

**Plan of Action – Year 1 (2006-2007)**

Objective 3 - School Culture and Climate: Continue to implement a school-wide incentive program related to improvement in students' achievement, self-confidence, self-control, empathy and interpersonal skills by September 2007 as measured by the TEASE Survey.

Strategy 1: To impact student motivation and school climate, implement a multifaceted approach to grading and assessment and report; student grades for achievement based on clearly specific criteria, progress towards goals, and student behavioral and work habits.

<p><b>Action Steps</b> (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)</p>	<p><b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p><b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p><b>Resources &amp; Budget</b> (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</p>
<b>1<sup>st</sup> Quarter</b>			
<p><b>Instruction Action Step 3.1a:</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will implement the Girls &amp; Boys Town Model and the Principles of IFL.</b></li> <li>• <b>Teachers will host morning meetings with students to establish daily goals &amp; objectives and discuss social development themes.</b></li> <li>• Teachers will explore social emotional development themes through children's literature.</li> <li>• Teachers will post student-friendly data walls of student progress towards goals.</li> <li>• The staff will host award's &amp; academic pep rally assemblies to celebrate students who make progress and achieve success at functioning at or above grade</li> </ul>	<p>Person Responsible: Boys &amp; Girls Town Liaison Principal Consultant: Building Positive Self-Images Others Involved: Classroom Teachers Lead Teachers</p>	<p>September 2006-November 2006</p> <p>Monthly updated</p> <p>November-December 2006</p>	<p>Boys &amp; Girls Town materials Special Funds Consultant from Building Positive Self-Images</p>

<ul style="list-style-type: none"> <li>• Establish a Milner Pride Bulletin Board</li> <li>• Create and publish a volunteer brochure</li> <li>•</li> <li>• Establish schoolwide incentive program consisting of a token economy based school store</li> <li>• Students in grades 4-6 will maintain student agendas. Level as well as perfect attendance.</li> <li>• Teachers will post student exemplars on the bulletin board.</li> <li>• Teachers will monitor student attendance on a monthly basis.</li> </ul>	<p>Person Responsible:                  Behavioral and Social Intervention Specialist</p> <p>Person Responsible:                  Family resource aid</p> <p>Others involved</p>	<p>September 2006</p> <p>June 2006</p> <p>September 2006</p>	<p>Special Funds</p> <p>Special Funds</p>
<p><b>Assessment Action Step 3.1b:</b></p> <ul style="list-style-type: none"> <li>• <b>Boys &amp; Girls Town Consultation Report</b></li> <li>• <b>TEASE Survey</b></li> <li>• <b>Attendance Records</b></li> <li>• <b>Formative Content Assessments</b></li> <li>• <b>Content-focused literacy walks</b></li> <li>• <b>Decrease in office referrