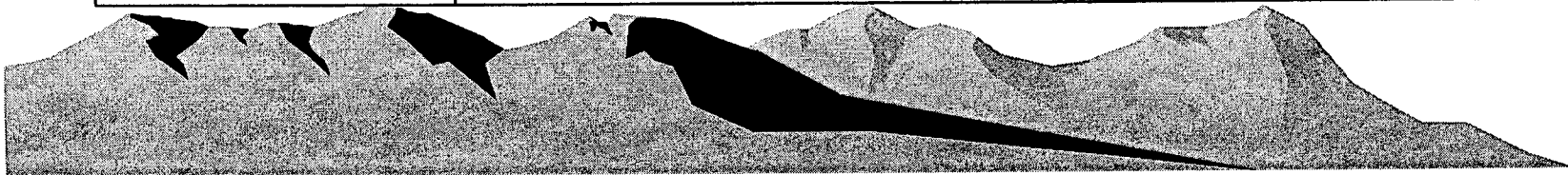
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	88	92	94	22	21	27
Non-IB	80	83	88	11	13	16
District Total	81	84	88	12	14	18
State Total	63	66	67	7	8	9



Writing 5th Grade

Writing 5th

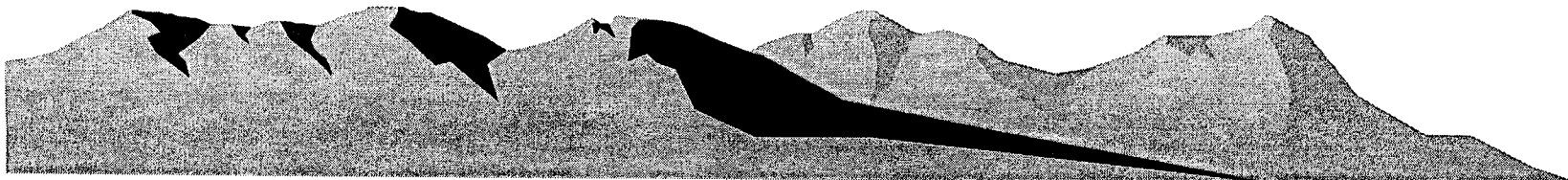
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	83	85	90	29	30	31
Non-IB	71	75	76	15	17	22
District Total	72	77	78	17	19	23
State Total	51	53	55	8	8	10



Mathematics 5th Grade

Math 5th

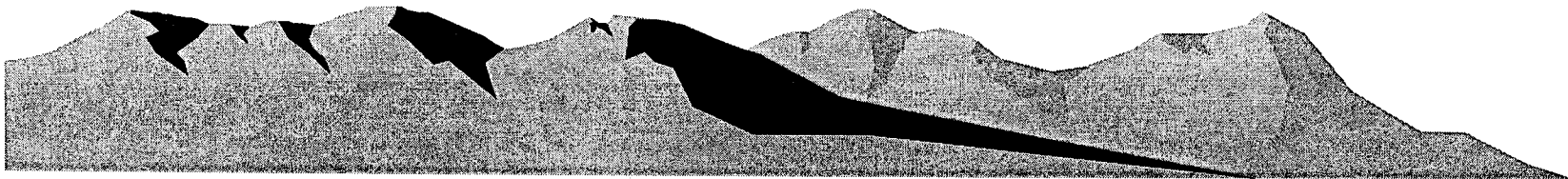
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	81	86	90	42	45	53
Non-IB	75	79	79	31	37	38
District Total	75	80	81	32	38	40
State Total	55	56	59	20	20	22



Reading Grade 6

Reading 6th

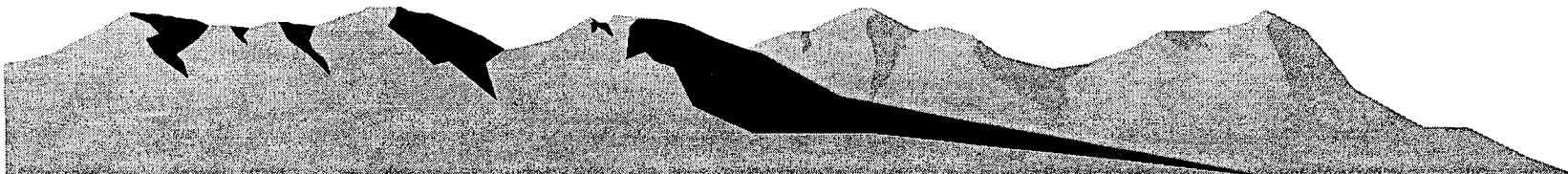
	% Prof and Adv			% Advancedv		
	2002	2003	2004	2002	2003	2004
IB	97	98	98	35	38	44
Non-IB	70	78	80	8	10	11
School Total	82	85	89	20	19	27
District Total	81	84	88	15	15	23



Writing 6th

Writing 6th

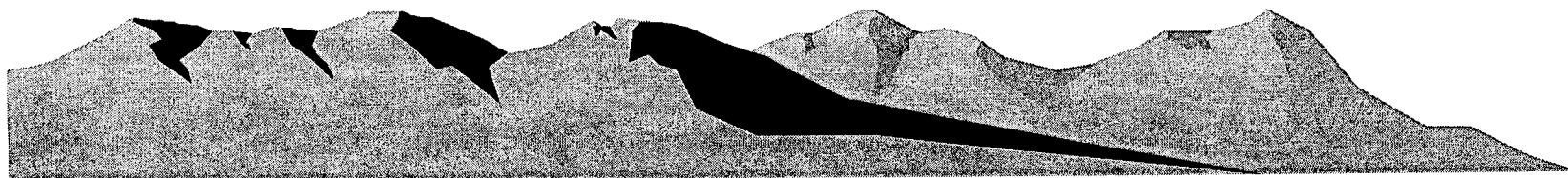
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	89	94	97	36	43	48
Non-IB	54	65	69	11	14	9
School Total	69	75	82	22	24	28
District Total	67	72	81	15	19	23



Mathematics 6th Grade

Math 6th

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	91	95	91	53	50	47
Non-IB	49	52	60	13	11	17
School Total	67	67	75	30	24	32
District Total	67	67	75	26	27	33



Reading 7th Grade

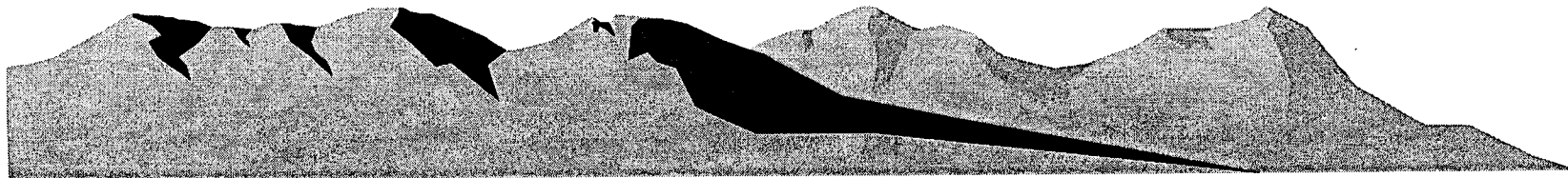
Reading 7th

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	97	97	99	43	32	38
Non-IB	73	72	76	5	11	8
School Total	82	82	84	20	19	18
District Total	79	81	82	15	16	15



Writing 7th Grade

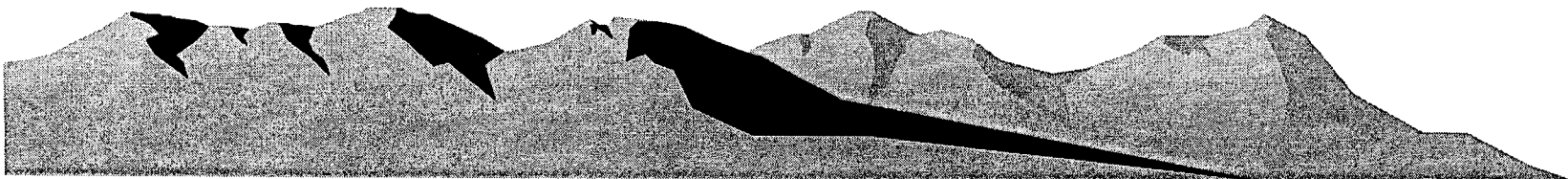
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	95	92	97	39	38	54
Non-IB	59	58	70	11	11	13
School Total	73	71	79	22	22	27
District Total	70	71	76	18	17	21



Mathematics 7th Grade

Math 7th

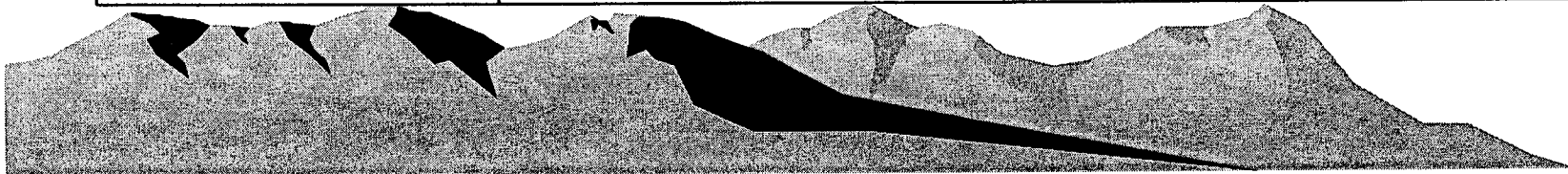
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	84	79	90	47	40	55
Non-IB	49	43	51	13	13	14
School Total	62	57	64	26	23	28
District Total	60	57	61	21	21	26



Reading 8th Grade

Reading 8th

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	98	99	98	43	44	48
Non-IB	75	78	81	10	11	15
School Total	82	85	87	20	23	26
District Total	80	86	83	15	20	20



Writing 8th Grade

Writing 8th

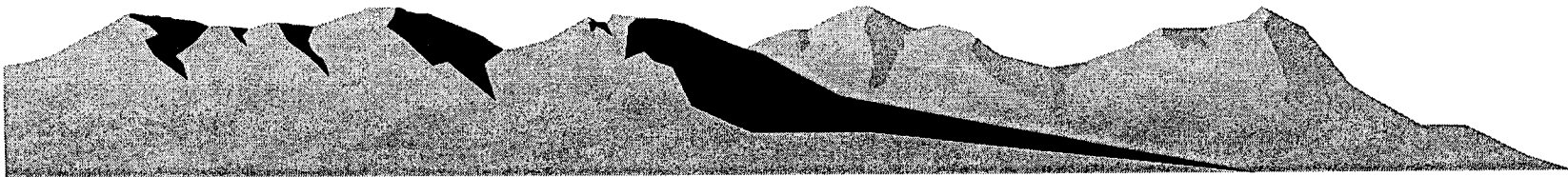
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	98	87	94	38	26	30
Non-IB	60	57	64	11	11	8
School Total	72	67	74	20	16	16
District Total	67	70	70	15	17	16



Mathematics 8th Grade

Math 8th

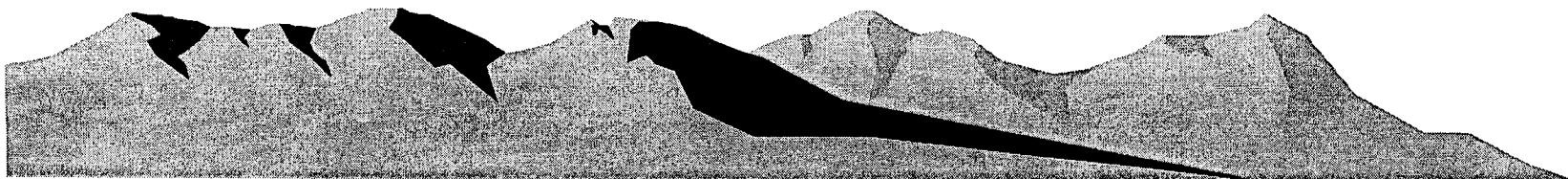
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	89	74	79	45	29	45
Non-IB	44	42	47	8	11	15
School Total	58	53	58	19	17	26
District Total	55	55	56	18	19	22



Science 8th Grade

Science 8th

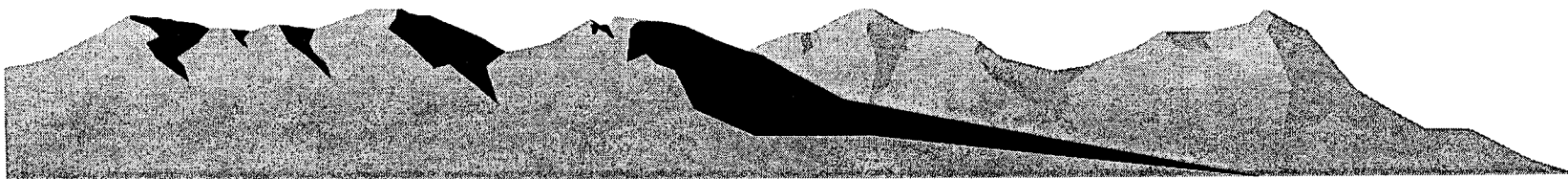
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	94	90	92	23	29	37
Non-IB	59	55	66	6	7	8
School Total	70	67	75	11	15	18
District Total	63	67	70	9	11	13



Reading 9th Grade

Reading 9th

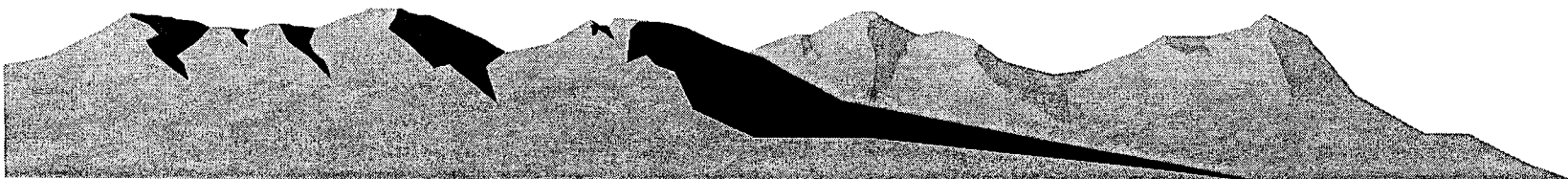
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	100	100	100	38	30	31
Non-IB	81	77	82	10	5	6
School Total	84	82	87	14	10	13
District Total	87	84	86	16	9	12



Writing 9th Grade

Writing 9th

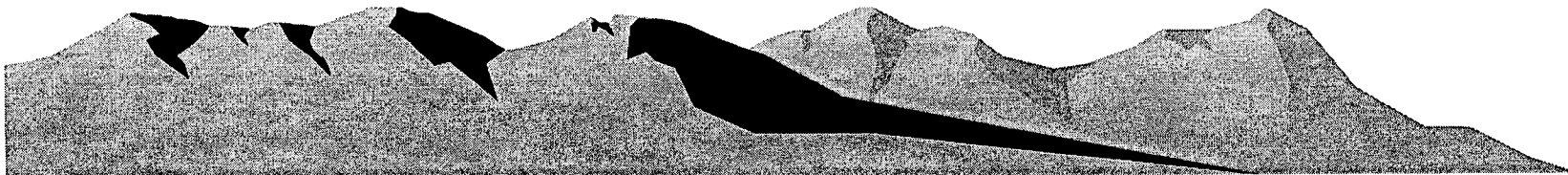
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	100	100	99	30	35	31
Non-IB	65	63	64	8	9	10
School Total	70	70	74	12	14	16
District Total	72	72	74	15	14	14



Mathematics 9th Grade

Math 9th

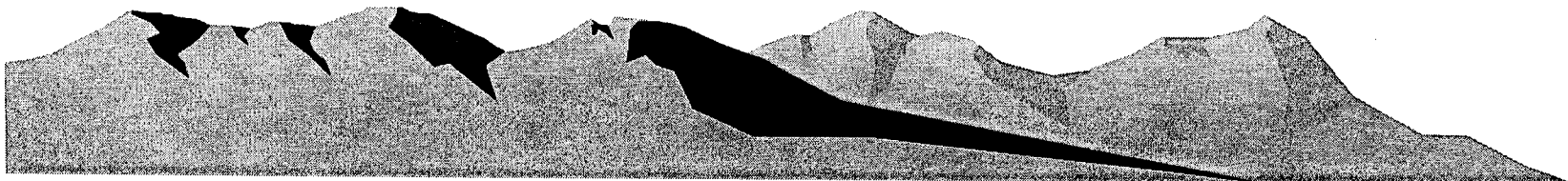
	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	89	95	81	43	43	36
Non-IB	42	45	41	9	11	12
School Total	49	55	51	14	17	19
District Total	49	49	49	17	15	15



Reading 10th Grade

Reading 10th

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	100	100	100	50	31	55
Non-IB	78	76	77	8	11	12
School Total	82	80	81	14	14	21
District Total	84	85	82	14	17	17



Writing 10th Grade

Writing 10th

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	100	92	99	48	47	28
Non-IB	67	68	61	11	9	6
School Total	72	71	69	16	14	10
District Total	72	73	70	16	17	13



Mathematics 10th Grade

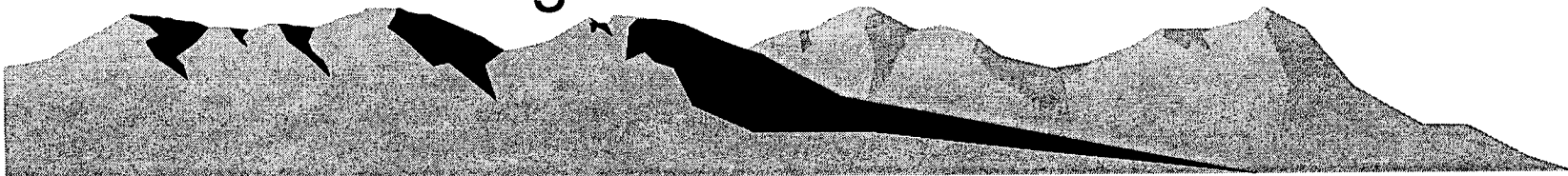
Math 10th

	% Prof/Adv			% Adv		
	2002	2003	2004	2002	2003	2004
IB	93	78	88	17	20	18
Non-IB	38	31	32	6	3	3
School Total	46	38	44	8	6	6
District Total	43	41	39	6	6	6



Some Comparisons

- In all cases, identified within District 20, IB students, as a group, out performed Non-IB students on the CSAP. This includes the School with School programs in comparison to their peers.
- School within School Programs showed that IB significantly outperformed non – IB counterparts with in the same school. These schools scores reflect the MYP program for one Middle School and one High School.



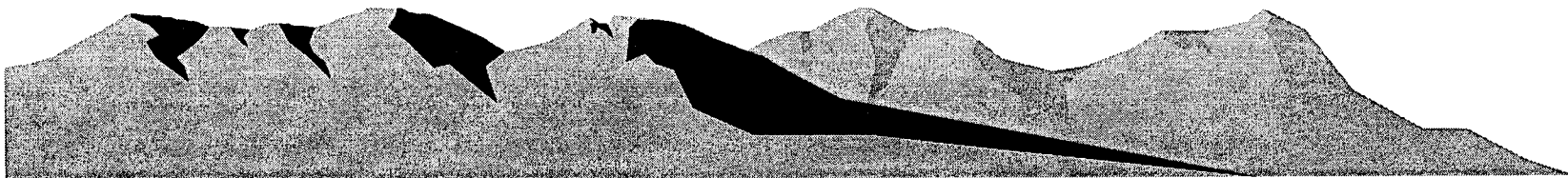
Questions

- If the School within School programs are significantly out performing the other groups is this due to: Training? Curriculum? Parent involvement?
- Is there a Hawthorne effect in Place?
- What is the comparison between other programs i.e., AP, Honors, Core Knowledge, Accelerated Schools, Basic School, etc in their approach/ philosophy compared to IB?
- Is the primary difference in achievement due to professional development and the rigorous standards assigned by IB to “control” who the Trainers are and the certification of their competency in their area?



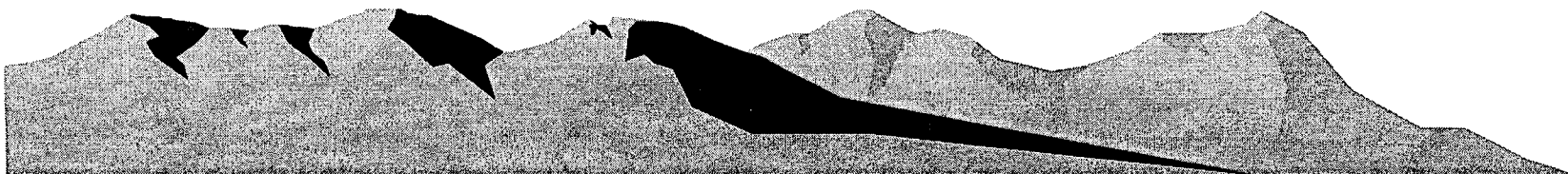
Questions Continued

- What will the impact be for IB as more states begin to stress the success of Diploma Years Programs in providing entry college level credit?
- What will be the enrollment impact for school sites offering IB programs?
- Does CSAP truly measure the ceiling for students on the advanced level or is there a ceiling affect with the program?



Possible Next Steps

- Compare IB vs. Non-IB groups in other settings using Control/Experimental Design strategies
- Compare IB and Non-IB achievement using measures other than a Standards Based assessment
- Expand use of training strategies to Non-IB courses
- Compare IB, AP, Honors etc achievement to discern teaching effects and curricula impact



ACTION PLAN

STRATEGY NUMBER: 6
 PLAN NUMBER: 1
 DATE: *March 2004*

STRATEGY: We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

SPECIFIC RESULT: *Implement a structure that informs, welcomes and provides varied experiences to support new students and their families from within the District and outside the District.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Implement a formal Student Induction Program within each elementary, middle and high school building to include: <ul style="list-style-type: none"> • Student buddy/partner to assist with transition of common practices (lunch, recess, lockers, transportation, passes, etc.) • Meet to ensure communication with new students and their families about expectations, extra-curricular activities, time-sensitive information (ACT/SAT testing, upcoming ELO Assessments, upcoming scholarship deadlines, graduation requirements, etc.) • Formal contact between the counselor and new student at predetermined intervals • Create a sense of belonging by providing multiple contacts (students and adults) within two to three weeks 				
2.	Create information packets to be distributed at each level including District information and highlights along with specific building information and features. <ul style="list-style-type: none"> • Registration forms • Academic requirements • Extracurricular opportunities and how to get involved • Various parent groups available – Parent Organizations, Booster Clubs, etc. • Community resources 				
3.	Survey both new students and their families within six to eight weeks to determine if their transition needs were met.				

Responsible:

Action Plan Progress Report

Strategy: 6 Action Plan: 1

Person Responsible: Kathy deBoer / Martha Bruckner

Action Plan Objective: Implement a structure that informs, welcomes and provides varied experiences to support new students and their families from within the District and outside the District.

Action Plan Status: Completed X Underway Not Started
(Pending District Approval)

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

- The team reviewed the action plan and split into three subgroups to work on creating checklists, welcome packet guidelines, and surveys for new students and their parents.
- Checklists were created for elementary, middle, and high school. The checklists include items from the first contact, registration, the first day of school, the first week of school, and checkpoints for the second week and beyond. By following the checklist, schools will assure a consistent registration and induction process is followed for all students entering Millard Public Schools. There are items on the checklists to cover social / emotional and academic acclimation.
- Guidelines were also developed to ensure that new families are receiving the pertinent information in the form of a "Welcome Packet".
- Surveys were developed for new students and their parents. We administered the surveys to a sampling of new students from each building in fall 2004. The team suggests a more widespread use of the survey starting with the 2005-2006 school year.
- Our team hopes that the tools we have created make the registration / induction process easier and more uniform across the District.

ACTION PLAN

STRATEGY NUMBER: 6
 PLAN NUMBER: 2
 DATE: *March 2004*

STRATEGY: We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

SPECIFIC RESULT: *Develop a formal process to determine academic needs of new students moving to our schools from within the District and outside our District.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Ensure all buildings have a written and verbal induction process for new students to include academic: <ul style="list-style-type: none"> • Achievements • Goals • Opportunities • Expectations 				
2.	Provide resources and opportunities for incoming students at each building based on prior and current academic achievement. This may include: <ul style="list-style-type: none"> • Pre-teaching • Re-teaching • Enrichment 				
3.	Evaluate data of new students' perceptions to determine if the District is providing adequate resources and opportunities for students to be successful.				
4.	Develop a District template or checklist for review of incoming students.				
5.	Designate a staff member to be responsible for execution of this procedure.				
6.	Evaluate procedures.				

Responsible:

Action Plan Progress Report

Strategy: 6 Action Plan: 2

Person Responsible: Kathy deBoer / Martha Bruckner

Action Plan Objective: Develop a formal process to determine the academic needs of new students moving to our schools from within the District and outside the District.

Action Plan Status: Completed X Underway Not Started
(Pending district approval)

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

- Our team felt that this plan was best accomplished through the use of a checklist at each of the three levels (elementary, middle, and high school). As each level has different needs, a separate checklist was created for each. The items on the checklists help to ensure that a standardized process is used for the registration and induction of new students across the district.
- The checklists have been submitted to the district for approval.
- The results of the initial new student and new parent surveys were tabulated. The results show that we are doing a great job of helping new students to become acclimated. Please note, however, that these surveys were given out to students who began at, or very close to, the beginning of the school year. Our team recommends giving them to all new students and their parents beginning with the 2005-2006 school year. We also are recommending that the surveys are sent out and collected by each school, with copies of the surveys being forwarded to the district. We suggest that individual schools need to review the results of their surveys in a timely manner and make adjustments as necessary to improve the experience for each individual student.. District totals could then be tabulated on an annual basis at the end of the school year.

Strategy 6-1 & 6-2

Team Members:

Dave Brandt

Doug Drummond

Alicia Feist

Nancy Johnson

Vince Lenz

Sharron Millsap

Heidi Penke

Kathy Ryan

Sherri Schumann

Team leader: Kathy deBoer

Strategy 6-1: Implement a structure that informs, welcomes and provides varied experiences to support new students and their families from within the district and outside the district.

Strategy 6-2: Develop a formal process to determine academic needs of new students moving to our schools from within the district and outside the district.

By combining the above-mentioned strategies, we hoped to streamline the process and keep the procedures simple, straightforward, and manageable. We felt that unless the process was easy to use, it just would not be utilized.

- Our team felt that this plan was best accomplished through the use of a checklist at each of the three levels (elementary, middle, and high school). As each level has different needs, a separate checklist was created for each. The items on the checklists help to ensure that a standardized process is used for the registration and induction of new students across the district. All three checklists include both social-emotional, and academic elements.
- Guidelines for welcome packets include both required and optional items, so that schools can customize packets for their buildings accordingly.
- The results of the initial new student and new parent surveys were tabulated. The results show that we are doing a great job of helping new student to become acclimated. Please note, however, that these surveys were given out to students who began at, or very close to, the beginning of the school year. Our team recommends giving them to all new students and their parents beginning with the 2005-2006 school year. We anticipate those students starting later in the school year possibly having a more difficult transition.
- We believe that the surveys should be coded with the building and students ID numbers. If we get survey information that indicates a truly troubled student, staff in that building needs to be able to intervene. Thus, we are recommending that the surveys are sent out and collected by each school, with copies of the surveys being forwarded to the district. We suggest that individual schools need to review the results of their surveys in a timely manner and make adjustments as necessary to improve the experience for each individual student. District totals could then be tabulated on an annual basis at the end of the school year.

New Student Registration / Induction Checklist - Elementary

Student Name

First Contact – Date

- If first contact is by phone:
 - Welcome to the area and/or school district or school
 - Gather first contact information
 - Invite for tour of building
 - If coming in person, wait to give packet until arrival for tour
 - If unable to come at this time for tour, mail packet to the family

- If first contact is in person:
 - Introduce self, if principal or assistant is available, introduce to family
 - Give tour of building
 - Return to office for Welcome Packet

Formal Registration – Date

- If moving and beginning school prior to the first day of school
 - Have parents complete MPS Residence Information sheet
 - Check / copy birth certificate and immunization records
 - Have parents complete Authorization for Release of Information form
 - Interview through conversation to determine academic and social needs
 - Give Welcome Packet, if not already done
 - Go over school calendar, explain schedule (Wed. dismissal), lunch procedure, before and after care programs, bus schedule, etc.

- If moving after the school year has begun from outside the district
 - Have parents complete MPS Residence Information sheet
 - Have birth certificate and immunization records checked and copied
 - Have complete Authorization for Release of Information form
 - Interview through conversation to determine academic and social needs
 - Give Welcome Packet, if not done already, ask for completed papers when student(s) come for first day
 - Give tour of building, even if done already, offer to do again
 - Introduce to teacher
 - Arrange time to meet parent(s) and student in the office for the first day
 - Give school calendar, explain schedule (Wed. dismissal), lunch procedure, before and after care programs, bus schedule, etc.

- If moving after the school year has begun from within the district
 - Have complete MPS Residence Information sheet or within district transfer
 - Contact MPS school where student is leaving / Request records
 - Give modified Welcome Packet (school handbook, newsletter, student directory)
 - Ask for completed papers (new Emergency Card, Inclement Weather / Field Trip Permission, etc.) when student(s) come for first day
 - Give tour of building, even if done already, offer to do again
 - Introduce to teacher

continued

New Student Registration / Induction Checklist – Elementary (Continued)

First Day of School for New Student – (Date)

Before school

- ❑ Have student and parent come to the office to meet the counselor or teacher
- ❑ Have counselor or teacher
 - Reintroduce self and welcome to first day of school
 - Introduce student buddies
 - Check with parent about where he or she will be picking up student after school
 - Ask parent if they have any further questions
- ❑ Have secretary provide school memorabilia (ex: pencil, bumper sticker, decal, etc)

During school day

- ❑ Have counselor check with student during the day
- ❑ Have student buddies assist with lunch and have new student join them for lunch
- ❑ Have principal reintroduce self during lunch

End of school day

- ❑ Have teacher meet student to ask how day went
- ❑ Have teacher assist student in finding ride as needed

First Week of School for New Student

- ❑ Have student buddies continue to befriend the new student and assist as needed
- ❑ Have counselor
 - Find new student during the second day for a “comfort level check”
 - Meet with new student on the last day of the week
 - Call parents after five days to check their perception on their child’s academic, social and emotional transition
- ❑ Have Principal check with teachers to see how the new student is settling into school, academically, socially and emotionally (Give teacher survey to be completed by the student’s third week of school.)

Two, Three and Four Weeks after New Student Starts

- ❑ Have counselor
 - Meet with student during second and third week to
 - Check on academic, social and emotional progress
 - Call parents during the fourth week to check their perceptions of emotional, physical and social comfort levels and ask if they have any needs in relation to community access (ex: community sport organizations, OWH Metro Guide, etc.)
- ❑ Have principal meet with the new student during third week of school
- ❑ Have principal call parents after meeting with the new student
- ❑ Have a current parent from Parent Organization, Booster Club, etc. contact new parent during second or third week to welcome and invite to next meeting, activity, etc.

Week 6 and Beyond

- ❑ Give survey to new student and parents
- ❑ Evaluate the results of the surveys and make adjustments for that student / family
- ❑ Send copies of the surveys to the district office

Teacher Survey for New Students

Student name _____

Teacher _____ Grade _____

Date enrolled _____

Please indicate: above, on, or below grade level (or be more specific)

1. Current reading level _____

2. Current writing level _____

3. Current math level _____

4. I am concerned about the student in the following areas:

5. Does the student seem to be making friends and getting along well socially? _____

6. Any additional comments / concerns?

(This survey should be completed and turned into the principal within 3 weeks of the above enrollment date.)

New Student Registration / Induction Checklist – Middle Level

Student Name

First Contact (Date)

- If first contact is by phone:
 - Welcome to the area and/or school district or school
 - Gather first contact information
 - Invite for tour of building
 - If coming in person, wait to give packet until arrival for tour
 - If unable to come at this time for tour, mail packet to the family

- If first contact is in person:
 - Introduce self, if principal or assistant is available, introduce to family
 - Introduce grade level counselor and give tour of building
 - Return to office for Welcome Packet

Formal Registration

- **If moving and beginning school prior to the first day of school**
 - Have complete MPS Residence Information sheet and Authorization for Release of Information form
 - Have birth certificate and immunization records checked and copied
 - Interview through conversation to determine academic and social needs
 - Give Welcome Packet, if not already done
 - Give information for Fall Orientation Day (all completed papers turned in then)
 - Have student complete “New Student Buddy Match Sheet”

- **If moving after the school year has begun from outside the district**
 - Have complete MPS Residence Information sheet and Authorization for Release of Information form
 - Have birth certificate and immunization records checked and copied
 - Interview through conversation to determine academic and social needs
 - Have student complete “New Student Buddy Match Sheet”
 - Give Welcome Packet, if not done already, ask for completed papers when student(s) come for first day
 - Give tour of building, even if done already, offer to do again
 - Have counselor explain middle level exploratory classes
 - Have student and parent share what type of math class the student is currently completing
 - Have student and parent share what foreign language experience the student has had, if 8th grade
 - Have student complete Registration Form, if 8th grade
 - Have student share his or her interests to determine exploratory classes for the remainder of the year
 - Arrange time to meet parent(s) and student in the office for the first day

- **If moving after the school year has begun from within the district**
 - Have complete MPS Residence Information sheet
 - Contact MPS middle school where student is leaving to request records and determine current classes
 - Have student complete “New Student Buddy Match Sheet”
 - Give modified Welcome Packet (only pertinent building information)
 - Ask for completed papers when student(s) come for first day
 - Give tour of building, even if done already, offer to do again

First Day of School for New Student (Date)

Before school

- Have student and parent come to the office to meet the counselor and student buddies
- Have counselor
- Reintroduce self and welcome to first day of school
- Introduce student buddies and review student schedule
- Check with parent about where he or she will be picking up student after school
- Have student buddies escort student to locker, to meet teachers
- Ask parent if they have any further questions
- Have secretary provide school memorabilia (ex: pencil, bumper sticker, decal, etc) and student agenda or assignment book

continued

New Student Registration / Induction Checklist – Middle Level (Continued)

During school day

- Have counselor check with student twice during the day
- Have student buddies assist with lunch and have new student join them for lunch
- Have principal reintroduce self during lunch

End of school day

- Have counselor meet student to ask how day went and assist student in finding ride as needed

First Week of School for New Student

- Have student buddies continue to befriend the new student and assist as needed
- Have counselor
 - Find new student during the second day for a “comfort level check”
 - Meet with new student on third and last day of the week
 - Call parents after five days to check their perception on their child’s academic, social and emotional transition
 - Check with teachers to see how the new student is settling into school, academically, socially and emotionally
- Have Advisory Facilitator check with student on second day
- Have principal check with student on third or fourth day
- Have secretary mail MPS Assessment letter and brochure

Two, Three and Four Weeks after New Student Starts

- Have counselor
 - Meet with student buddies first day of second week to check their perception of the new student’s comfort level
 - Meet with student mid-week during second and third week to
 - Check on academic, social and emotional progress
 - Share activities and athletics based on student interest
 - Connect with activity sponsors and athletic coaches as needed
 - Check with teachers during Student Support Meeting of third week
 - Check student grades during fourth week
 - Meet with student after checking grades to
 - Discuss grade progress
 - Share upcoming assessments: MPS Benchmarks, ELO, Terra Nova, etc.
 - Check emotional, physical and social comfort levels
 - Call parents during the fourth week
 - Check their perceptions of emotional, physical and social comfort levels
 - Ask if they have any needs in relation to community access (ex: community sport organizations, OWH Metro Guide, etc.)
- Have principal meet with the new student during third week of school
- Have a current parent from Parent Organization, Booster Club, etc. contact new parent during second or third week to welcome and invite to next meeting, activity, etc.

Six Weeks After New Student Starts

- Give survey to new student and parents
- Evaluate the results of the surveys and make adjustments for that student / family
- Send copies of the surveys to the district office

New Student Registration / Induction Checklist – High School

Student Name

First Contact – Date

- If first contact is by phone:
 - Welcome to the area and/or school district or school
 - Gather first contact information
 - Invite for tour of building
 - If coming in person, wait to give packet until arrival for tour
 - If unable to come at this time for tour, mail packet to the family
- If first contact is in person:
 - Introduce self, if principal or assistant is available, introduce to family
 - Give tour of building
 - Return to office for Welcome Packet

Formal Registration

- **If moving prior to the first day of school**
 - Complete all necessary registration and enrollment forms:
 - MPS Residence Information sheet
 - Have immunization records checked and copied
 - Authorization for Release of Information form
 - Emergency cards
 - Home Language Survey
 - Enrollment form – Census
 - Confidential Health Information and parent letter re: Asthma
 - Student and Parent Guide Handbook sign-off
 - ELO/Graduation requirements sign off
 - Have birth certificate checked and copied
 - Interview through conversation to determine appropriate academic and social needs
 - Give Welcome Packet, if not already done
 - Give information for Fall Orientation Day (all completed papers turned in then)
 - Counselor will explain graduation course requirements and ELOs
 - Assign student to an advisement group
- **If moving from outside the district after the school year has begun**
 - Complete same forms as outlined above and interview student and parents to determine appropriate academic courses and ascertain any social needs.
 - Give Welcome Packet, if not done already, ask for completed papers when student(s) come for first day
 - Give tour of building, even if done already, offer to do again
 - Assign a student ambassador to show new student to classes for the first day or two
- **If moving from within the district after the school year has begun**
 - Have family complete MPS Residence Information sheet
 - Contact MPS high school where student is leaving
 - Request records
 - Determine current classes
 - Match classes when possible
 - Give modified Welcome Packet (only pertinent building information)
 - Ask for completed papers when student(s) come for first day
 - Give tour of building, even if done already, offer to do again
 - Assign a student ambassador to show new student to classes for the first day or two

New Student Registration / Induction Checklist – High School (Continued)

First Day of School for New Student (Date)

Before school

- Have student come to the office to meet the counselor and student ambassador
- Have counselor
 - Reintroduce self and welcome to first day of school
 - Introduce student ambassador
 - Review student schedule
 - Ask student if they have any further questions
 - Have student ambassador escort student to locker, and classes
 - Email teachers to make aware of new student in their class

During school day

- Have counselor check with student during lunch or in hall

End of school day

- Have counselor meet student to ask how day went

First Week of School for New Student

- Have student ambassador continue to befriend the new student and assist as needed
- Have counselor meet with student ambassador after two or three days to check their perception of the new student's comfort level
 - Find new student during lunch or in the halls for a "comfort level check"
 - Introduce student to their administrator
 - Call parents after five days to check their perception on their child's academic, social and emotional transition
 - Check with teachers to see how the new student is settling into school, academically, socially and emotionally
- Have Advisor check with student during advisement that week
- Have administrator check with student during lunch or in the halls
- Have secretary mail MPS Assessment letter and brochure

Two, Three and Four Weeks after New Student Starts

Have counselor (in halls or at lunch) and advisor (during advisement)

- Check on academic, social and emotional progress
- Share activities and athletics based on student interest
- Connect with activity sponsors and athletic coaches as needed
- Check with teachers on progress and correct class placement

Call parents during the fourth week

- Check their perceptions of emotional, physical and social comfort levels
- Ask if they have any needs in relation to community access (ex: community sport organizations, OWH Metro Guide, etc.)
- Have a current parent from Parent Organization, Booster Club, etc. contact new parent during second or third week to welcome and invite to next meeting, activity, etc.

Six Weeks After New Student Starts

- Give survey to new student and parents
- Evaluate the results of the surveys and make adjustments for that student / family
- Send copies of the surveys to the district office

Welcome Packet Guidelines

(Suggested presentation...2-pocket folder in school colors or printed school folder)

Required forms:

- ❖ Enrollment form
- ❖ Emergency card
- ❖ Home language survey
- ❖ Health forms or Physical waiver
- ❖ MPS residence form
- ❖ Immunization information – prior to the first day of school
- ❖ Authorization for release of information form
- ❖ Inclement weather / field trip (elementary)
- ❖ Student handbook receipt
- ❖ Graduation requirements / ELO (HS only)

Other items to include:

- ❖ Supply list (elementary and middle levels)
- ❖ School newsletter
- ❖ Annual district calendar
- ❖ Full district calendar (of available)
- ❖ Kids Network or Before / After School Care (elementary and some middle)
- ❖ List of clubs / activities / teams (middle and high schools)
- ❖ PTO / Booster Club information and meeting times
- ❖ Curriculum handbook specific to grade level and instructions for accessing it online
- ❖ Assessment information
- ❖ Parent Access Website information (middle and high school)

Optional items:

- ❖ Omaha / Metro Area Guide (contact Amy Friedman)
- ❖ Volunteer sign up opportunities
- ❖ Bus information (as necessary)
- ❖ Map of the building
- ❖ Parking information (high school)
- ❖ Traffic flow map
- ❖ Yearbook order form
- ❖ Community information (library, YMCA, government offices, etc.)
- ❖ Family resource center information
- ❖ List of PAYBAC partners

Other suggestions for welcoming new students:

- ❖ New family pizza party, coffee, or ice cream social
- ❖ New student lunch bunch
- ❖ Bulletin board in main hallway with new student photos
- ❖ Mention in school newsletter
- ❖ Present school memorabilia (folder, bumper sticker, pencil, etc.)
- ❖ Gifts from PAYBAC partners
- ❖ Assign mentor family
- ❖ Form a “New Neighbors” group

New Student Survey

School _____ ID _____ Date survey was taken _____

Grade level _____ Gender (M/F) _____

Please tell us how you are doing at your new Millard School. Please rate each item using numbers:

1 (strongly disagree), 2 (disagree), 3 (agree), or 4 (strongly agree)

Put this in the envelope, seal it, and return it to your teacher.

- | | | | | |
|---|---|---|---|---|
| 1. I like my new school. | 1 | 2 | 3 | 4 |
| 2. I understand school rules. | 1 | 2 | 3 | 4 |
| 3. I am comfortable with my schedule and class routines. | 1 | 2 | 3 | 4 |
| 4. I am beginning to make friends. | 1 | 2 | 3 | 4 |
| 5. Teachers at my new school treat me with respect. | 1 | 2 | 3 | 4 |
| 6. I feel safe at my school. | 1 | 2 | 3 | 4 |
| 7. I fit in socially at my new school. | 1 | 2 | 3 | 4 |
| 8. There are plenty of opportunities for me to participate at school. | 1 | 2 | 3 | 4 |
| 9. My teachers give me work that challenge me. | 1 | 2 | 3 | 4 |
| 10. Teachers are willing to give extra help when I need it. | 1 | 2 | 3 | 4 |
| 11. I feel my old school prepared me to succeed at my new school. | 1 | 2 | 3 | 4 |
| 12. I am able to keep up with my class work. | 1 | 2 | 3 | 4 |
| 13. I feel like I fit in academically at my new school. | 1 | 2 | 3 | 4 |
| 14. If I have a question, I know whom to ask. | 1 | 2 | 3 | 4 |
| 15. I feel comfortable approaching at least one adult in my new school. | 1 | 2 | 3 | 4 |

16. What was the hardest thing about going to this new school? _____

17. What is the best thing about your new school? _____

On the back of this page, please tell us: If you were in charge of helping students adjust to a new school, what is something you would do differently?

Your son or daughter is new to one of our Millard schools this year. In an effort to ensure that we are doing everything possible to make the transition for new students a positive one, we are asking for your help. Please rate your child's experience, seal this in an envelope marked "New Student – Parent Survey" and return to the school secretary. Thank you so much for taking the time to share your opinions.

School _____ ID _____ Student's grade level _____ Student's gender (M/F) _____

Please rate using the following numbers: 1 (Strongly disagree), 2 (Disagree), 3 (Agree), or 4 (Strongly Agree).

- | | | | | |
|---|---|---|---|---|
| 1. My child likes his/her new school. | 1 | 2 | 3 | 4 |
| 2. He/she understands school rules. | 1 | 2 | 3 | 4 |
| 3. He/she is comfortable with the schedule and class routines. | 1 | 2 | 3 | 4 |
| 4. He/she is beginning to make friends. | 1 | 2 | 3 | 4 |
| 5. Teachers at the new school treat my child with respect. | 1 | 2 | 3 | 4 |
| 6. He/she feels safe at school. | 1 | 2 | 3 | 4 |
| 7. My child fits in socially at his/her new school. | 1 | 2 | 3 | 4 |
| 8. There are plenty of opportunities for my child to participate at school. | 1 | 2 | 3 | 4 |
| 9. Teachers give work that challenges my child. | 1 | 2 | 3 | 4 |
| 10. Teachers are willing to give extra help when my child needs it. | 1 | 2 | 3 | 4 |
| 11. The former school prepared my child to succeed at this new school. | 1 | 2 | 3 | 4 |
| 12. My child is able to keep up with class work. | 1 | 2 | 3 | 4 |
| 13. My child fits in academically at the new school. | 1 | 2 | 3 | 4 |
| 14. He/she feels comfortable approaching at least one adult at school. | 1 | 2 | 3 | 4 |
| 15. If we have questions, we know whom to ask. | 1 | 2 | 3 | 4 |

16. What was the hardest thing for your child about going to this new school? _____

17. What is the best thing about the new school? _____

If you have any specific comments about how we could best help your child transition into Millard Schools, please use the back of this page.

ACTION PLAN

STRATEGY NUMBER: 6
 PLAN NUMBER: 6
 DATE: March 2004

STRATEGY: We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

SPECIFIC RESULT: Provide District orientation and support programs for fifth into sixth grade students that ensure a successful transition to middle school.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create a building-specific video and brochure to communicate with students and parents the tasks that are new for 5 th graders that were not experienced in elementary school (i.e., lockers, lunch choices, independent skill expectations, team concept, homework expectations, etc.)				
2.	Implement and/or maintain a middle level jump-start program specific to each middle school.				
3.	Provide specific opportunities for elementary students to transition successfully into middle school that include, but are not limited to: <ul style="list-style-type: none"> • Middle school student representatives, counselors, and administrators visit 5th graders at their elementary feeder schools • Peer mentors paired with at-risk 6th graders 				
4.	Promote summer school classes as an opportunity to transition to the next level.				
5.	Evaluate the effectiveness of the video, brochure, and support programs through elementary and middle level administrative communications.				

Responsible:

Action Plan Progress Report

Strategy: 6

Action Plan: 6

Person Responsible: Tracy Logan and Carol Newton

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

Action Plan Status: Completed X Underway Not Started

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

The committee of ten representatives from throughout the district completed its recommendations in early February. The recommendations are compiled into a full plan that covers the fifth to sixth grade transition program.

Over the last several months the committee continued to review and revise its earlier work on establishing district consistency with the middle school visiting the elementary school, the elementary schools visiting the middle school, parent orientation and the summer school/jump start program.

Since the last board update, the committee researched transition programs in place in the district and outside the district that aided those students who in the fall may be identified as having transition difficulty. The committee decided on recommending three fall transition programs with the recommendation that each middle school adopts one of the three.

The committee also dedicated a large portion of time to developing an evaluation tool that covers all of the recommendations made by the committee to evaluate their success once they are implemented. The committee recommends that parents, students and staff are all involved in the evaluations that were developed.

ACTION PLAN

STRATEGY NUMBER: 6
 PLAN NUMBER: 7
 DATE: March 2004

STRATEGY: We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

SPECIFIC RESULT: Formalize a structure of communication between fifth and sixth grade staff to address curriculum, instruction and student profiles.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish visitations between middle school staff and respective feeder elementary school staff (i.e., teachers, administration, counselors).				
2.	Establish curriculum alignment task force consisting of elementary and middle school teachers to address skills progression.				
3.	Implement a consistent district-wide transition form for 5 th into 6 th grade.				
4.	Design a SIMS-generated individual academic portfolio.				
5.	Insure consistent content, means of transfer, and deadlines for student records moving to middle school.				
6.	Evaluate the effectiveness of the transition plans through elementary and middle level administrative communications.				

Responsible:

Action Plan Progress Report

Strategy: 6 Action Plan: 7

Person Responsible: Tracy Logan and Carol Newton

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

Action Plan Status: Completed X Underway Not Started

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

The committee of ten representatives from throughout the district completed its recommendations in early February. The recommendations are compiled into a full plan that covers the fifth to sixth grade transition program.

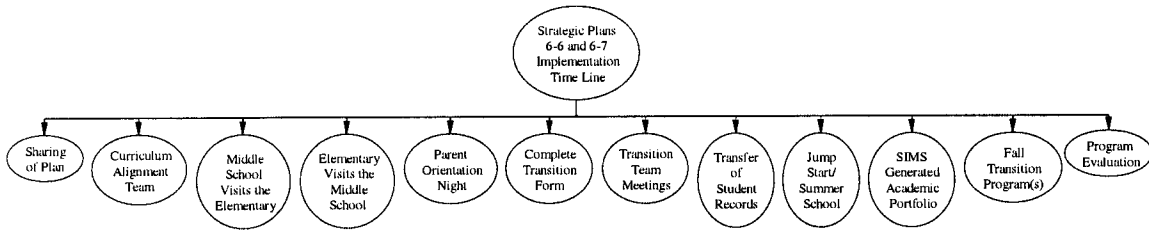
Over the last several months the committee continued to review and revise its earlier work on its recommendations for a district curriculum alignment team, the district wide transition form and the SIMS generated academic portfolio.

Since the last board update the committee researched district policies on the transfer of student records and compiled the information to make a recommendation that establishes some district consistency in this area. The committee also worked on establishing some district consistency in elementary staff meetings with middle school with regards to transitioning students. The committee has made recommendations for three specific transition teams: regular education, special education and counselor services.

The committee also dedicated a large portion of time to developing an evaluation tool that covers all of the recommendations made by the committee to evaluate their success once they are implemented. The committee recommends that parents, students and staff are all involved in the evaluations that were developed.

Implementation Recommendations For Millard Public Schools Strategic Plan 6-6 and 6-7

Created 2004-2005



Sharing of Plan 6-6 and 6-7

- Implementation plans will be shared with both elementary and middle school administrators at district administrator meetings in a timely manner.
 - Administrators will be given checklist to complete for transition plan.
- Administrators will share with necessary building staff implementation plans in a timely manner.

Middle School Administrator Checklist for Implementation of Strategic Plan 6-6 and 6-7

_____ Information about the implementation of plans 6-6 and 6-7 was shared with the necessary building staff

_____ Visitations to each feeder elementary have been planned and conducted according to implementation plan

_____ Visitation day for feeder schools to visit middle school have been planned and carried out according to implementation plan

_____ A parent orientation has been planned and conducted according to implementation plan

_____ Transition team meetings have been planned and conducted according to implementation plan

_____ Student records have been transferred to your building according to implementation plan

_____ Jump Start/Summer School has been planned and conducted according to implementation plan

_____ A SIMS generated academic portfolio has been provided for each transitioning sixth grader according to implementation plan

_____ Fall transition program(s) has been planned and implemented according to the implementation plan

_____ The transition program has been evaluated according to the implementation plan

Elementary School Administrator Checklist for Implementation of Strategic Plan 6-6 and 6-7

_____ Information about the implementation of plans 6-6 and 6-7 was shared with the necessary building staff

_____ Visits from middle schools have been planned and conducted according to implementation plan

_____ Visits to middle school have been planned and carried out according to implementation plan

_____ District transition forms have been filled out according to implementation plan

_____ Transition team meetings have been planned and conducted according to implementation plan

_____ Student records have been transferred from your building according to implementation plan

_____ The transition program has been evaluated according to the implementation plan

Curriculum Alignment Team Plan 6-7 Step #2

The team will consist of:

- One district-wide curriculum alignment team for each core subject area (listed below)
- Each core subject area team would include the following people:
 - 1- 6th grade teacher from each of the 6 middle schools
 - 6-5th grade teachers from the 4 quadrants of the district
 - 1-middle school Department Head in core subject area
 - 1 or 2-elementary administrators
 - 1 or 2-middle school administrators
 - 1-elementary MEP Facilitator
 - 1-secondary MEP Facilitator

The organizational structure of the curriculum alignment team will be as follows:

- Task forces will be designed in regards to specific core subject areas
 - Math
 - Language Arts
 - Science
 - Social Studies
- Additional teams that look at other specialized areas and life skills will be developed but set up to rotate on a less frequent basis.
- The teams for each core subject area would meet 3 times per year (beginning, middle and end of year).
- MEP Facilitator will be responsible for sharing information with the rest of the district.
- Teacher representatives will share information discussed with schools.
- Administrators who serve on team will share information discussed at district administrative meetings.

Curriculum Alignment Team Discussion Topics:

- Chance to view and explore the curriculum
- Scoping and Sequencing
- Test data gaps
- Expectations
- What are fifth grade teachers doing to prepare/ hidden curriculum
- Skills of independence
- Philosophical issues
- Basic Dialogue/ Relationship building
- Sharing Successes
- Transition evaluation information

Program Costs:

Time for team to meet

Middle Schools Visit the Elementary Plan 6-6 Step #3

Student Booklet

Each middle school will provide a booklet of information for each student, the booklet must include, but is not limited to, the following:

- Welcome letter
- School information: phone numbers, contact names, etc.
- Quick fact sheet about school
- Immunization information
- Course descriptions (6-8th grade)
- Lunch information
- Activities and athletics information
- Bus information
- Locker information
- School calendar (district and middle school)
- Grading scale
- Frequently asked questions

Video/ Multi-Media Presentation

Each middle school will show a video/ multi-media presentation that addresses each of the researched based transition student anxieties; social, academic, organizational to the fifth graders. The video/multi-media presentation may include, but is not limited to, the following:

- Outside of the school building
- Commons area
- 6th Grade classrooms
- 6th Grade students and teachers
- Administrators/counselors
- Agendas
- Lockers
- Lunches
- Exploratory classes
- Clubs and athletic activities
- Keep it fun and caring
- Homework

Note: Schools have used HAL students, 8th grade computer class students, student ambassadors, etc. to create the videos.

Program agenda for the day:

- School representative speaks to the students (administrators and counselors)
- Overheads, Power Point, handouts
- Short question and answer period
- Video to show to students about the middle school
- Small group discussion with middle school student representatives (they answer additional student questions about rules, expectations, homework, etc.)

Note: We would like to encourage the middle schools to send adult and student representatives to visit each elementary school that is sending students, even if it is only 1-2 students. Transition can be especially hard for these students and this makes them feel welcome and special.

Program Timeline:

- Currently, the middle school counselors and principals coordinate the elementary visits. The consensus is that April is a good month for the visits.

Program Costs:

Minimal – copying costs for the packets, video/ multi-media presentation (district may provide funding), pencils, etc.

Elementary Visits The Middle School Plan 6-6 Step#2

Each Middle School will follow these guidelines when preparing and conducting their visits.

- Timelines sent ahead to 5th grade staff
- Name tags with color coding for teams sent prior to visit
- Fifth grade students will be broken into heterogeneous groups for the time of the visit
- Fifth grade students will eat lunch at the middle school (orders and money may want to be taken ahead of the visit)
- Luncheon will be provided for 5th grade teachers
- Any students new to the district will be provided a “Transition Packet” at this time
- Guided tours for 5th graders
- Older students guide – help with tours
- 5th grade teachers will be invited and encouraged to shadow a team
- Visitation day needs to include activities that hit on all three of the research based student anxieties; social/emotional, organizational and academic

Program Timeline: Same day across the board for all middle schools in the district – possibly first Friday of May. Make sure times cover lunch.

Program Costs: Bus costs
5th grade teacher lunch

Parent Orientation Night Plan 6-6 Steps #1 and #3

Parent Booklet

Each middle school will provide for each parent a booklet of information. This booklet may be identical to the booklet the students received on the day that middle schools visited the elementary schools. Additions may be added to the original student booklet to make it more valuable to the parent. The booklet must include, but is not limited to, the following:

- Welcome letter
- School information: phone numbers, contact names, etc.
- Quick fact sheet about school
- Immunization information
- Course descriptions (6-8th grade)
- Lunch information
- Activities and athletics information
- Bus information
- Locker information
- School calendar (district and middle school)
- Grading scale
- Frequently asked questions

Discussion Format:

Schools will use the parent booklet to guide their presentation.

Timeline:

The date of the parent orientation should closely coincide with the day the elementary visits the middle school. Separate parent meetings for special education and advanced math may follow the meeting or be scheduled for a separate evening.

Other Parent Resources:

The following is a list of other things that can be done at the middle school to help parents make the transition with their child. The following are recommendations:

- Have a specific link on your website targeted towards Questions and Answers that a transitioning parent may have.
- Begin sending the fifth grade parents the middle school newsletter in January so they begin to become aware of middle school activities and expectations.
- Purchase brochures through a vendor that emphasize the middle school concept and address common concerns.

Program Costs:

Printing Materials

**Transition Form
Plan 6-7 Step #3**

Recommendations:

- Form will be available electronically through SIMS.
- Information available through SIMS will be filled in electronically prior to fifth grade teacher filling them out.
- All fifth grade teachers will fill out the attached transition form for each transitioning fifth grader.
- Hard copies of the form will be handed over to the middle school representative at the spring transition team meeting.
- Middle schools will gather all forms and place them in a team binder, which will be available to all staff members from that team to use throughout the year.

Program Costs: Development of technology
Print materials

Middle Level Transition Form

All information submitted on this form, is given in the interest of assisting students with their transition to middle school. Information should be completed and shared in a professional manner among MPS employees and is considered confidential.

Student Name _____ ID# _____ M/F _____
 Elementary School _____ 5th Grade Teacher _____ School Phone # _____

Family Information: Any information that can come from SIMS will be added electronically

Child lives with: Mom Dad Both Other: _____
 Please list parent's last name if differs from child's: _____
 Please check if parents are: Divorced Deceased Other: _____
 Primary language spoken at home: English Other _____
 Does non-custodial parent wish to have copies of report cards and mailings? Yes No

Current Participation/Verifications/Plans: (Please check all that currently apply)

IEP (see case manager) MIT READ
 Special Education Teacher Testing/Services Denied 504
 Speech Pathologist Services Denied ELL
 Psychologist Did Not Qualify HAL
 Counseling Academic/Behavior Band/Strings

Academic Skills:

	HAL	Above Level	Grade Level	Below Level	Resource Support
Math					
Reading					
English/Wr					
Science					
Social St					

Motivation/Effort and Social/Behavior: (Please check all they need assistance with)

<p><u>Motivation/Effort</u></p> <input type="checkbox"/> Independence <input type="checkbox"/> Organization <input type="checkbox"/> Confidence <input type="checkbox"/> Motivation <input type="checkbox"/> Following directions <input type="checkbox"/> Completing assignments on time	<p><u>Social/Behavior</u></p> <input type="checkbox"/> Behavior interferes with instruction <input type="checkbox"/> Excessive tardiness <input type="checkbox"/> Needs behavior monitor strategies <input type="checkbox"/> Currently using behavior plan(<i>please attach sample to this form</i>) <input type="checkbox"/> Excessive absences <input type="checkbox"/> Peer interactions
--	--

Interests/Learning Styles

Please share anything you know about the student that can enhance academic or life skill performance:

Recommended Pairings or Separations:

If you feel a child would benefit from a pairing or separation, please list:

Pair with: _____ Separate from: _____

Counseling and/or Family Information:

Other information you feel would be helpful: _____ call for more information

Good Candidate for Jump Start Program? Yes No

_____ Form was discussed at spring transition meeting
 _____ Initials of middle school representative who discussed the form at spring transition meeting

Transition Team Meetings Plan 6-7 Step #1

Program Description: Each spring visitations/conversations will take place between the middle school and feeder elementary schools with regards to the transitioning students. Three different transition teams should meet for all or some of the students.

1. Regular Education Transition Team

- All middle schools set up a visitation time between them and each of their feeder schools.
- Representatives from middle school meet in person with representatives from feeder elementary.
- Prior to visit 5th grade teachers have completed transition forms and have separated those at risk students who need to be discussed.
- Designated at risk students are discussed between transition team in a professional and ethical manner.
- Middle school representative takes notes on the transition form from discussion.
- On the transition form the bottom section if checked and middle school representative initials.

2. Counselor Transition Team

- Some type of counselor-to-counselor discussion of students with counseling needs is required.
- Visitations should occur but a phone call may replace the meeting.
- Middle school counselor may want to use recommended counselor transition sheet to organize information.
- Information is for counselor use only and kept by the counselor.

3. Special Education Transition Team

- Special education teachers from middle school will meet with special education teacher from each feeder elementary school.
- Special education teachers discuss placement, IEP objectives and accommodations.
- Recommended form may be used to make sure information that was shared is documented for future use in meeting student's needs.

Program Costs: Printed Materials
Staff time

**Counselor Transition Information
For 5th to 6th Grade Students**

Elementary School _____ Counselor _____

Student's Legal Name _____ M or F (Circle one)

Parent Name (Father) _____

Parent Name (Mother) _____

Was this student in individual counseling? Y or N

If yes, how often? _____ occasionally _____ weekly _____ more than once per week

Did this student participate in any 5th grade small groups? Y or N

What group(s)? _____, _____, _____

List/describe any behavior concerns:

Explain the types of strategies/modifications that were used:

Other helpful information such as: family situations, health problems, special situations, etc.

Special Education Transition Form

Information should be completed and shared in a professional manner among MPS employees and is considered confidential.

Student Name: _____ Elementary School: _____

Services: _____ Resource _____ Speech Language _____ Self-Contained
 _____ Counseling Support _____ Vision Services _____ OT Services
 _____ PT Services _____ Adaptive PE _____ AAC

Verification: _____

Current Case Manager: _____

Duration of IEP: from _____ to _____ 3 year re-eval date: _____

End of Year IEP Progress Update completed? _____

Current Ability Level: Content Areas & Curriculum Used

Math

Curriculum Used:
Current Grade Level:
Ability Notes:

Social Studies

Curriculum Used:
Current Grade Level:
Ability Notes:

Reading

Curriculum Used:
Current Grade Level:
Ability Notes:

Science

Curriculum Used:
Current Grade Level:
Ability Notes:

English/Spelling

Curriculum Used:
Current Grade Level:
Ability Notes:

Gym/Music/Other

Curriculum Used:
Current Grade Level:
Ability Notes:

Current Life Skill Demonstrations (Please check all that apply)

Motivation/Effort Demonstrations

- Independent
- Needs one-on-one direction
- Lacks motivation
- Incomplete work
- Refuses to complete tasks

(other) _____

Instructional Demonstrations

- Well organized & confident
- Lacks organizational skills
- Lacks confidence
- Needs differentiated assignments
- Needs assignment book verification
- Needs preferential seating

Social/Anxiety/Emotional Demonstrations

- Relates positively with peers
- or
- Behaviors interferes with instruction
 - Student not accepted by peers
 - Currently using behavior card/program*
 - Excessive tardies
 - Needs restroom assistance/changing
 - Needs transition assistance

* If on behavior card/program, please attach sample to this form.

Likes/Dislikes

Please share anything you know the student likes

dislikes that can enhance and/or interfere with academic or life skill performance _____

Health Information

Current Medication: _____

Health Alert Information: _____

Does this student tend to visit the Health Room more frequently than you believe necessary? _____

Counseling and/or Family Information

Information you feel would be helpful for the Beadle SpEd staff: _____

Equipment Needs/Service Needs

Transfer of Student Records
Plan 6-7 Step #5

1. Pupil Service's cumulative file guidelines will be communicated to all staff involved and followed by all elementary schools.
2. District MIT guidelines will be communicated to all staff involved and followed by elementary schools regarding students transitioning to middle schools.
3. Elementary schools will have cumulative files ready for transfer within one week of the students' last day of school.
4. Middle School counselors will be responsible for the transfer of cumulative files from the elementary to the middle school within 1 and half weeks of students' last day.

Jump Start/ Summer School Program Plan 6-6 Steps #2 and #4

Recommendation: Jumpstart would become part of the district's summer school program.

Reasoning: To eliminate the anxieties involved with transitioning to middle school for the largest population of students possible without interrupting the academic school year.

Who:

- Jumpstart would now be open to all students who are going into sixth grade.
- Extended invites/ scholarships would go to those students who were identified as at-risk on the transition form.
- Middle school staff will promote the program to students during middle school visitations.
- Middle school staff will promote the program at 6th grade parent orientation in the spring.
- Fifth grade teachers will be educated about the program and then asked to promote the program for all students at Spring conferences.
- Summer school staff will promote, advertise and staff the program.

Where:

- All middle schools will offer a jumpstart program just as they have done in the past.
- Students would attend jumpstart at the middle school that they will attend in the fall.

When:

- Dates of jumpstart are flexible. Doing an early in the summer program has benefits for decreasing anxieties early on. Late in the summer jumpstart benefits students by providing them with necessary information on a more time appropriate basis. Late in summer also allows for schedules to be done, locker combinations to be made and teams to be developed so the students can learn more specific information about their middle school experience.
- The committee recommends that the program runs 1 week, ½ days, in length.

What:

- Jumpstart programs will be organized so that each of the three transitional components are met daily in the curriculum; organizational, personal/social and academic.
- A representative from each middle school will meet to share and evaluate past jumpstart curriculum. New jumpstart curriculum could be written at this time.
- The organizational and academic components of the curriculum will be differentiated for the identified at-risk students.

Funding: Flex Funds provided by district (\$3,000 per school)
Parent paid tuition

**SIMS Generated Academic Portfolio
Plan 6-7 Step #4**

Recommendation:

- Sample template will be used to create SIMS generated academic portfolio.
- Portfolio will be available through “Gradebook” to all teachers who have students in their class, counselors and administrators.

Program Costs: Development of technology

SIMS Generated Portfolio

Student Name Address Parent (1)	Student I.D. # Phone # Parent (2)	D.O.B. Other	Age																																																																																																																																							
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<p>Life Skills: Grade 5 - Fourth Quarter:</p> <p>Readiness for Work: Completes tasks in timely manner Responds appropriately to oral and written directions Identifies a problem and seeks best solutions Cooperates with others to complete a task or goal Uses good work habits Demonstrates responsibility</p> <p>Life-Long Learning Sets and pursues goals Finds answers to questions/concerns Is trustworthy and honest Has a positive attitude Demonstrates self control over emotions/body Keeps trying</p> <p>Citizenship Takes pride in classroom or school Respects the rights of others Uses kind words, actions</p>																																																																																																																																										

Fall Transition Programs Plan 6-6 Step #3

Program description: Each middle school will be responsible for implementing at least one fall program designed specifically for students who are struggling with the elementary to middle school transition.

Recommendations: The following is a list of specific programs that the middle schools may adopt to fulfill their fall transition program component. Middle schools are not limited to these recommendations.

- New Beginnings Program
 - This is a counselor lead small group.
 - Students are identified for the group based on 6th grade performance. Middle school performance is compared to elementary performance to isolate needs due to transition.
 - Group will work on activities that are specific to organizational issues, personal/social issues, and academics
 - One school had students write a “New Student Handbook” which entailed information on transitioning issues. The book was then displayed in the office.
- Peer Mentoring Program
 - Some schools have programs developed where every 6th grade student has a peer mentor. Peer mentors are identified upper-class students who are assigned about 5 students to answer questions and provide guidance for transitioning students. Middle school may have a specific time set aside once a week for these meetings to occur.
 - Students who are identified as struggling with their transition are placed with a peer mentor. Peer mentors can provide guidance. A time each week is set aside for the pairs to work together.
- The Good Friend Program
 - Students are identified for the group based on 6th grade performance. Middle school performance is compared to elementary performance to isolate needs due to transition.
 - Students are linked with one teacher who agrees to take a special interest in the child.
 - Student and teacher meet regularly to discuss student’s concerns, interests, and to establish a positive relationship.
 - Teacher collaborates with school counselor.

Timeline: Students need to be identified within the first nine weeks of school. Identification and programs should be ongoing throughout the year.

Program Costs: Staff time

5th- 6th Grade Transition Program Evaluation
Plan 6-6 Step #5 and Plan 6-7 Step #6

5th Grade Staff Evaluations:

- Will be distributed to 5th grade staff by the middle school at the spring transition meetings
- Will be completed and returned to appropriate middle school
- Middle school will bring information to District Curriculum Alignment Team, district administrator meetings or will be used for modifications at building level

6th Grade Staff Evaluations:

- Will be distributed to 6th grade staff after first quarter by administrative staff
- Will be completed and returned to administrative staff
- Middle school will bring information to District Curriculum Alignment Team, district administrator meetings or will be used for modifications at building level

Parent Evaluations:

- Will be distributed to a random sample of 6th grade parents after first quarter
- Will be completed and then returned to administrative staff
- Middle school will bring information to District Curriculum Alignment Team, district administrator meetings or will be used for modifications at building level

Student Evaluations:

- Will be distributed to all fifth grade students once they return to their school following their visit to the middle school
- Will be completed and returned to appropriate middle school administrative staff
- Middle school will bring information to District Curriculum Alignment Team, district administrator meetings or will be used for modifications at building level

5th Grade Staff Evaluation on 5th - 6th Grade Transition Program

Please fill out the following evaluation form regarding the district's 5th- 6th grade transition program.

1. The 5th - 6th grade transition program was communicated effectively to relevant staff.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
2. Information gathered at the District Curriculum Alignment Team was shared with relevant staff.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
3. The work of the District Curriculum Alignment Team enabled us to better meet the needs of the students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
4. The 5th grade students felt more at ease about the middle school transition after the middle school came and talked with them.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
5. Information about the elementary schools visiting the middle schools was delivered in a timely manner.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
6. The visit to the middle school helped ease academic anxieties of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
7. The visit to the middle school helped ease organizational anxieties of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
8. The visit to the middle school helped ease social anxieties of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
9. The district transition form was user friendly.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
10. Middle school staff was receptive to my input about my students at the spring transition meeting.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate

Additional questions/anxieties that students did not have addressed during the transition program:

6th Grade Staff Evaluation on 5th - 6th Grade Transition Program

Please fill out the following evaluation form regarding the district's 5th- 6th grade transition program.

1. The 5th- 6th grade transition program was communicated effectively to relevant staff.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
2. Information gathered at the District Curriculum Alignment Team was shared with relevant staff.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
3. The work of the District Curriculum Alignment Team enabled us to better meet the needs of the students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
4. The visit to the middle school helped meet the academic needs of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
5. The visit to the middle school helped meet the organizational needs of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
6. The visit to the middle school helped meet the social needs of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
7. The information on the district transition form helped me meet the needs of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
8. The information discussed at the spring transition meeting provided additional information than the transition form.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
9. Information gathered at the spring transition meeting was helpful in meeting needs of the students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
10. The jumpstart program helped meet the academic needs of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
11. The jumpstart program helped meet the organizational needs of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
12. The jumpstart program helped meet the social needs of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
13. The information presented in the SIMS academic portfolio helped me identify the individual needs of my students.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
14. Students at my school benefited from the fall transition program.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate

Additional comments about the 5th- 6th grade transition program:

Parent Evaluation on 5th - 6th Grade Transition Program

Please fill out the following evaluation form regarding your child's transition from fifth to sixth grade.

1. The parent booklet that I received at the parent orientation helped answer my questions about the middle school transition.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
2. The middle school visit was a positive experience for my child.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
3. The information presented at the parent orientation was informative.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
4. The jumpstart program was a positive experience for my child.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
5. I believe my child benefited from attending jumpstart.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
6. I believe that the transition program(s) helped prepare my child academically for middle school.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
7. I believe that the transition program(s) helped prepare my child socially for middle school.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
8. I believe the transition program(s) helped prepare my child organizationally for middle school.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate

Additional comments about the fifth to sixth grade transition:

Student Evaluation on 5th -6th Grade Transition Program

Please fill out the following evaluation form regarding the experiences you had when transitioning from fifth to sixth grade.

1. I learned more about the middle school by having the middle school staff come to our school to talk to us.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
2. I learned more about the middle school by having the middle school students come to our school to talk to us.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
3. Information provided by the video/multi media presentation helped me learn more about the middle school.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
4. The student booklet that was given to me when the middle school came to visit provided answers to my questions.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
5. I felt more comfortable about going to the middle school after the middle school came to our school to talk with us than before their visit.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
6. I learned more about the middle school by talking with the middle school staff during my visit to the middle school.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
7. I learned more about the middle school by talking with the middle school students during my visit to the middle school.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate
8. I felt more comfortable about going to the middle school after visiting the middle school than before my visit.
Strongly Disagree Disagree Neutral Agree Strongly Agree Unable to Rate

BusinessFood Service/Wellness

3535.1

The Millard Public Schools will comply with all guidelines of the National School Lunch Program.

The Millard Public Schools will operate a foodservice program that is self-sufficient and covers all direct and indirect costs necessary for operating the program.

The foodservice program will allow choices at all levels in packaging the standard reimbursable meal.

Students will be allowed to purchase a la carte items in addition to the standard meal.

Fresh fruit and vegetable options will be utilized at all levels.

All vending machines and convenience stores operated in the schools shall offer snacks that have no more than 30% of their calories derived from fat. Nutrient dense items such as nuts, seeds, whole grains, fresh fruits and vegetables are exempt from this standard. Candy or other items of minimal nutritional value (items that have more than of sugar) will not be sold.

A Wellness Committee comprised of parents, teachers, administrators and food service personnel will meet, as necessary, each year to review the Wellness program for the district and make recommendations to the board of education on nutrition education, foodservice and physical education.

The Board of Education will receive a report annually on the foodservice program and recommendations from the Wellness Committee.

Rule Approved: April 18, 2005

Millard Public Schools
Omaha, NE

ACTION PLAN

STRATEGY NUMBER: 6
 PLAN NUMBER: 8
 DATE: *March 2004*

STRATEGY: We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary.

SPECIFIC RESULT: *Establish smaller learning communities for high school students.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Examine exemplary models of student groupings to determine best practice for establishing smaller learning communities for all 8-12 th grade students.				
2.	Implement smaller learning communities based on findings and recommendations.				
3.	Promote summer school classes as an opportunity to transition to the next level.				
4.	Examine data for evidence of effective implementation (ex: PLAN, "Evaluation of High School Experience," one-year and five-year graduate follow-up studies, school climate surveys, referral data).				

Responsible:

Action Plan Progress Report

Strategy: 6

Action Plan: 8

Person Responsible: Martha Bruckner and Char Riewer

Action Plan Objective: Establish smaller learning communities for high school students.

Action Plan Status: Completed _____ Underway X Not Started _____

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

- Committee members have been engaged in research activities about the characteristics of smaller learning communities.
- Committee members have gathered information about current activities in each high school that help create smaller learning communities.
- Knowing that each high school is currently doing work to create small learning communities, the committee is seeking action that will give autonomy to high schools while maintaining specific characteristics at each school.
- Next actions include generating a list of required characteristics of smaller learning communities and ascertaining which high schools are meeting those requirements.

EXPLANATION OF FINDINGS AND ACCOMPLISHMENTS:

When defining the strategy “We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary,” the Action Team looked at the current practices in Millard Public Schools. When further examining ways to help students transition from middle school to high school, the Action Team learned that Millard South had received a grant to examine national best practices in regards to the ways that schools helped students transition by creating smaller learning communities through advisement programs. The Action Team felt very strongly that this was valuable research and therefore wanted to support it, along with the development of smaller learning communities at *all* Millard high schools. Therefore, the action team developed Plan Number 6-8, “establish smaller learning

communities for high school students,” in an effort to support the smaller learning communities findings from Millard South’s grant research.

This original intent being recognized, when the Implementation Committee took on the challenge of “establishing smaller learning communities for high school students,” they decided to look at all possibilities of smaller learning communities. Therefore they examined smaller schools, specialized schools, and schools within schools. In addition, they examined different ways to “establish smaller learning communities” through advisement such as advisement by grade level, by study emphasis, or as a combination of the two.

The major findings of the Implementation Team were:

- Millard high schools currently had various smaller learner communities in place (IE: New Frontier, IB, School within a School, Alternative school)
- The individual Millard high schools had developed or were developing their own unique ways to improve advisement to help 9th graders transition to high school and to meet the needs of the upper grade level students.
- The high school leaders appreciated autonomy in their development of plans in order to meet their unique and diverse needs of each high school.
- The Personal Learning Plan being developed encouraged the advisement time to be used in a manner that was conducive to smaller learning communities.

Based on these findings, the committee then talked with high school administrators to gather their input. High school administration felt that they were currently in process of developing/implementing “smaller learning communities.” They stressed the importance of autonomy in order to provide for the individual needs of each high school. However, they also acknowledged a need for district-wide consistency in the specific “smaller learning community” criteria.

Currently, the implementation team is in process of developing a list of the specific “smaller learning community” characteristics that each high school will need to exhibit. The characteristics developed will be based on the research findings from Millard South as well as research findings from the Implementation Team. The Implementation Team plans to have this criteria developed by the end of April 2005.

ACTION PLAN

STRATEGY NUMBER: 6
 PLAN NUMBER: 9
 DATE: March 2004

STRATEGY: We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary.

SPECIFIC RESULT: Formalize a structure of communication between eighth and ninth grade staff to address curriculum, instruction and student profiles.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish visitations between high school staff and respective feeder middle school staff (i.e., teachers, administrators, counselors).				
2.	Establish a curriculum alignment task force consisting of middle school and high school teachers to address skills progression.				
3.	Implement a consistent District-wide transition from 8 th into 9 th grade.				
4.	Provide ongoing post-high school planning activities for parents and students.				
5.	Provide staff development addressing social / emotional / intellectual transition issues between 8 th and 9 th grade.				
6.	Implement a District-wide transition day (or half-day) for 8 th to 9 th grade orientation.				
7.	Examine data for evidence of effective implementation (ex: PLAN, "Evaluation of High School Experience," one-year and five-year graduate follow-up studies, school climate surveys, referral data)				

Responsible:

Action Plan Progress Report

Strategy: _____6_____ Action Plan: _____9_____

Person Responsible: David Hemphill

Action Plan Objective:

To ensure that students and parents make a successful transition from level to level. Plan will be focused on academics, social, and emotional transition.

Action Plan Status: Completed X Underway _____ Not Started _____

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

With our last meeting on the 26th of February, we finalized our plans. Some of the highlights are:

- 8th grade transition day – 8th graders will visit the high school on the same day as the 5th graders visit the middle school.
- 9th Graders will start the school year by themselves, without other students in the building.
- Each feeder middle school and the high school they are connected with will have a transition team to handle communicating and transferring information between buildings.
- Middle school teachers will visit the high school classrooms to observe and high school teachers will visit the middle school to observe, in order to better understand each other's setting to better transition the students.
- Each building must have some kind of tutoring program in order to help those students that are earning a 4 or 5 in a class.
- Each high school will have a "kick off program" for students that the middle school transition teams recommend as "at risk" (academic or social)
- The district will put together a booklet entitled, "Parents guide to surviving high school" or some other catchy title. This book will be written by district staff, parents and students. It will contain a district section and a section for each school to add its unique information. The information here is to not take the place of the handbook, but be more informational and contain sections like: Academic Info, School Procedures, Social Life and Activities, Parent Support Tips, Frequently Asked Questions, etc... This book would be for new parents to the high school setting. It is recommended that this also take an electronic form (web) and have a "student speak" section as well.

We feel that these items will benefit the district and make for a more focused effort on transitioning parents and students from level to level and building to building.

The implementation leaders will be meeting Thursday the 10th and again the 17th to look for overlaps or gaps in our work. Our efforts should help to make Millard a "World Class Educational Organization".

Strategic Planning

Action Plan 6-9

Transition Between Middle Level and High School

Committee Members:

David Hemphill	RMS
Marge Welch	RMS
Kristin Dickey	West
Pat Green	KMS
Julie Kemp	North
Mary Trenerry	South
Lori Jasa	KMS
Kay Becker	RMS
Claudia Richardson	AMS
Diane Araujo	BMS
Jason Weber	AMS
Kelly Welsh	North
Barb Waller	MEP Facilitator

Strategy: We will develop and implement plans to ensure students make successful transitions into the District and from level to level, pre-school to post-secondary.

Specific Result: Formalize a structure of communication between eighth and ninth grade staff to address curriculum, instruction and student profiles.

Comments: Our committee viewed the above strategy and specific result with the idea that there needs to be some transition between grade level that was continuous from 6th grade to 12th grade, not just between 8th and 9th grade. Several of the items that you see in this plan are based on this belief.

We also laid out plans to take into consideration that each of our high schools is very unique in its scheduling, and that each middle school, while all are middle schools, also do things differently. We do not want to mandate that everyone will achieve these steps the same way. Each building will need to shape these implementations to meet their needs, but they must cover them in order to achieve meeting the transitional needs of students, parents, and teachers issues.

Implementation:

Action Steps:

#1. Establish visitation between high school and respective feeder middle school staff (i.e., teachers, administrators, counselors) Two items:

- **Inter-School Transition Teams** – from the feeder middle schools and high school begin meeting in May. Teams from each building need to be formed (sending and receiving schools). The members need to contain the following: regular ed teachers, special ed teacher, counselor, and an administrator. This team’s job is to keep communication going between the buildings, make recommendations about students who need to be put on a “watch list”, and may need to be in a Jump Start Program, and handle any transfer of information concerning students (**transition forms, goal setting information**). The high school team needs to make sure that the information gets to the teachers, advisors and counselors that need it.
- **Teacher Exchange Program** - The research shows that it is hard for schools to transition kids properly when one school doesn’t understand the other. This exchange should be an ongoing, rotating basis starting with 8-9th grade teachers, administrators and counselors. Middle level staff should spend the day or half-day watching high school classes, talking with high school staff and the high school staff needs to do the same with the middle level. Not every staff member needs to go every year, but it would be crucial to get your transition teams started first and then in the following years rotate the other 8-9 staff through the visits. This should not be a one time visit, after the rotation of all staff, it should start over again. It is important to keep in contact and build on those contacts. The end goal being that professional relationships are developed and much is learned about what the “other” is doing. (May be great use of professional growth plan for evaluation cycle)

#2 Establish a curriculum alignment task force consisting of middle school and high school teachers to address skills progression.

- The committee has a plan for this step, but it may already be in place through the MEP Facilitators? See our plan below:
1. Late spring of 2005, a core curriculum task force needs to be assembled. This group should be representative of the district with every discipline covered. This group will act as the overseers to watch our curriculum. This will allow the district a checks and balance between the seven-year adoption cycles.
 - MEP facilitators
 - High School Dept. Heads / Designee
 - Middle School Initiators / Dept. Head
 - Curriculum Director or someone from DSAC
 - Administrators

This group's main focus should be on organizing the Steering Committee that will need to visit with each other concerning the curriculum alignment and skills progression. This group would look at the district curriculums for any gaps or overlaps that can be passed on to the Steering Committees to discuss and solve in their meetings.

2. Steering Committee's should be formed with each high school (West, South and North) and feeder middle schools involved. This group should consist of:
 - MEP Facilitator (Lead this group)
 - High school department head
 - Middle school subject initiators
 - Administrators

Steering Committees will meet as departments (Science, Math, English, etc...) to develop an agenda that will guide the fall meeting of the departmental staff. This should include directive on what types of things staff should share at these meetings. Possible topics would be: curriculum review by grade level, what skills kids have coming out of each grade level, time for feeder middle schools to discuss what is being done differently at each school and ways to align that teaching. This group may want to look at ELO and Terra Nova results to identify these gaps and over-laps.

3. Steering Committees need to meet in late spring or during the summer of 2005 to organize materials and meeting topics for start of school workshop.
4. During the beginning of the school year, meeting times during teacher workshop days will be given for the Department Groups to meet. This meeting will be jointly facilitated by the High School Dept. Heads and Middle Level Initiators / Dept. Heads, and include all members of the department from 6th-12th grade for that high school and middle level feeder schools.
5. At the conclusion of this Departmental meeting, the High School Dept. Head and Middle School Initiator / Dept. Head will provide the Steering Committee with a report of what was discussed, changes that need to be made, and possible ideas for improvement in curriculum process.

6. In turn the Steering Committee needs to make a plan to follow up on items that need attention in their building and feeder middle schools. This plan will be passed on to the Core Curriculum Task Force.
7. The Core Curriculum Task Force will use this information to guide future meetings and to ensure follow.

This process should start the spring of 2005 and start with departments meeting in the fall of 2005-2006 school year.

The hope is that “No Child will Be Left Behind” and that we can assist each other as a staff to provide a smooth curricular and skills transition for our students 6-12.

In putting this action step into operation, it was discussed that time is a huge issue. Plates are already full and teachers are not able to get into their rooms at the beginning of the year. Several recommendations to alleviate this time constraint are noted below:

- Increase the 30 hours at the High Schools, Middle Level should get 15 hours to allow for these Departmental Groups to meet during the school year.
- Possible addition of a contract day
- No meetings as pull-out days for Dept. Heads, etc
- If meetings are held off contract time, staff needs to be compensated
- Possible Dept. Head / Initiators extended contracts
- Fall PPD Time

#3 Implement a consistent District-Wide transition from 8th –9th grade.

This step consists of many parts:

- Each high school running a Jump Start Program (identified kids from transition teams) **See Timeline for suggested activities.**
- Freshman Orientation Day – Full day schedule, freshman only, first day of school, coordinated by building Intra-Transition Team. **See Timeline for suggested activities.**
- Freshman Parent Night – In the fall, first week of school, coordinated by Intra-School Transition Team. Focus is on, “what parents can do to help students be successful in high school” **See Timeline for suggested activities.**
- Mandatory Tutoring Program/ Guided Study – Implemented at both Middle and High Schools – this program is to start at the first set of official progress reports during 1st Quarter and continue during the year. **See Timeline for suggested activities.**
- Mentoring or Buddy Program – Juniors and Seniors work with underclassman, Counseling department will need to work with students for training in how to be a buddy. Middle level could use upperclassman as well as 8th graders to buddy younger kids. **See Timeline for suggested activities.**
- 8th grade parents night – in January prior to 8th grade registration, need to discuss registration process, handout “Parents Guide to Surviving High School” and a student version, both should be electronic eventually. Needs to be written by

committee of high school personnel, students and parents. Part of the book should be left for each school to include its own unique information. (District general section and section for building) **See Attachment for ideas of what booklet could contain**

- High school counselors and or assistant principal visit middle school – discuss registration but one visit later in spring should focus on high school life. **See Timeline for suggested activities.**
- Conference / Registration Night – will be combined into one night. High school registration team will go to feeder middle schools to hold an arena style registration in media or cafeteria center the same night as conferences. **See Timeline for suggested activities.**
- Intra-School Transition Team – Middle and High school, this team sees that information from struggling students is collected and moved on to the next level via transition forms (attached and will become electronic), middle school teachers will need to fill out transition forms for every student prior to handing information to high school team, SMART Goals will also need to be transferred at this time, this group may make recommendations for tutoring, summer school, etc... **See Timeline for suggested activities.**

#4 Provide ongoing post-high school planning activities for parents and students.

- **See Personal Learning Plans – Jane Pille’s implementation team**

#5 Provide staff development addressing social, emotional, and intellectual transition issues between 8th and 9th grade.

Suggested activities:

- Anecdotal Talking – Panel discussion with middle level staff discussion with the high school staff and then switching (provide a list of questions to cover)
- Videos
- Speaker on adolescents (refresher course)
- Middle level 101 course (for high school staff) and high school 101 course (for middle level staff)

#6 Implement a District-wide transition half day for 8th grade orientation.

- 8th grade transition day in May – half day, runs along with 5th grade transition day. **See Timeline for suggested activities.**

#7 Examine data for evidence of effective implementation of plan.

Create baseline data from:

- Infraction reports, grade distributions at each feeder middle school and high school

Analyze trends in data annually

Each building will gather affective data to evaluate the success of transition activities.

(Parents, Staff, Students)

Recommend and implement transition modifications based on data

Letter to Notify Students & Parents of Mandatory Tutoring Practices
(Buildings will need to modify this letter to describe building specific practices)

Dear Parent & Guardians;

The Mission of the Millard Public Schools is to guarantee that all students learn. When teachers observe that a student is struggling, support will be provided. To encourage success and preparation for advancement, a system of intervention has been established for students earning a 4 or 5 in any course grades 6-12. This system includes additional tutoring that may occur during, before or after school. At progress report time, students who earn a 4 will be strongly recommended to participate in tutoring opportunities. Students who earn a 5 will be required to participate in tutoring. When academic improvement is made, the student will be excused from the tutoring program.

Insert building designed opportunity

In addition, a peer buddy will be assigned to assist the student with social, emotional and academic adjustments.

Insert building designed opportunity

In cooperation, the District staff and parents can use this opportunity to ensure success for students.

Middle Level Transition Form

All information submitted on this form, is given in the interest of assisting students with their transition to Middle School. Information should be completed and shared in a professional manner among MPS employees and is considered confidential.

Electronically Done

Student Name:
 ID #:
 Male/Female
 Elementary School:
 5th Grade Teacher:

Family Information: Any of this that can come from SIMS will be added electronically

Child lives with: Mom Dad Both Other: _____
 Please list parent's last name if differs from child's: _____
 Please check if parents are: Divorced Deceased Other: _____
 Primary language spoken at home: English Other _____
 Does non-custodial parent wish to have copies of report cards and mailings? Yes No

Current Participation/Verifications/Plans: (Please check all that currently apply)

<input type="checkbox"/> IEP (see case manager)	<input type="checkbox"/> MIT	<input type="checkbox"/> READ
<input type="checkbox"/> Special Education Teacher	<input type="checkbox"/> Testing/Services Denied	<input type="checkbox"/> 504
<input type="checkbox"/> Speech Pathologist	<input type="checkbox"/> Services Denied	<input type="checkbox"/> ELL
<input type="checkbox"/> Psychologist	<input type="checkbox"/> Did Not Qualify	<input type="checkbox"/> HAL
<input type="checkbox"/> Counseling	<input type="checkbox"/> Academic/Behavior	<input type="checkbox"/> Band/Strings

Academic Skills: (Resource: meaning verified SPED in the specific content area with IEP objectives for that content area. Resource support: meaning verified SPED students that they have support in social studies or science due to their special education disability. Special education teachers will be completing an individual form for their students, which will give us the additional information needed for special education student transitions.)

<u>Current Math</u>	<u>Current Reading</u>	<u>Current English/Writing</u>
<input type="checkbox"/> Verified HAL	<input type="checkbox"/> Verified HAL	<input type="checkbox"/> Verified HAL
<input type="checkbox"/> Above Level	<input type="checkbox"/> Above Level	<input type="checkbox"/> Above Level
<input type="checkbox"/> Grade Level	<input type="checkbox"/> Grade Level	<input type="checkbox"/> Grade Level
<input type="checkbox"/> Below Level	<input type="checkbox"/> Below Level	<input type="checkbox"/> Below Level
<input type="checkbox"/> Resource	<input type="checkbox"/> Resource	<input type="checkbox"/> Resource

<u>Current Social Studies</u>	<u>Current Science</u>	<u>HAL Seminars</u>
<input type="checkbox"/> Above Level	<input type="checkbox"/> Above Level	<input type="checkbox"/> Academic
<input type="checkbox"/> Grade Level	<input type="checkbox"/> Grade Level	<input type="checkbox"/> Fine Arts
<input type="checkbox"/> Below Level	<input type="checkbox"/> Below Level	
<input type="checkbox"/> Resource Support	<input type="checkbox"/> Resource Support	

<u>ELO tests not passed in 5th Grade:</u>	<u>Good Candidate for Jump Start Program?</u>
<input type="checkbox"/> Writing <input type="checkbox"/> Social Studies	<input type="checkbox"/> Yes
<input type="checkbox"/> Math <input type="checkbox"/> Science	<input type="checkbox"/> No
<input type="checkbox"/> Reading	

Life Skills and Performances: (Please check all they need assistance with)

- | | |
|---|--|
| <u>Motivation/Effort</u> | <u>Social/Behavior</u> |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Behavior interferes with instruction |
| <input type="checkbox"/> Organization | <input type="checkbox"/> Excessive tardiness |
| <input type="checkbox"/> Confidence | <input type="checkbox"/> Needs behavior monitor strategies |
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Currently using behavior plan(<i>please attach sample to this form</i>) |
| <input type="checkbox"/> Following directions | <input type="checkbox"/> Excessive absences |
| <input type="checkbox"/> Completing assignments on time | <input type="checkbox"/> Peer interactions |

Interests/Learning Styles

Please share anything you know about the student that can enhance academic or life skill performance: _____

Recommended Pairings or Separations:

If you feel a child would benefit from a pairing or separation, please list:

Pair with: _____

Separate from: _____

Counseling and/or Family Information: May need to write the name of a staff member to contact for further details:

Other information you feel would be helpful:

Attempted instructional and behavioral strategies tried: Indicate whether successful or not

Parent Guide for Surviving High School or Some catchy title

We believe that this should be a book of “tips” that will guide parents all the way through high school, so a four year + plan. We believe that some stories, some humor and brevity are important. What is written in the guide should be referenced to the factual information that parents need. This should be somewhat folksy and humorous. This should not be a separate “encyclopedia” if info is already available. These are tips that are beyond the factual. Sort of “I wish I had known....”

Two examples we thought of were:

Under academic category: Strong focus should be placed on GPA requirements for high school grad and scholarship opportunity. This must begin freshman year, be closely monitored by parents...every grade counts from day ONE.

Dress code: Consider the dress code when shopping with children. Avoid controversy each school day by not having the items in the closet. The actual requirements can be found in the student handbook. Please don't rely on school personnel to monitor your child's dress. It is disruptive to student learning and the student/teacher relationship.

We categorized the items listed....these are only suggestions that came from the group.

Academic information:

GPA class rank
 Graduation requirements
 Dual enrollment with Metro/UNO/ etc.
 College scholarships and requirements, ACT, SAT, PLAN, PSAT
 ELO's and Terra Nova
 Grades on line
 AP & IB Honors programs
 SPED
 Mentoring
 Peer Tutors
 Early at risk-jump start
 Summer school

School Procedures:

Calling counselors
 Lunch procedures
 Attendance, tardies, absences, appeal process
 Contacting the nurse

Contacting the administrators
 Parking
 Vehicle ownership/insurance/jobs etc.
 Busses
 Safety and SRO's
 Internet safety
 Handbook issues
 Contacting and meeting teachers
 After hours availability to the building
 Dress code

Social life/activities

Clubs, activities, SLO's
 Social life
 College scholarships
 Involvement
 Part time jobs
 Time management
 Off Campus punishable offenses and how they affect school participation

Parent Support Tips

Parenting high school students
 What if my child isn't being successful?
 What if my child is being successful?
 How and why should parents be involved?

Frequently Asked Questions

Other suggestions from the team: Perhaps students in hs classes could be recruited to create, maintain and update the brochure for parents and students, as well as create a webpage with *student speak* and *parent speak*.

This will be a big job, and the above are only topics that were thrown out in idea/brainstorming sessions as to inclusive topics. The writing team should probably include parents, students and staff members.

District Wide Transition Plan

Academic	Timeline	Life Skills, Emotional, Social, and Activities
<p>Inter-School Transition Teams from the feeder middle school and high school begin meeting (8th and 9th grade)</p> <ul style="list-style-type: none"> • Teams should be formed in May 2005 • Teams should contain teachers, administrators, and counselors from feeder middle schools and high school • Open lines of communication about getting students transitioned to high school 	<p>May - August</p>	
<p>Jump Start Program at High School</p> <ul style="list-style-type: none"> • Inter-School Transition Team recommend students for this class • (Identify @ risk, academic or social) • One week long • Name your own program • Focus should be on skills such as note taking, study habits, expectations, getting involved in activities, etc... 	<p>May-August</p>	<p>Jump Start Program at High School</p> <ul style="list-style-type: none"> • Inter-School Transition Team recommend students for this class • (Identify @ risk, academic or social) • One week long • Name your own program • Focus should be on skills such as note taking, study habits, expectations, getting involved in activities, etc...
<p>Teacher Exchange starts between middle and high school teachers. (first round should start with 8th and 9th grade teachers)</p> <ul style="list-style-type: none"> • Coordinated by the Inter-School Transition Team • This should be on a rotating basis, so not every teacher needs to go every year (may be part of professional growth plan) • Visitation needs to be in curricular area • Middle school teachers 	<p>On Going</p>	<p>Teacher Exchange (staff development)</p> <ul style="list-style-type: none"> • Coordinated by the Inter-School Transition Team • Provide training on the stages of adolescent development and middle and high school philosophies

District Wide Transition Plan

<p>should observe high school classes and high school teachers should observe middle school classes. Establish inter-school professional relationships</p>		
<p>Freshman Orientation Day This day should be for Freshman only and be a full day</p> <ul style="list-style-type: none"> • Coordinated by the Intra-School Transition Team • Counselors address “How to be Successful in High School” 	<p>August</p>	<p>Freshman Orientation Day</p> <ul style="list-style-type: none"> • Coordinated by the Intra-School Transition Team <p>This day should be for Freshman only and be a full day. Suggested items:</p> <ul style="list-style-type: none"> • Activity Fair • Run through schedule (no academics) • Handbook issues • Lunch and lunch time activity in gym • Tour of building
<p>Freshman Parent Night</p> <ul style="list-style-type: none"> • Coordinated by the Intra-School Transition Team • Scheduled within first four weeks of school • Cover how students can be successful in high school. • What parents can do to help students • “Parents Guide to Surviving High School” booklet 	<p>August-September</p>	
<p>Mandatory Tutoring Program / Guided Study</p> <ul style="list-style-type: none"> • Implemented at both Middle and High School levels • To be coordinated at each school • Start at first official progress report (Mid-1st Quarter) • Grades of a 4 in any class result in strongly urging student to participate in 	<p>Ongoing</p>	<p>Mentoring or Buddy Program</p> <ul style="list-style-type: none"> • Juniors or Seniors work with middle school –10th grade students • Intra-school peer tutors • Provide tutor/buddy training • Paid on-site coordinator in all secondary schools • This program should run

District Wide Transition Plan

<p>program</p> <ul style="list-style-type: none"> • Grades of a 5 in any class result in mandatory tutoring program. • Can be organized before, during or after school • Separate from existing guided study in middle school and high school help rooms / labs 		<p>concurrent with the Mandatory Tutoring Program</p>
<p>8th Grade Parent Information Night</p> <ul style="list-style-type: none"> • Intro to registration process • To be coordinated at each high school • “Parent’s Guide to Surviving High School” booklet • “Student’s Guide to Surviving High School” electronic and paper copy • Parent Panel for Q & A • Breakout sessions focusing on items such as: Curricular and Extra-Curricular 	<p>January- Prior to 8th grade Registration</p>	
<p>High School Counselors / Asst. Principals Visit Middle Schools</p> <ul style="list-style-type: none"> • Small group (smaller than team) sessions with students • Discuss registration options and timeline 	<p>January</p>	<p>High School Counselors / Asst. Principals Visit Middle Schools</p> <ul style="list-style-type: none"> • Visit in January may include Counselor discussion of high school life (see March – April)
<p>Teacher Course Recommendations</p> <ul style="list-style-type: none"> • Middle School teachers complete master list of recommendations • Student registration forms need to be completed with teacher recommendations 	<p>January- February</p>	

District Wide Transition Plan

<p>Conferences / Registration Night</p> <ul style="list-style-type: none">• High School registration team (to be coordinated by each school) will come to the Middle School during conference nights• Arena style registration in cafeteria or media center same nights as conferences• Registration form with teacher recommendation needs to be finalized during conferences <p>Intra-School Transition Team to identify and recommend students who need help with grade to grade transition (6-7, 7-8, 9-10, 10-11, 11-12)</p> <ul style="list-style-type: none">• Each school defines composition of team• 6th –12th grade teachers fill out electronic Transition Forms for students (poor academics, personal and or family issues, poor attendance, etc...)• Teachers access transition forms via SIMS or some other program• Recommend extended learning opportunities such as summer school, tutoring, etc...	<p>February</p> <p>March – April</p> <p>April- May</p>	<p>High School Counselors visit each Middle School</p> <p>Topics to be covered:</p> <ul style="list-style-type: none">• Culture• High School Life• Opportunities for involvement• Question and Answer with high school students <p>Refer to Mentoring Program</p>
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District Wide Transition Plan

	May	<p>Transition Experience – ½ Day</p> <ul style="list-style-type: none">• 5th to 6th grades and 8th to 9th grades• Lunch served at building• Meet with next year's advisement group (with student ambassador(s))• Run through mock schedule (need to see all areas of building)• Question and Answer session• Welcoming message such as a movie, skit, music, pep rally, etc...
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This is a variation of the District Wide Transition Plan that plans for starting with the freshman in the fall of 2006. Work would start in fall of 2005 to ensure readiness for 2006 freshman.

Fall 2005:

Inter-School Transition Teams from the feeder middle school and high school should be formed and plan on meeting with each other in December or January and again later in April or May (meetings could be held more often perhaps once a month if needed)

- Teams should be formed in Fall of 2005
- Teams should contain teachers, administrators, and counselors from feeder middle schools and high school
- Open lines of communication about getting students transitioned to high school
- All middle level students should have a transition form filled out for them when material is to be transferred to high school team. Included in material should be the SMART Goals the eighth grade students filled out.

Jump Start Program at High School – planning should begin in the fall for what the program will look like when it opens in fall of 2006.

- Inter-School Transition Team recommend students for this class
- (Identify @ risk, academic or social)
- One week long
- Name your own program

Focus should be on skills such as note taking, study habits, expectations, getting involved in activities, etc...

Staff Exchange- this should start in the fall of 2005 and continue during the school year. (Administration, Counselor, and Teacher) starts between middle and high school. (first round should start with transition team members)

- Coordinated by the Inter-School Transition Team
- This should be on a rotating basis, so not every staff member needs to go every year (may be part of professional growth plan)
- Visitation needs to be in curricular area and focus should be on what students are like, what are they needing to have to be successful
- Middle school teachers should observe high school classes and high school teachers should observe middle school classes.
- **Establish inter-school professional relationships**

Late Fall 2005:

Planning in both middle school and high school should start for these programs to start in 2006...Many buildings are already talking about these after the DuFour Workshop!

Mandatory Tutoring Program / Guided Study

- Implemented at both Middle and High School levels
- To be coordinated at each school
- Start at first official progress report (Mid-1st Quarter)
- Grades of a 4 in any class result in strongly urging student to participate in program
- Grades of a 5 in any class result in mandatory tutoring program.
- Can be organized before, during or after school

Separate from existing guided study in middle school and high school help rooms / labs

Mentoring or Buddy Program

- Juniors or Seniors work with middle school –10th grade students (8th grade could work with 6-7th grade)
- Intra-school peer tutors
- Provide tutor/buddy training
- Paid on-site coordinator in all secondary schools
- This program should run concurrent with the Mandatory Tutoring Program

Intra-School Transition Team to identify and recommend students who need help with grade to grade transition (6-7, 7-8, 9-10, 10-11, 11-12) some form of communication is necessary between staff at different grade level when flagged students are encountered.

- Each school defines composition of team
- 6th –12th grade teachers fill out electronic Transition Forms for students (poor academics, personal and or family issues, poor attendance, etc...)
- Teachers access transition forms via SIMS or some other program
- Recommend extended learning opportunities such as summer school, tutoring, etc...

January and February 2006:

**8th Grade Parent Information Night – this would take place in January of 2006
Planning for this should take place late fall of 2005.**

- Intro to registration process
- To be coordinated at each high school
- “Parent’s Guide to Surviving High School” booklet
- “Student’s Guide to Surviving High School” electronic and paper copy
- Parent Panel for Q & A
- PLP (Personal Learning Plans)

Breakout sessions focusing on items such as: Curricular and Extra-Curricular

**These are items that are currently done but would fit in here on the planning guide:
High School Counselors / Asst. Principals Visit Middle Schools**

- Small group (smaller than team) sessions with students
- Discuss registration options and timeline
- PLP (Personal Learning Plans)

Teacher Course Recommendations

- Middle School teachers complete master list of recommendations – high school department heads provide a checklist or prerequisite skills list to aide middle level teachers make the best recommendations possible.
- Student registration forms need to be completed with teacher recommendations

Conferences / Registration Night

- High School registration team (to be coordinated by each school) will come to the Middle School during conference nights
- Arena style registration in cafeteria or media center same nights as conferences
- Registration form with teacher recommendation needs to be finalized during conferences

March or April 2006:

High School Counselors and 9-12 grade students visit each Middle School – this visit should focus more on non-academics of high school.

Topics to be covered:

- Culture
- High School Life
- Opportunities for involvement
- Question and Answer with high school students

May 2006:

Transition Experience – ½ Day, should run concurrent with 5th grade orientation

- 5th to 6th grades and 8th to 9th grades
- Lunch served at building
- Meet with next year's advisement group (with student ambassador(s))
- Run through mock schedule (need to see all areas of building)
- Question and Answer session
- Welcoming message such as a movie, skit, music, pep rally, etc...

Inter-School Transition Teams meet to exchange transition forms and SMART Goals from each student

August 2006:

Jump Start Program at High School – see above in planning Fall 2005

Freshman Orientation Day

This day should be for freshman only and be a full day

- Coordinated by the Intra-School Transition Team
- Counselors address "How to be Successful in High School"

Other suggested items:

- Activity Fair
- Run through schedule (no academics)
- PLP (Personal Learning Plans)
- Handbook issues
- Lunch and lunch time activity in gym
- Tour of building

Freshman Parent Night

- Coordinated by the Intra-School Transition Team
- Scheduled within first four weeks of school
- Cover how students can be successful in high school.
- What parents can do to help students
- "Parents Guide to Surviving High School" booklet

Once all of these items are in place and running it should be a matter of continuing on with the District Wide Transition Plan timeline...

Not all of these need to be in place the first year, our recommendation would be that the first items to be implemented would be the:

- 1. Transition Teams (transition forms and SMART goals)**
- 2. Teacher Exchanges**
- 3. ½ day transition day in May**
- 4. Freshman transition day in August**

ACTION PLAN

STRATEGY NUMBER: 7
PLAN NUMBER: 1
DATE: March 2004

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

SPECIFIC RESULT: Create communication channels between Millard Public Schools staff and community agencies.

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Expand the Community Agency Fair to acquaint more staff with service providers.				
2.	Create a flow chart that shows connections between community agencies and specific Millard Public School staff liaisons.				
3.	Recruit community agencies to conduct staff in-service training and/or training or programming for students.				
4.	Establish a network with appropriate agencies, such as Health and Human Services and Child Protective Services personnel.				
5.	Inform appropriate staff members about the agency resource lists.				
6.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
7.	Evaluate and revise as needed.				

Responsible:

Action Plan Progress Report

Strategy: 7 Action Plan : 1

Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste

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

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

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

1. On January 20th, a representative from the Search Institute gave a presentation and answered questions about the "40 Developmental Assets". The Drug Prevention team is selecting 20 members who will be trained on the best practices on how to disseminate the assets to the community.
2. Lists of community counselors have been updated and expanded. (again)
3. January 17th, Martin Luther King Day was a day set aside for the Community Agency Fair. Numerous agencies were present and several inservice trainings were provided. The Community Agency Fair was considered a great success. Surveys were overwhelmingly positive.
4. A counselor and school psychologist presented to the Metro "High Ability Learners" consortium. Additional requests were made for their presentation.

ACTION PLAN

STRATEGY NUMBER: 7
 PLAN NUMBER: 3
 DATE: *March 2004*

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

SPECIFIC RESULT: *Improve the effectiveness of the K-12 drug abuse prevention program that encompasses drug education, intervention and a process for referral and treatment that involves students, parents, community, and staff.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop a committee comprised of students, parents, community and staff.				
2.	Conduct a District-wide needs assessment.				
3.	Research best practices in drug prevention.				
4.	Ensure effective implementation of programs in all schools.				
5.	Organize a drug prevention student group within each school.				
6.	Provide drug prevention information to community agencies, organizations, and business partners.				
7.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
8.	Evaluate programs.				

Responsible:

Action Plan Progress Report

Strategy: _____7_____ Action Plan : _____3_____

Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste

Action Plan Objective: Improve the effectiveness of the K-12 drug abuse prevention program that encompasses drug education, intervention and a process for referral and treatment that involves students, parents, community, and staff.

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

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

1. The Drug Prevention Committee is reviewing the "success" rate of the preferred "diversion program" of Millard Public Schools. Results are pending.
2. A presentation will be done for the Drug Prevention group regarding other agencies that offer intervention services for those youths that have been disciplined for ATOD usage.
3. The district is in the process of setting up another community forum regarding drug usage and prevention. We are working with the United States Attorney's Office for the speaker.

ACTION PLAN

STRATEGY NUMBER: 7
 PLAN NUMBER: 4
 DATE: *March 2004*

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

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

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Analyze current building level data using bullying/violence indicators.				
2.	Develop a consistent bullying/violence prevention program that compliments existing efforts.				
3.	Create links with existing community organizations.				
4.	Provide developmentally appropriate resources to Millard Public Schools early childhood programs on bullying/harassment.				
5.	Encourage student-led violence prevention groups.				
6.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
7.	Compare year-to-year data to evaluate effectiveness.				

Responsible:

Action Plan Progress Report

Strategy: ____7____ **Action Plan :** ____4____

Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste

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

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

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

1. The 40 Developmental Assets addresses this concern. Training is forthcoming.

ACTION PLAN

STRATEGY NUMBER: 7
 PLAN NUMBER: 6
 DATE: March 2004

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

SPECIFIC RESULT: Identify students with suicidal tendencies and provide immediate intervention strategies.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Examine existing suicide prevention programs to see if any would meet Millard Public Schools needs/criteria and complement existing efforts.				
2.	Educate staff, students, parents, and the community about suicide prevention.				
3.	Contract with agencies and/or individuals to work with students who exhibit suicidal tendencies.				
4.	Enhance current suicide assessment procedures.				
5.	Ensure consistent follow-ups for students referred as suicide risks.				
6.	Provide IIP (Individual Intervention Plan) for students who are assessed at moderate to high risk.				
7.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
8.	Compare the number of suicides each year.				

Responsible:

Action Plan Progress Report

Strategy: _____7_____ Action Plan : _____6_____

Person Responsible: Kraig Lofquist, Dr. Kirby Eltiste

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

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

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

1. Dr. Jack Wineman, an expert regarding Critical Incident Response Training presented to the Millard Crisis Team. Emphasis was placed on suicide as a first responder and mass casualty incidents. The training was held in January.
2. Other metro districts have experienced suicide this year. We offered assistance to help them address the problem. We will have a member on a panel of experts regarding the topic.
3. A community forum will take place on March 22, 2005. Counselors and psychologists will attend. The presenter is Tomas J. Connelly, a national expert in the field of suicide intervention.
4. The Millard Hotline has been used a number of times to assist in suicide intervention throughout the year.

Strategy #7

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

Plan #1

Create communication channels between Millard Public Schools staff and community agencies.

Goal 1: We will build stronger relationships with agencies we currently interact with and work to increase our interactions with those who are not currently working with us.

In August, we faxed Millard Public School counselor as well as school psychologist phone numbers and daily schedules to community counselors and mental health practitioners. This was done to create better communication channels with these agencies. We will update this information annually.

The community agency fair took place on January 17, Martin Luther King Day. This event was modified this year to improve interactions with community agencies. In the past, agency representatives gave out cards and introduced themselves. This year, school and agency personnel engaged in presentation activities. A main presentation was given pertaining to the 40 Developmental Assets. Three in-services followed including *Grief Counseling*, *Childhood Anxiety Disorders and Intervention Strategies*. These were breakout sessions and were delivered on two occasions to accommodate as many people as possible. There was an increase in attendance of around 20 agency representatives.

A comprehensive community agency list has been created to increase communication and interaction with Millard Public Schools. We update this list each semester. We have had numerous requests from the community to be on this list. This has already been beneficial, as we have referred families to community counselors to address specific issues. We are able to suggest professionals that specialize in certain areas of intervention. We are also able to suggest certain agencies that accept different types of insurance or acceptable payment methods.

Numerous agencies and individuals have told us that Millard Public Schools is known to want to work with the community. Our comprehensive list includes Project Payback Partners, as well as government, medical, mental health and substance abuse agencies. Other members on the list include faith-based organizations, the Millard Athletic Association, legal resources and family assistance groups.

We have developed a “networking chart” that is student centered. A copy is attached. It is our hope that this will be located on the districts web page to assist parents in obtaining necessary services to assist their children.

On October 5th, 2005 Sergeant Scott Christensen of the Nebraska State Patrol presented information on how to protect kids while they are using the Internet. He shared the positive characteristics regarding Internet use as well as the deleterious aspects that can have an adverse effect on our students. Statistics relating to adverse activities were shared. Strategies were given to members of the audience on how to ensure that dangers of Internet do not happen to their children.

On January 20th, Mr. Jim Conway, from the Search Institute presented to the Drug Prevention Committee (including parent representative) and members of the Life Skills Curriculum Development team. On April 7 and 8 he will return to provide a “trainer of trainers” in-service. The meeting will focus on how to address community agencies and /or regarding strategies to reduce violent behavior and drug use as well as other measures to help all students be successful.

Plan #3

Improve the effectiveness of the K-12 drug abuse prevention program that encompasses drug education, intervention and a process for referral and treatment that involves students, parents, community and staff.

Repeated Paragraph

On January 20th, Mr. Jim Conway, from the Search Institute presented to the Drug Prevention Committee (including parent representative) and members of the Life Skills Curriculum Development team. On April 7 and 8 he will return to provide a “trainer of trainers” in-service. The meeting will focus on how to address community agencies and /or regarding strategies to reduce violent behavior and drug use as well as other measures to help all students be successful.

(End of Repeated Material)

The NCLB Title IV Safe and Drug Free Grant was written this year to address Drug Prevention and Youth Violence. Elements of the plan focus around the 40 Developmental Assets and will address drug & violence prevention.

We are in the incipient phases of a grant writing process for the 2006-2007 school year. The grant we wish to apply for is called the *Safe Schools/Healthy Students*. We are determining if we will meet the numerous requirements at this time. Elements of the grant include:

- Safe School Environment
- ATOD & Violence Prevention as well as Treatment Services

- School, Community mental health preventative & Treatment Intervention Services
- Early Childhood Psychosocial & Emotional Development Programs
- Supporting Youth, Connecting Schools & Communities
- Safe School Policies

We will be having another community forum April 28th, 2005. The United States Attorney, Mr. Mike Heavican & Mr. John Corneal, a member of his team, will present on Drug Education and Prevention. The focus will be placed on methamphetamine. The location is set for Millard South High School at 7:00 p.m.

We have reviewed the Mid-America Council's Intervention program. We have also looked into Nova Therapeutic Intervention Services. We are looking at ways to document progress and/or rate of recidivism.

Plan #4

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

This is currently addressed in each building during "pack time", "mustang time" etc. We will assess the data, identify the students and develop a plan after our "asset training" on April 7 and 8.

Plan #6

Identify students with suicidal tendencies and provide immediate intervention strategies.

On August 11th, the school counselors, psychologists and nurses met to review our suicide intervention strategies.

Attached you will find the Millard Public Schools Suicide Intervention Process. Each referral is taken seriously and addressed immediately. As of this date, we have had numerous referrals, but have had no suicides during the '05-'06 school year. The process has allowed us to work effectively with parents and refer them to mental health agencies for intervention when needed.

Dr. Jack Wineman, an expert regarding Critical Incident Response Training presented to the Millard Crisis Team. Emphasis was placed on suicide as a first responder and mass casualty incidents. The training was held in January.

Millard Public Schools offered to assist other Metro schools that have experienced the unfortunate suicide phenomenon. On March 22, 2005 a member of our counseling staff, Scott Butler, participated in a community forum at Westside High School. We are working with the Omaha Community Partnership to assist in developing a network that

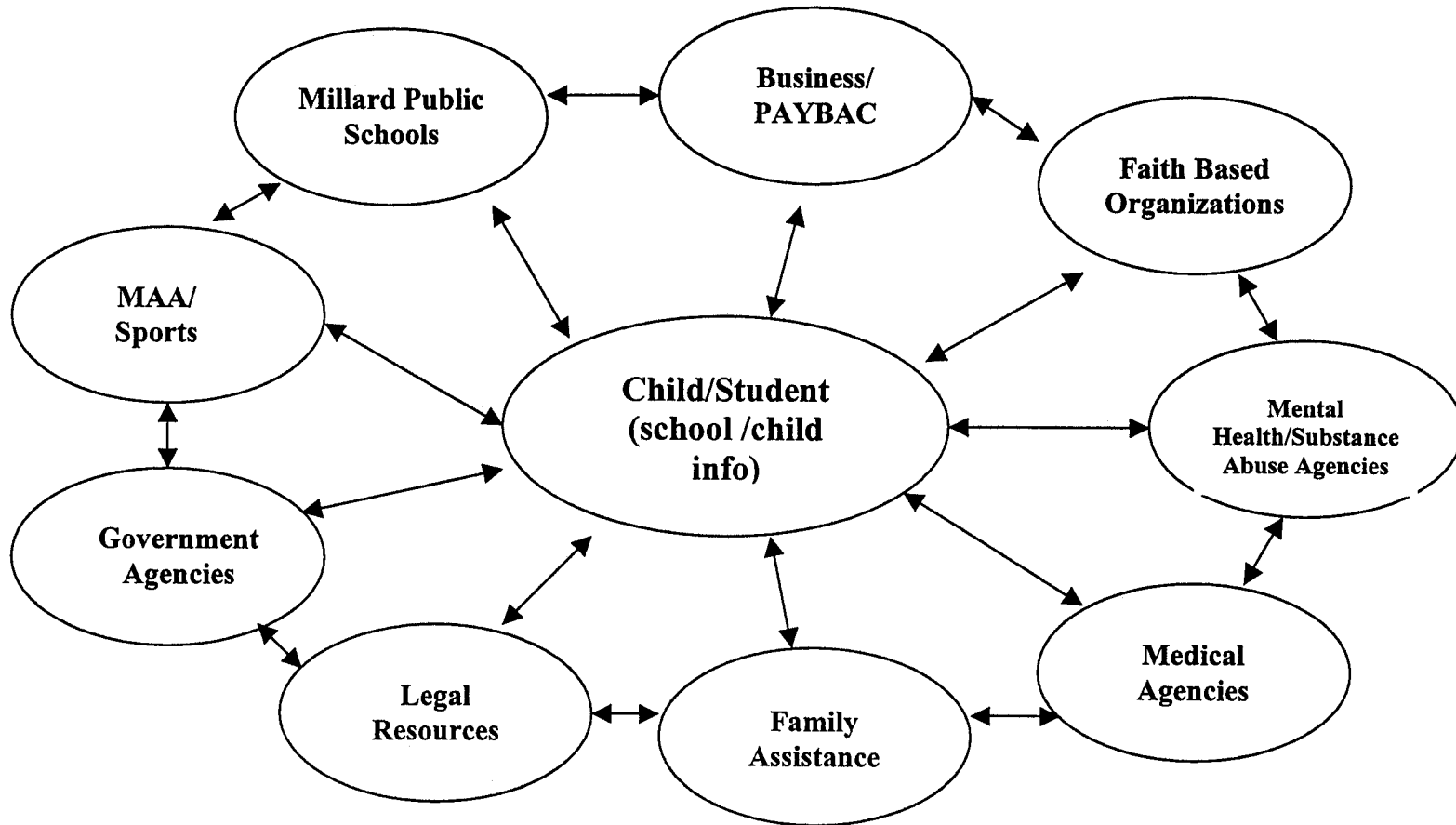
can address the needs of the community. We will present on April 28th at the next meeting.

Finally, Scott Butler will present with experts who assisted our district last year, Dr. Richard Lieberman and Dr. Scott Poland. This event will be held in Denver, CO on April 12 and 13 regarding the topic. He will then share updated information with our counselor's and psychologists at our April 19th meeting. We will review our prevention measures and adjust as needed.

03-04=147

04-05=212

Networking Chart



**MILLARD PUBLIC SCHOOLS:
SUICIDE INTERVENTION
PROCEDURES**

Spring, 2004

Millard Suicide Intervention Procedure

I. Introduction

- A. During the 2003-2004 school year, the Millard community experienced an abrupt increase in student deaths by suicide. Four of the students were current enrollees in the Millard Public Schools, two additional students were recent graduates and a seventh student was enrolled in a private school. In tandem with these events, the Millard School District saw an increase in the number of suicide interventions at the elementary, middle and high school levels. Due to the concern raised by these events, Pupil Services created a committee to investigate current suicide prevention and intervention procedures and rewrite those procedures, if necessary, according to the best prevailing practices.
- B. Members of that committee met frequently throughout the months of October through March, and included:
1. Jenny Anderson, Counselor at Beadle Middle School
 2. Scott Butler, Counselor at Millard West High School
 3. Liz Carey, School Psychologist
 4. Eva Denton, UNO School Psychology Practicum Student
 5. Diane Howard, School Psychologist; and
 6. Lisa Kallman, Counselor at Cody Elementary and Rockwell Elementary
- C. The committee saw a need for expertise beyond that available in the district and enlisted the consultation of two nationally recognized school psychologists in the area of suicide prevention and intervention: Dr. Scott Poland, Director of Psychological Services, Cypress Fairbanks Independent School District in Houston, Texas and Mr. Rich Lieberman, Director of the Suicide Prevention Unit, Los Angeles Unified Public School District, Los Angeles, California.
1. In addition to telephone consultation, Dr. Poland and Mr. Lieberman visited the District on January 19th and 20th, 2004, and presented suicide awareness workshops for all staff members, met with the suicide intervention committee and consulted on procedures, presented to administrators, school psychologists, and counselors on what procedures needed to be implemented.
 2. Dr. Poland and Mr. Lieberman also returned on March 12, 2004. They conducted an all-day workshop with area mental health agencies, private school administrators, and Millard Public Schools Counselors and School Psychologists. The aim of the workshop was to come up with ideas for streamlining the communication and referral between the schools and private agencies. With the addition of Dr. Poland and Mr. Lieberman's advice, the following procedures were outlined and finalized by the committee.

II. Suicide Intervention Procedures (See flow chart on page 8).

- A. A referral is received by school personnel with possible suicidal ideation. The referral may come from parents, staff, students, or other creditable sources. **The referral must be taken seriously if there is any indication of overt or covert suicidal thinking or behaviors.**
- B. All such referrals will be given immediately to the school counselor or school psychologist in the building where the student attends and the principal informed. If the school psychologist or school counselor are not present in the elementary building at the time the referral is received, one of them needs to be contacted by phone immediately so they can respond.
- C. The school counselor or school psychologist needs to review the referral and to take seriously any overt or covert references to suicidal thinking or behaviors. This may include:
 1. Acting on statements directly attributable to a student,
 2. Reports from other school personnel or peers, and/or
 3. Written materials or drawings.

Do not leave a student with potentially self-harming ideation alone for any reason until a risk assessment has been determined and appropriate measures have been taken.

- D. The school counselor or school psychologist will identify a three member intervention team (*See "Suicide Intervention Report Form" on page 9*).
 1. Each team should consist of three members:
 - a. The school counselor or school psychologist who serves the building where the student attends.
 - b. A school administrator in the building where the student attends.
 - c. The school nurse in the building where the student attends. A substitute can be appointed in place of the school nurse if the school nurse is not available.
 2. The team will perform the following functions:
 - a. The counselor or school psychologist will to interview the student.
 - b. A second team member may accompany the interviewer when talking with the student.
 - c. The school counselor or school psychologist will meet with the student and conduct the three-question Risk Assessment.
 - d. The school counselor or school psychologist will fill out the "Risk Assessment" portion of the Suicide Intervention Report, making note of any important facts or circumstances related to the student's responses on the back of the form.

- e. If the student expresses overt or covert feelings of wanting to hurt him or herself, fill out, review, and sign the “No Harm Agreement” with the student.
 - f. The Team will determine the level of risk. The determination of the level of risk is fairly straightforward:
 - (1) “Yes” to question #1= Low Risk.
 - (2) “Yes” to questions #1 and #2= Medium Risk.
 - (3) “Yes” to #1, #2 and #3, or if the student refuses to sign the No Harm Agreement= High Risk.
 - (4) However, accurate ratings may not always be easily determined. A student may try to minimize their feelings, superficially lowering the risk. Likewise, the team may have information from a source other than the student that increases the level of concern. Professional judgment will need to be used in determining the level of risk.
- E. Steps to be taken by the school counselor or school psychologist according to the level of risk:
1. Low Risk.
 - a. Call the parent/guardian.
 - b. Discuss concerns and recommend counseling referrals to the parent/guardian, if warranted.
 - c. Have the student sign the No Harm Agreement, if warranted.
 - d. Allow the student to return to class, if appropriate.
 - e. Mail home a copy of the completed Intervention Report, referral list, and as needed, the “Release of Information” form, and a copy of “Tips for Keeping Your Child Safe.”
 2. Medium to High Risk
 - a. Call the parent/guardian and request an immediate conference.
 - b. Make sure a team member always remains with the student until a parent/guardian (or other approved transportation) arrives.
 - c. Use a No Harm Agreement with the student, if warranted.
 - d. Discuss concerns with the parent/guardian.
 - e. Discuss and provide a copy of the intervention report, including the follow-up intervention plan.
 - f. Discuss and provide a referral list.
 - g. Provide copies of releases for information from the chosen counselor/therapist.

- h. Have parents/guardian sign the Notification of Emergency form and provide them with a copy.
 - i. Provide a copy of “Keeping Your Child Safe.”
3. Distribute the intervention report form to:
- a. Pupil Services
 - b. Building Principal
 - c. School Log
 - d. Parent

III. Suicide Intervention Reporting and Notification

- A. **Suicide Intervention Report.** This report should be filled out by the school counselor or school psychologist immediately upon assessing the student for suicidal risk.
- 1. **Demographics:** Fill out the demographics on the student completely and accurately.
 - 2. **School Intervention Team:** Note the names and professional positions of the three-member team, deciding who will take what roles and how the interview with the student will be handled.
 - 3. **Risk Assessment:** The interviewer (with the support member present, if appropriate) conducts the three-question assessment with the student, making careful note of responses and all relevant information (details, plans, circumstances, etc.). The back of the report includes room for additional information. If the Assessment indicates risk, complete and sign a No Harm Agreement with the student.
 - 4. **Level of Risk:** The team convenes privately to designate a level of risk, taking into consideration both what the student has said, as well as reliable information gleaned from other sources (i.e., report of parents/guardians or close friends, known history, etc).
- B. **Parent/Guardian Notification:**
- 1. **Steps for Low Risk:** The school counselor or school psychologist will always notify the parents or guardians when a student overtly or covertly expresses self-harming ideation. If the risk level is at a “low level”, notification by phone may be appropriate and, in the professional judgment of the team in consultation with the parent, the student may be deemed capable of returning to his or her school day. In such a case, the following materials should be sent home by mail: a copy of the intervention report, referrals as needed, a Release of Information form to be signed by a treating professional, and a copy of “Tips for Keeping Your Child Safe.”
 - 2. **Steps for Medium/High Risk:** The school counselor or school psychologist will notify the parent/guardian of the concern and request an immediate conference. Make sure a staff member always remains with the student until a parent/guardian arrives. The counselor or school psychologist will discuss the Suicide Risk Assessment and the

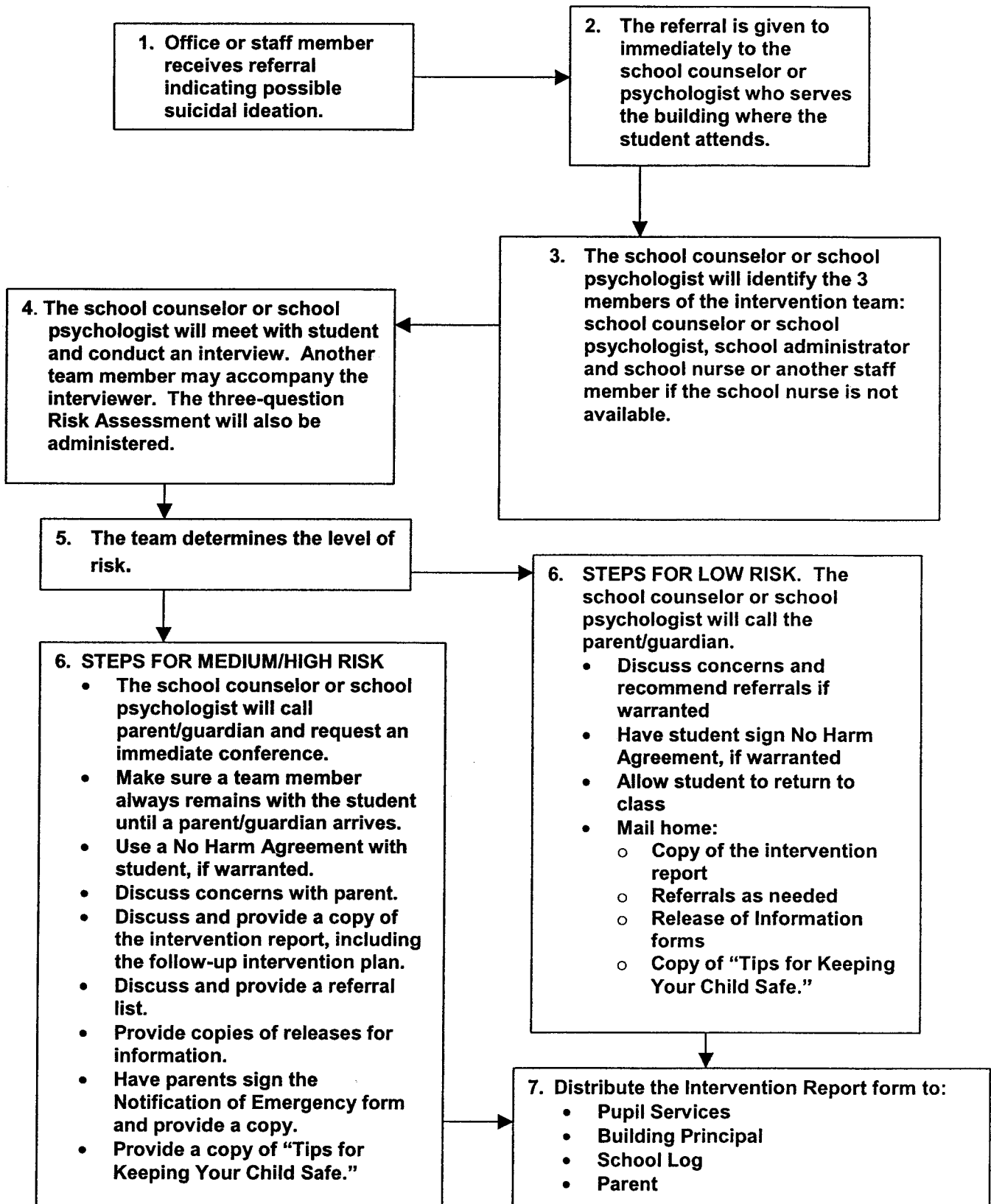
No Harm Agreement with the parent/guardian; have the parent/guardian sign a Notification of Emergency form; and provide them with counseling referrals (as appropriate), release of information forms, and copies of the Suicide Risk Assessment, No Harm Agreement, and “Tips for Keeping Your Child Safe”.

3. **Transportation:** Indicate with whom the student left school on the Risk Assessment form.
- C. **Follow-Up Plan:** Indicate a school contact and details of the school follow-up plan on the Risk Assessment form, before giving a copy to parents.
- D. **No Harm Agreement**
1. The interviewer should fill out the “No Harm Agreement” with the student, discussing those strategies the student can use if feeling the urge to self-harm.
 2. Make sure that all aspects of the agreement are filled out, and are understood and agreed to by the student. Have the student sign the agreement.
 3. Parents/guardians are to receive a copy when notified of the their child’s risk.
- E. **Acknowledgement of Notification of Emergency**
1. During the meeting with the parents/guardians, discuss the contents of the Notification of Emergency form and have them sign the form.
 2. Provide parent/guardians with a copy.
- F. **Tips for Keeping Your Child Safe**
1. Provide a copy of the “Tips for Keeping Your Child Safe” to the parents, whether by mail or when you meet with them in person.
 2. Review and reiterate the contents of the handout with parents, if appropriate.

IV. **Implementation of the Follow-Up Plan:**

- A. The school counselor and school psychologist will contact the parents and the student within one week to make sure that the follow-up plan is being implemented, to make sure that appropriate assistance is being provided by the school and/or private mental health agencies, and to find if the follow-up plan needs to be modified.
- B. The school counselor or school psychologist will counsel with the student periodically to make sure that the student is on the road to recovery.

SUICIDE INTERVENTION PROCEDURE



SUICIDE INTERVENTION REPORT

Date of Intervention: _____

Student: _____ Grade: _____ Gender: _____

School: _____

Address: _____ Phone: _____

Parent/Guardian Contacted: _____ Time: _____

<p>SCHOOL INTERVENTION TEAM</p>
--

	Name	Position	Role
1.	_____	_____	<u>Interview</u>
2.	_____	_____	<u>Support</u>
3.	_____	_____	<u>Consult</u>

Risk Assessment: Indicate the student's responses to the following questions:

1. Are you thinking of suicide / hurting yourself? Yes _____ No _____
2. Have you tried to commit suicide / hurt yourself in the past? Yes _____ No _____
3. Do you have a plan as to how you would hurt yourself? Yes _____ No _____

If yes, describe the plan: _____

<p>LEVEL OF RISK</p>

- _____ **Low** (student responds "Yes" to question 1)
- _____ **Medium** (student responds "Yes" to questions 1 and 2)
- _____ **High** (student responds "Yes" to 3, or refuses to sign a No Harm Agreement)

NO HARM AGREEMENT

I, _____, agree not to harm myself. If I am having thoughts of harming myself or committing suicide, I agree to do the following things first.

- Get assistance from an adult:

Name(s): _____ Phone: _____

- Call a crisis hotline: National Hopeline Network # 1-800-784-2433
Boys Town National Hotline # 1-800-448-3000

- During the school day contact a school counselor or psychologist:

Name(s): _____ Phone: _____

Three things I will do if I'm feeling suicidal are:

1. _____
2. _____
3. _____

I understand the agreement and I am signing that I will abide by it.

Student Signature: _____

Counselor / Psychologist: _____

Date: _____

Poland S. & Lieberman, R. (2002). Suicide intervention. From Thomas, A. & Grimes, J. (Eds.) Best Practices in School Psychology-IV. Bethesda, MD: National Association of School Psychologists.

ACKNOWLEDGEMENT OF NOTIFICATION OF EMERGENCY

The undersigned, the parent / guardian of _____
was involved in a conference with school personnel indicated below on _____
date

I have been advised that my child appears to be in a state of psychological emergency (**danger of hurting self / suicidal ideation**). I have been further advised that I should seek some psychological / psychiatric consultation immediately. I have been provided with a list of agencies, emergency numbers, and private practitioners. I understand that the Millard School District is not responsible for the provision of or payment for these services, but is alerting me to this emergency just as they would inform us of any health problem. Any further action that I undertake in regard to this matter is of my own decision and my own financial responsibility.

Parent or Legal Guardian

Parent or Legal Guardian

Date

Staff Members Present at Conference:

Tips for Keeping Your Child Safe

Learning that your child is having suicidal thoughts can be a frightening experience for parents. Several questions typically run through a parent's mind following an intervention:

1. What do I need to know about youth suicide?
2. How do I keep my child safe?

Hopefully, the following information can help you answer some of your questions. As you read through this information it is important to remember that each child's situation is unique. The information provided here is in general terms. It may not all apply to your child's situation. If you are receiving this information, we encourage you to access community agency professionals who can help you evaluate your child's unique situation. School personnel can provide you with a listing of some of the resources in the community that you can access at your own expense, as well as discuss how the school can support your child.

What do I need to know about youth suicide?

Suicide is consistently one of the leading causes of death for teenagers. Since 1950 the rate of adolescent suicide has increased 300%. Research indicates that a small percentage of those students who contemplate suicide, actually die by suicide. Parents can help monitor their children by being aware of risk factors of suicide and identifying signs and symptoms of suicidal thinking.

The following factors put a young person more at risk for exhibiting suicidal behavior:

- Loss of a significant other
- Previous suicide of a peer or family member
- Family and personal stress
- Substance Abuse
- Depression and other mental health issues
- Problems at school
- Access to weapons or other means of harming oneself
- Questions regarding sexual orientation

Students who are having suicidal thoughts may exhibit a variety of symptoms including, but not limited to:

- Significant changes in behavior such as change in appearance, changes in grades, withdrawing from friends, changes in eating or sleeping habits.
- Making suicidal threats – either direct “I want to die” or indirect “Things would be better if I weren't here.”
- Appears sad or hopeless
- Reckless behavior
- Self inflicted injuries
- Giving away prized possessions
- Saying good bye to friends and family
- Making out a will

Again it is important to remember the signs and risk factors listed are generalities. Not all students who contemplate or die by suicide will exhibit these kinds of symptoms AND not all students who exhibit these behaviors are suicidal.

What can I do to keep my child safe?

There are many things parents can do to help a suicidal child.

1. **ASK.** Talking about suicide does not make a student suicidal. Asking if someone is having suicidal thoughts gives him or her permission to talk about it. Asking sends the message that you are concerned and want to help.
2. **DO TAKE SIGNS SERIOUSLY.** Studies have found that more than 75% of people who die by suicide showed some of the warning signs in the weeks or months prior to their death.
3. **GET HELP.** If you have concerns that your child is suicidal, seek immediate help from a mental health practitioner. Suicidal students need to be evaluated by an expert in assessing risk and developing treatment plans. Parents can contact school counselors and school psychologists for a listing of resources. Parents may also want to consult with their insurance company to obtain a list of mental health providers covered by their policy. When you call to make an appointment, tell the person on the phone that your child is suicidal and needs to be seen as soon as possible.
4. **LIMIT ACCESS TO WEAPONS AND OTHER MEANS.**
5. If a student is acutely suicidal **DO NOT LEAVE HIM OR HER ALONE.** It is important that parents surround themselves with a team of supportive friends or family members who can step in and help as needed.
6. **REASSURE YOUR CHILD THAT LIFE CAN GET BETTER.** Many suicidal people have lost all hope that life can improve. They may have difficulty problem solving even simple issues. Remind your child that no matter how bad things are the problems can be worked out. Offer your help.
7. **LISTEN.** Avoid making statements such as “I know what it’s like” or “I understand.” Instead make statements such as “Help me understand what life is like for you right now.”
8. **KNOW AND BE READY TO USE EMERGENCY RESOURCES** such as:

Millard Public Schools Safe Schools Hotline	1-888-426-5432
Girls & Boys Town National Hotline	1-800-448-3000
National Hopeline Network	1-800-SUICIDE (1-800-784-2433)
Police	911

You can get more information about depression and suicide by contacting:

American Foundation for Suicide Prevention	www.afsp.org
American Association of Suicidology	www.suicidology.org
National Mental Health Association	www.nmha.org
American Academy of Pediatrics	www.aap.org

or by contacting your student’s school counselor or school psychologist.

ACTION PLAN

STRATEGY NUMBER: 8
 PLAN NUMBER: 2
 DATE: *March 2004*

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

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

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

Responsible:

Action Plan Progress Report

Strategy: 8

Action Plan: 2

Person Responsible: Angelo Passarelli

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

Action Plan Status: Completed _____ Underway XX Not Started _____

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

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

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

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

ACTION PLAN

STRATEGY NUMBER: 8
 PLAN NUMBER: 3
 DATE: March 2004

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

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

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

Responsible:

Action Plan Progress Report

Strategy: 8

Action Plan: 3

Person Responsible: Dr. Martha Bruckner

Action Plan Objective: Develop and implement alternative learning experiences to motivate and educate middle school students.

Action Plan Status: Completed _____ Underway X Not Started _____

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

Previous Accomplishments:

Learning styles inventories and multiple intelligence indicators were assembled for use by differentiation point people at the building level. A post-instruction student survey was designed for teachers to use as a reflective tool about differentiated instruction.

The committee researched alternative middle school programs in world-class school districts. After interviews with the current Millard Middle School Alternative Program staff, we developed and submitted a list of recommendations for the program.

Progress Since Last Report:

The committee developed a survey of current practices for identifying and making accommodations for non-traditional learners struggling in middle school. Committee members then surveyed the administrators (and in some cases counselors) in each of the 6 middle schools.

The survey results were shared and a draft of strategies was created.

FUTURE AGENDA ITEMS:

Finalize the list of strategies for non-traditional learners struggling in middle school.

Generate a list of strategies for identifying and making accommodations for all non-traditional learners.

Examine the effectiveness of current and proposed mini-magnet programs (Montessori and Middle Level IB) and make any recommendations for modifications.

Strategic Planning Implementation Team 8-3

Recommendations for Middle School Alternative program (MSAP)

Implementation Team 8-3 was charged with **developing and implementing alternative learning experiences to motivate and educate middle school students**. The team was directed to focus on recommendations for the Middle School Alternative Program (MSAP). After researching alternative programs throughout the country and discussing the current MSAP practices with the stakeholders, the team has made the following recommendations:

A SCHOOL WITHIN A SCHOOL CONCEPT

Our recommendation is that the MSAP become part of Central Middle School (to an extent). The administration at CMS would assume administration of the program. The program would become part of the “CMS Community.” The program, however, would retain its unique behavior/discipline system.

Electives and special area classes would be offered to MSAP students through CMS as appropriate. These would include: music, physical education., art, computers, industrial technology, and family and consumer science. If needed, an MSAP teacher or para would go to the CMS class with the students. CMS teachers would have to be trained in the MSAP behavior system. MSAP students could also be transitioned into CMS core area classes as appropriate. Extra-duty pay could be offered for elective teachers if they teach in lieu of a planning period.

With closer association to CMS, extracurricular activities could become a part of the MSAP program. MSAP students have a behavior plan in which they earn points. When they reach certain point goals, or levels, they earn certain rewards. If the leveling system permits, students could participate in clubs and sports.

The MSAP should undergo Program Planning and Evaluation. The mission and purpose would need to be revisited with the support of CMS administration to determine if changes are necessary. There are various aspects of the program to be considered: Stakeholders should examine whether this program should run from 7:45-2:45 or if there could be flexible start times. Students and staff start times could be staggered to best meet individual needs. There could be a parent education component. Parent-Teacher Conferences should also be examined in Program Planning Evaluation.

When evaluating this program, the committee suggests that the district consider a variety of criteria. Student feedback should be used as part of program evaluation. The Life Skills Assessment should also be used. Comparisons should be made to other “at-risk” students, not just traditional students.

TRANSPORTATION, PHYSICAL SPACE, and STAFFING

One of the committee’s strongest recommendations is that if the home school and MSAP staffs determine that placement in the program is necessary, the district should provide transportation. A bus route (van route, etc.) should be arranged.

The MSAP program also needs additional space. It is currently located in the annex behind Central Middle School. Space could be made in the current facility if MSAP were allocated more of the rooms.

The workload for CMS administration would increase significantly. It would take time to work with the new program. CMS would need additional administrative support to oversee this program. An administrator in charge of “special programs” (MSAP, Montessori, BD Program, MCAT, ELL) would make a useful addition.

An additional MSAP teacher would become necessary to work with the 6th grade if the program were functioning at capacity. The ideal teacher to student ratio for this program would be 1 to 10.

The recommended changes to the program would require redefining the role of the current staff. Several questions should be considered: Who transitions students? How does information get from the MSAP teachers to the traditional teachers and back? Could having an administration on site allow more time for the MSAP staff to act as consultants in traditional settings?

TRANSITIONS and PLACEMENT

Currently, quarterly transitions into and out of the MSAP program are needed for core areas and special area classes. The current MSAP staff feels this is necessary to prevent disruptions to the program. Some students, however, need admittance between quarters. The committee feels an enrollment policy that allows entry and exit throughout the school year should be implemented.

Transitioning back to a traditional educational setting is not the goal for every MSAP student. Some will stay in the program and transition into an alternative high school program. The transitions for MSAP students between 5th and 6th grade and 8th and 9th grade need to be refined as well. Communication needs to be improved between both the elementary and high schools and the MSAP program.

Students with aggressive behaviors should not be placed in the MSAP program. They cause a disruption to the rest of the students, and the program is not designed to accommodate aggressive behaviors.

To create consistent and fair access to the program, the MIT process needs to be consistent between buildings. During Program Planning and Evaluation, staff needs to revisit the flow chart for placement in the program, so it is consistent between buildings. If the staff determines this placement meets the needs of the student, it should happen.

STAFF DEVELOPMENT

Extended contract time may be necessary for MSAP staff to participate in staff development as it is difficult for these teachers to be out of the program for a day. CMS teachers will also need extensive staff development to learn the leveling system utilized by the MSAP teachers. One group of teachers at each grade level could be trained in the first year, then additional teachers the following years. For transitions to be successful, all staff would need to support this program. Training the special area teachers should be the top priority.

INSTRUCTIONAL STRATEGIES

MSAP provides a smaller learning community for students. During Program Planning, the staff should consider what instructional strategies are best practices for students who learn in non-traditional ways. How do the teachers differentiate for diverse learners? Many at-risk students are non-traditional learners and need instruction in non-traditional ways.

BEFORE and AFTER SCHOOL PROGRAM

These are the at-risk kids. Research explains that after school is the time most students experiment with at-risk behaviors.. A Before and After School Program could provide homework assistance, vocational training, volunteering/community service opportunities,

community resources (Junior Achievement, 4H, etc.), and/or a breakfast program. These programs may alleviate transportation problems if parents are able to drop off and pick up at convenient times.

OBSTACLES

There may be several obstacles to address if the district chooses to implement a school within a school concept for the MSAP. First of all, the parents of current CMS students may have concerns about their home school becoming the district alternative school. The public relations involved with beginning this change would need to be handled carefully. There may also be anxiety on the part of teachers, both MSAP and CMS

Test scores were another issue the committee discussed. The committee suggested that MSAP could have its own school code with its own test scores.

Staffing at CMS was also addressed. Concern was expressed that staffing for an alternative program should not be the same as staffing in a traditional model. The student to teacher ratio is smaller. The FTE allocations for CMS may need to be modified based on the needs of this program.

**Recommendations for Non-Traditional Learners in Traditional Settings
Strategies for “Students Below Success”
DRAFT**

Our committee believes that “below success” can be defined in several ways. Some students are failing academically based on grades and/or tests scores. Other students are achieving at a passing level, but they are not achieving to their fullest potential.

Our committee believes that we have two different categories of students who are “below success”. The characteristics listed for each type of student no doubt overlap. While our committee was interested in students who are “non-traditional learners”, we believe that many of these things are true for all “below success” students.

- A. Students who are below success academically because they lack the skills to be successful.

Characteristics (as observed by MPS staff)

Students MAY exhibit some or all of the following traits:

- Off-task
- Disorganized
- Low grades
- Low quiz and test scores
- Distracted easily
- Disengaged
- Trouble with transitions
- Talent and intelligence may go untapped
- Reading difficulties
- Creative thinkers
- Work well one-on-one
- Hands-on learners
- Lost in larger classrooms
- May or may not do well on daily work
- May or may not try hard
- May not see value in learning (no relevance)
- May have issues with:
 - Truancy
 - Tardiness
 - Excessive absences

- B. Students who have the necessary academic skills but lack motivation or are below success for some other reason.

Characteristics (as observed by MPS staff)

Students MAY exhibit some or all of the following traits:

- High test scores (district and classroom)
- Frequent Missing/Late work
- Disruptive home life
- Low self-esteem
- Anger management issues
- Lack social skills
- Poor attitude about school
- Lack motivation
- Lack organization
- Not invested in the school community

STEPS TO IDENTIFICATION:

1. Prior to the beginning of the year:

- Collect/Evaluate Teacher Observations/Recommendations
- Collect/Evaluate Administrator Observations/Recommendations
- Collect/Evaluate Counselor Observations/Recommendations
- Collect/Evaluate Parent and Student Feedback
- Triangulate Data
 - Terra Nova Scores
 - **Especially discrepancies between ability and achievement**
 - ELO Data
 - Grades
 - Recommendations

** Information for incoming 6th graders will come from the transition forms and visits as outlined in Strategy 6-6 and 6-7.*

2. Identify students who need to be on a TEAM WATCH LIST.

- a. Assign each student an informal mentor.
- b. Evaluate performance at the first few team meetings.
- c. Begin a more formal intervention process when/if a problem arises.

3. Once the year begins, utilize an on-going evaluation process at team meetings to determine students who are performing below success.

- Use teacher/counselor/administrator observations to identify students who are at-risk.
- Review progress reports and failure notices to identify student with multiple failures.
- Continue to triangulate data.
 - Observations
 - Grades
 - Assessment data

INTERVENTION LEVELS

This process is in no way meant to take the place of the Millard Intervention Team (MIT) Process. Board Policy 6660.1 states that “at the middle school level, if students are first identified in regular grade level team meetings and need more in-depth problem solving or intervention strategies, a referral is made by the grade level team to the MIT leader.”

These strategies are designed to be less-formal interventions that take place before the formal MIT process begins. These may be for students who are failing academically based on grades and/or tests scores or students who are achieving at a passing level, but they are not achieving to their fullest potential

1. Team Meeting/Student Support Meetings

- Students who are below success should be placed on the team agenda.
- The causes of the struggles should be evaluated.
 - Is this is a student who is struggling because they are lacking the necessary skills?
 - Is this student struggling even though they have the necessary skills?
 - What else could be causing the struggle?
- A plan should be developed for initial interventions.
- Checkpoints should be established for follow-up.
 - Were the interventions successful?
 - Is it necessary to move to the next step?

2. Team Meeting with Student and/or Parents

- Student and parent are invited to meet to discuss concerns.
- The causes of the problems are discussed.
- A plan is put into place.
- Checkpoints are established to evaluate the plan.
 - Were the interventions successful?
 - Is it necessary to move to the next step?
- A teacher is assigned to follow-up with the student and parents.

3. MIT Process

- Board Policy 6660.1 states that “Millard Intervention Teams (MIT) will be composed of District staff members in each building who are trained to assist teachers in evaluating and implementing problem solving and intervention strategies which address learning and/or behavioral difficulties manifested by the academic, social, or emotional needs of students.”

4. MDT Process

POSSIBLE STRATEGIES

FOR STUDENTS WHO APPEAR TO BE LACKING SKILLS:

Monitoring System

- Assign an adult to the student
- Check in at the beginning of the day
- Check out at the end of the day
- Monitor Assignment Notebook
- Utilize Homework Cards
 - Mentor teacher keeps track of work completion and quality of work
 - Stay after if not done...Accountability for work completion
 - Redo work done poorly
- Establish rewards for reaching goals
 - Work completion
 - Organization
- Maintain effective communication with parents
 - Notes home when successes occur

After School Study Times

- Fund through grants?
- Fund through Parent Pay Programs?
- Complete all homework at school
- Make tutoring available
- Check out students for parent communication (anything left to do is marked in the assignment notebook)
- Maintain a non-punitive environment

Guided Study Hall

- Assign student to a study hall with a mentor teacher
- Complete assignment Notebook checks
- Utilize Contracts/Homework Cards
- Make Tutoring Available
 - Teacher/Peer
- Provide rewards

Guided Homeroom

- Assign student to a homeroom with a mentor teacher
- Check in at the beginning of each day
- Organize materials for the day
- Begin the day with a positive adult interaction
- Set goals with mentor teacher

Assignment Adjustments

- Allow more time to complete tasks
- Allow fewer problems if proficiency can be demonstrated with fewer problems

Academic Pre-teaching Opportunities

- Address concerns before the student is labeled as “not meeting the cut score.”
 - Summer School
 - Study Hall
 - Before/After School
 - Elective Pull-Out

Academic Re-teaching Opportunities

- Address concerns if a student fails to meet the cut score on an ELO assessment.
 - Summer School
 - Study Hall
 - Before/After School
 - Elective Pull-Out
- Offer eighth grade classes for students who failed to meet the cut score in reading, math, or writing.
 - Curriculum should be engaging
 - Instruction should vary from that in the traditional classroom.

Academic “Buddies”

- Assign Reading or Writing Buddies
 - Struggling student is paired with a staff member
 - They read the same book and exchange letters or exchange stories.
 - Mystery writing buddies can reveal clues about who they are.

Tutoring

- Assign an adult in the building
- Assign a peer

Jump Start Program

- Identify students who may be at-risk
- Run a program before each school year
- Help students prepare binders and folders, review assignment notebook use, and organize locker.

Grading

- Use grades in a way that will be motivating
 - Why would a student work hard just to earn a 4?
 - Lower grades based on lack of effort do not motivate.
- Consider Pass/Fail status if a student is struggling
- Modify tests, quizzes, and daily work
- Consider a Formative/Summative Grading System
 - Ken O’Connor
- Consider not using a zero...a floor (60% for example)

Learning Center

- Work with smaller groups
- Make accommodations as needed
- Provide one-on-one support

- Provide remediation in organization or academic skills
- Provide a place to cool down if behavior concerns
- Create help room for specific subject areas
 - Math Help Room open during study hall time

FOR STUDENTS WHO HAVE THE SKILLS BUT ARE NOT ACHIEVING FOR OTHER REASONS:

Mentoring

- **INFORMAL**
 - Identify students who need a caring adult in the building.
 - Pair the student with an adult who makes contact daily/weekly with the student.
 - Keep this confidential. The student does not know.
 - Use the School Resource Officers as mentors as well.
- **FORMAL**
 - Assign a Teammates Mentor.

Cross-Teaming/ Cross-Grade Level/ Schedule Changes

- Move the student to a different teacher, if a student has struggled in a particular class,
- Move the student to another grade level for that class if a student shows proficiency.
- Consider modified schedules for reluctant attendees. (Can students participate in a shortened day?)

Support Staff

- Work one-on-one work with the student on issues of concern
 - Home life
 - Social/Emotional Concerns
 - Organization
 - Bullying
- Counselors
- Psychologists
- Community Counselors
- School Resource Officer
- MSAP Staff
- PAYBAC Partners
 - MNMS has a psychiatric group who leads counseling groups

Community Opportunities

- Provide Field Trips/Seminars
 - Similar to HAL
- Provide Internship Experiences
 - Pair students with a PAYBAC partner
 - Set up after school job shadow experiences

- Career Days
 - Invite PAYBAC partners and other community members to speak about careers

School Community Building Activities

- Establish Fun Nights at school
 - Pancake man
 - Staff vs. Students basketball games
 - Welcome Back Picnics
- Set up Parent Socials/Parent Classes
- Host Student Council Type Events (Dances, etc.)
- Encourage participation in sports and clubs

Positions of Responsibility

- Make the student an Office Aide
- Make the student a Peer Tutor
- Make the student an aide in special education classes

ALTERNATIVE PLACEMENTS AVAILABLE:

- Middle School Alternative program
- Montessori Mini Magnet
- IB Mini Magnet

Professional Books Related to Topics:

What Every Middle School Teacher Should Know by Trudy Knowles & Dave F. Brown, NMSA, 2000

Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12 by Diane Heacox, Free Spirit, 2002

Qualities of Effective Teachers by James H. Stronge, ASCD, 2002

Whatever It Takes by Richard DuFour

The Big Picture by Dennis Littky

How to Grade for Learning by Ken O'Connor

ACTION PLAN

STRATEGY NUMBER: 8
PLAN NUMBER: 4
DATE: March 2004

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

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

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self selection, etc.				
2.	Establish building-level committee to investigate the feasibility of non-traditional educational options on campus. These may include, but are not limited to, the following: <ul style="list-style-type: none"> • Allow for alternative grading options within individual classes. • Night school in the traditional setting. • Creative ideas of staff members who are willing to design and implement an educational dream for students. • Researching innovative techniques being used at other schools of comparable size. • Department help room 				
3.	Research and implement creative ways to support differentiation within each high school building, i.e. <ul style="list-style-type: none"> • Drop-in evaluations by administration. • Use of department heads in the teacher evaluation process. • Develop an end-of-course student assessment regarding differentiation used in the class. This assessment should be used for teacher growth and shared with evaluator. 				
4.	Evaluate the effectiveness of each program.				
	<i>Cross reference to "smaller learning communities" in Strategy 8</i>				

Responsible:

Action Plan Progress Report

Strategy: 8

Action Plan: 4

Person Responsible: Martha Bruckner

Action Plan Objective: Develop and implement alternative on-campus learning experiences for high school students.

Action Plan Status: Completed _____ Underway X Not Started _____

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

Team 8-4 has submitted a recommendation for implementing Action Plan 8-4. Central to that recommendation is the call for each high school to establish a committee to investigate feasible educational options for students in their building. The formulation of that committee will produce a window of opportunity for each school, allowing them to creatively explore, devise and implement alternative learning experiences.

The recommendation also includes several ideas for encouraging and supporting differentiation at the high school level. Rather than advocating top-down approaches to ensuring that each teacher is differentiating, the recommendation gives ideas to encourage, support and recognize teachers who utilize this important teaching strategy.

Team 8-4 will be collaborating with other implementation teams in order to revise and refine its recommendation.

**Implementation Team 8-4
Recommendation for Alternative High School
October 15, 2004**

Implementation Team 8-4 was charged with developing recommendations for

- alternative on-campus learning experiences for high school students, and
- alternative site learning experiences for high school students.

Team 8-4 was directed to focus on the alternative site portion of its work first due to facility considerations at the Millard Learning Center (MLC). MLC's building is not large enough to accommodate the number of students MPS could be serving at an alternative high school. In addition, the MLC building is at a point in its life span where significant amounts of money will be required to maintain its integrity. Doing so is not a prudent option.

Along with making a recommendation about the physical structure of an alternative high school, Team 8-4 was also charged with making program recommendations. In both structure and program, the driving question has been, "What would a world-class alternative high school look, act and feel like?" Team 8-4's work is summarized in the following recommendations.*

Program Recommendations

- **Serve 400 to 600 students.** Small school size seems to be a necessary (but certainly not sufficient) characteristic of effective alternative schools. The number of students that defines "small high school" varies. Team 8-4 settled on a range of 400 to 600 as reflective of current educational thinking and statistical analysis of district needs. The team believes that a small, caring environment can be created in learning communities within the 400 to 600-student school building.
- **Serve a broader spectrum of students than is currently being served.** MLC currently serves primarily at-risk juniors and seniors. As with many programs labeled "alternative," MLC is often perceived as a school of last chance for students who cannot make it in traditional high school. Offering programming that serves a broader spectrum of students could be a step in destigmatizing alternative education in Millard Public Schools. The traditional at-risk population would become a sub-group of students served rather than the group that defines the makeup of the student body. A legitimate high school alternative in MPS that serves more than just the traditional at-risk population seems truer to the intent of Strategy 8.
- **Serve 9th through 12th grade students.** In order to be perceived as a legitimate high school, an alternative school needs to be a choice for all MPS students. Once again, Team 8-4 took direct aim at the alternative education stigma. If only upper classmen are served, we send the message that before student can opt for the

alternative school, they must first try to succeed (and probably fail) at one of MPS' "real" high schools.

- **Require that students go through an application process for admission.** This serves as a step in raising awareness of mutual commitments and expectations. Team 8-4 researched a number of alternative schools that employed an application process for admission. It appeared to be a key element in ensuring that students were seeking an educational alternative for good reasons. By requiring that parents be involved, some schools use the application process as a vehicle for establishing connections between a student's family and the school. Application documents can also serve as a behavior contract between the student and the school. It is not intended that the application process, due to its difficulty or length, would be a deterrent to prospective students.
- **Provide a relevant and rigorous curriculum.** Struggling learners who finally turn the corner and achieve academic success often share a common psychological event—the light bulb labeled "relevance" finally turns on and suddenly, education has a clear connection to a successful future. Whether that light bulb experience results from a hands-on curriculum, a school-to-career program, or through careful mentoring, educators purposefully orchestrate it. It's not only relevance that is important. Team 8-4 found that relevant curriculum also needs to be rigorous in order to maximize student achievement. An incorrect assumption is that students who don't succeed in the traditional curriculum can't handle rigorous academics. Team 8-4 discovered numerous examples of students who became highly motivated learners when they discovered relevance within a rigorous curriculum and learning environment.
- **Provide non-traditional learners with freedom and flexibility while supporting them with structure.** It is clear that one thing that defines many non-traditional learners, at-risk or not, is their struggle to function within the traditional school structure. Inflexible room assignments, seating charts, rigid bell schedules, traditional yearly calendars, lots of seat time, prescribed course sequences, unchanging start and stop dates and times are characteristics of traditional schools that can become stumbling blocks for some students. While it is clearly important to provide structure for adolescent learners, a greater degree of flexibility and freedom to choose is a common denominator of many successful alternative schools. World-class organizations typically focus keenly on customer service. Our customers are students and their families. Flexible, creative scheduling would likely have appeal for students with work obligations, family obligations, or students who simply would choose a non-traditional daily and/or yearly itinerary.
- **Forego traditional extra-curricular activities.** Team 8-4 agrees that foregoing traditional athletic and non-athletic activities could free a high school to be truly alternative. To use an old cliché, extra-curricular activities can sometimes be the tail that wags the dog. In a traditional high school, numerous curricular, program and facility decisions are made to accommodate extra-curricular considerations. Team 8-

4 does not recommend a high school void of all student activities. Instead, we envision a school whose image, personality and allure is not defined by traditional activity groups and sports teams. Foregoing traditional activity offerings also creates flexibility and opportunity in site and facility design and resource utilization.

Facility Recommendations

- **Provide attractive, well-equipped facilities that create interest and appeal.** Inviting facilities, visually appealing on the outside and programmatically appealing on the inside, could help change the perception of who attends an alternative school and why they attend. A recurring theme that can be found in successful alternative schools is a strong connection to community in a variety of ways. There are numerous examples of successful school and community joint ventures in providing publicly accessed buildings and programs. Perhaps there are willing partners in the community that would be interested in building a world-class learning center with Millard Public Schools.
- **Design and create a building that is flexible in nature and easily reconfigured to accommodate program changes or changes in space demands.** Team 8-4 hopes that one of the hallmarks of a non-traditional high school will be its ability to opportunistically provide innovative programs. The building housing the alternative high school needs to be purposefully designed to be reconfigured quickly and easily. A flexible, adaptable building seems particularly important for career-related, integrated curricula where teaching partnerships with business, industry and higher education could be developed.
- **Design and create a building whose structure helps define small learning communities.** “Small” is a characteristic found repeatedly in successful alternative schools. Team 8-4 envisions a facility that is home to a relatively small student body and includes pods or wings to further create small learning communities. While smallness seems to be necessary for the success of an alternative school, it is not sufficient. It is the personal relationships that small school size encourages that seem to be the key ingredient to success. Team 8-4 recommends teacher/pupil ratios in the 1:10 to 1:15 range. These ratios are supported by research reviewed by Team 8-4.

Recommendations for Further Investigation

- **Establish a separate program, within the alternative high school, that focuses on behavioral management.** Traditional alternative education models include the “therapeutic model” (fix and return) and the “discipline model” (contain and educate). The main focus of both models is student behavior. MLC functions in largely in these two modes. A high percentage of MLC students are there due to behavioral considerations. There are, however, students attending MLC primarily for the

environmental and program alternatives it offers, not because of behavioral issues. In order to fulfill Team 8-4's recommendations, it may be necessary for MPS to assign some at-risk students to a program in which teaching behavior skills is the primary focus. That program could be housed within the alternative school building. This would allow for more resources to be devoted to innovative, relevant and rigorous academic programs and less to simply managing incorrigible students.

- **Provide opportunities for self-governance.** Team 8-4 discovered a number of alternative schools whose success appeared to be tied to student self-governance. Allowing students to be in some way involved in making decisions that directly affect them and their school is an empowering process. It tends to foster student engagement in school life as well as a sense of ownership.

Additional Ideas That Emerged From Team 8-4 Research and Discussion

- Program Ideas:**
- Develop strong school to career (work/college) links.
 - Utilize multi-age grouping.
 - Offer a competency-based curriculum.
 - Provide portfolio (Demonstrated Proficiency) options in meeting graduation requirements.
 - Offer credit recovery opportunities.
 - Shorten course lengths.
 - Provide opportunities for independent learning.
 - Hold multiple graduation ceremonies.
 - Offer unique curricula that incorporate 21st Century Skills.
 - Incorporate team, thematic and/or integrated approaches.
 - Integrate technology at a "world-class" level throughout the curriculum.
 - Eliminate bells.
 - Solicit feedback on learning alternatives from former MPS students.
 - Establish an alternative school alumni relations program.
- Facility Ideas:**
- Provide daycare for student, staff and community use. The

daycare program could also provide learning opportunities for students.

Build into the facility's infrastructure a strong technology component that includes print and broadcast media equipment as well as information science equipment.

Develop multi-use green space rather than traditional athletic fields.

Include gym space, computer labs, multipurpose space, science labs, and strength/fitness space and equipment.

Provide small indoor and outdoor eating areas.

Create a facility that, by its design and accessibility, encourages community use.

Build a food service area that can serve as both a kitchen/cafeteria area as well as a culinary arts instructional area.

*Team 8-4 met seven times prior to submitting its recommendation (June 24, July 8, July 14, July 28, September 8, September 21, and October 6 2004).

**Implementation Team 8-4
 Recommendation for Alternative On-Campus Learning Experiences for High School Students
 February 7, 2005**

Implementation Team 8-4 was charged with developing recommendations for

- alternative on-campus learning experiences for high school students, and
- alternative off-campus learning experiences for high school students.

Team 8-4 was directed to focus on the off-campus portion of its work first due to facility considerations at Millard Learning Center (MLC). A recommendation for a non-traditional high school was completed and submitted in October 2004.

As was the case while developing recommendations for a non-traditional high school, Team 8-4 maintained a focus on excellence. The driving question for this portion of the team's work was, "What is 'world-class' when it comes to on-campus learning alternatives for high school students?"

Process

Team 8-4 began this portion of its work with individuals researching on-campus learning alternatives and sharing findings with the group. That exercise served to enlighten the group and expand its thinking about what might be possible for on-campus learning alternatives. The diversity of programs discovered through research also served to point out a potential difficulty—**making recommendations for specific learning alternatives to be implemented at all three MPS high schools is probably not a prudent idea.** Each high school has a unique culture and will adopt alternatives that address their specific needs and that fit their culture. With that thought in mind, Team 8-4 turned its attention to a more general approach that focused on Steps 1, 2 and 3 of Action Plan 8-4:

Step 1. Set guidelines for identifying non-traditional learners.

Step 2. Establish building-level committees to investigate on-campus learning alternatives.

Step 3. Research and implement creative ways to support differentiation.

Team 8-4's work is summarized in the following recommendations, numbered according to the Action Step with which each corresponds.

Recommendations

1. Set guidelines for identifying non-traditional learners.

Team 8-4 concluded that helping **every** high school student identify their own strengths, learning style, ambitions and achievements is more important than trying to determine which students are “non-traditional learners.” Implementation Team 3-2 addresses this in their recommendations for Personalized Learning Plans (PLP) for high school students. The PLP approach includes early and regular student self-analysis as a key part of the planning process. Information from on-going self-analysis helps students understand where they lie on the traditional student/non-traditional student continuum. Just as important, that information can help high schools create and offer learning alternatives that best meet student needs.

Team 8-4 strongly recommends that special attention be given to freshmen in terms of identifying who they are as individual learners and how best to serve them. Team 6-9 has developed recommendations for facilitating successful transition from 8th to 9th grade. Team 8-4 supports those recommendations. We would emphasize, however, that successfully implementing Action Plan 8-4 largely rests on effectively executing Step 2 of this recommendation.

2. Establish building-level committees to investigate on-campus learning alternatives.

Both the PLP process and a strong 8th to 9th grade transition process will benefit students who need alternative learning experiences in high school. However, understanding learners and helping learners understand themselves is only part of the equation. A key part lies with individual high schools. At the heart of Team 8-4’s recommendation is Step 2, which calls for each high school to establish a committee that will research, create and implement on-campus learning alternatives.

Team 8-4 developed guidelines for Step 2 under the headings of **Purpose, Committee Formation, Timeline and Tasks, Suggestions, and Expected Outcomes**. Those guidelines are as follows:

Purpose

The purpose of the committee is to identify target populations of students who learn in non-traditional ways and develop and implement innovative learning alternatives for those students.

Committee Formation

By its very nature, the task of developing alternative learning experiences requires committee members who are curious, creative and committed to doing whatever it takes to help students succeed. The success of this committee will largely depend on how well its members are able to think broadly about what can be done for students. Team 8-4

recommends that the leader of this committee recruit building staff, staff from other buildings, students, parents and community members who are known for their curiosity, creativity and commitment to learning.

Timeline and Tasks

April 2005	Form committee; determine target populations of “non-traditional” students; plan needs assessment.
May	Complete needs assessment; discuss, “What do we have and what do we need to be world-class?”; select one target population on which to focus during Year 1.
June-July	Research learning alternatives for the target population selected; develop preliminary recommendations for on-campus learning alternatives; select at least one alternative for implementation in Year 1.
August-September	Refine and report recommendations.
October	Solicit feedback; share ideas with committees from other high schools.
November	Finalize plan.
January 2006	Begin implementation of on-campus learning alternatives.

Suggestions

Ask the questions, “What creative alternatives to the ‘traditional’ high school curriculum can we offer to students who need them?”; “What are we currently doing that is underutilized?”; “What are other schools doing?”; “What is ‘world-class’ when it comes to offering on-campus learning alternatives to students?”

Consider creating the position of “Transition Expert” who would focus on assisting freshmen in finding a good learning path. Another part of this person’s duties could be to coordinate a mentoring/tutoring program, as suggested by Team 6-9 in their recommendation.

Name a liaison to facilitate the sharing of information and ideas between committees from each high school. Sharing resources might, in the end, prove the most cost effective and expedient way to implement some alternatives.

Suggested topics for discussion and research (referenced appendices contain related articles):

accelerated learner program-provide means for students who are able to move more rapidly through the curriculum.

alternate daily schedules-early and late starts; lengthened daily schedule and shortened weekly schedule; night school; weekend school

career-related curriculum (Appendix C)-vocational/applied learning experiences ranging from community service to internships.

community involvement (Appendix D)-partner with individuals and entities in the community to create alternatives that would otherwise be difficult or impossible to provide.

credit recovery-provide alternatives for students who need to gain credit on an accelerated schedule while meeting ELO objectives.

Early College High School Initiative (Appendix E)-a unique opportunity for students to earn a high school diploma and two years of college credit, applicable to an Associate's or Bachelor's degree.

expanded school day/school year-early bird, night, weekend, summer, and over-vacation schedules that provide expanded opportunities to learn.

grading alternatives (Appendix F)-alternatives to the traditional percentage and letter grading practices.

integrated curriculum (Appendix G)-organize education in such a way that it cuts across subject-matter lines and brings together various aspects of the curriculum.

learning communities (Appendix H)-subdivide a large high school into smaller, coherent learning groups that are bound by common characteristics, needs, specialized curriculum or learning styles.

mentoring/tutoring

middle to high school transition (Appendix I)-programming designed to help ensure that incoming freshmen experience success in their first semester of high school.

motivation (Appendix J)

on-campus G.E.D. program

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outcome based learning (Appendix K)—approaches that result in specific student products, such as a portfolio, project, collection, or solution to a problem.

parent involvement (Appendix L)

school-to-work (Appendix M)—programs that emphasize skills necessary for a successful transition from school to work.

self-directed courses (Appendix N)—alternatives that use electronic technology to allow such programs as home study, self-paced learning, self-directed learning and dual enrollment (high school and college).

Expected Outcomes

The committee will—

- answer the question, “Who are our ‘non-traditional’ students and what can we offer to better motivate and educate them?” In response to the answer to that question, the committee will target at least one group of students for whom to develop and implement learning alternatives.
- give special attention to students who are struggling academically, particularly incoming freshmen.
- share information and ideas with the committees at the other MPS high schools.
- annually review the list of target populations, review programs in place, expand existing programs, and implement new learning alternative programs.

3. Research and implement creative ways to support differentiation.

Bulleted items under Step 3 of Action Plan 8-4 (see Strategic Plan 2004) suggest a top-down approach to supporting differentiation at the high school level—*drop-in evaluation by an administrator, evaluation of teachers by department heads, including student assessment of teachers in the evaluation process*. While stepping up those procedures will likely result in some increase in differentiation, Team 8-4 suggests a bottom up, grassroots approach to creating a culture that encourages, supports and sustains the use of differentiation. Team 8-4 recommends that MPS form a work group, composed of high school staff identified as proficient differentiators, to establish the following:

Differentiation Website and Database—make available a repository of lesson plans, techniques and ideas for differentiating in the high school classroom. Sharing the wealth of intellectual capital contained in our district will be a step towards making differentiation part of the culture of our high schools.

Cross-Building Communication—create easy channels of communicating (listserves, live chat, online newsletter) to facilitate discussion about and use of differentiation.

Observation Opportunities—provide a system by which teachers could quickly and easily acquire classroom coverage in order to observe a peer as they differentiated. This could be incorporated into a Professional Growth Plan.

Differentiation Training for Students—encourage students to understand how they and other students learn and how differentiation helps meet their unique learning needs and wants. Ideally, differentiation-wise students could access and provide learning opportunities for themselves and for other students.

Recognition for Outstanding Differentiation—establish an ongoing program through which differentiation is emphasized, recognized and embedded in building and district culture.

Differentiation Sharing Groups—provide opportunities for professional sharing about differentiation, both within and between buildings.

Student Learning Style Information Database—information about student strengths, weaknesses and learning styles, streamlined and readily accessible to teachers.

Revised March 28, 2005

Team 8-4 Members

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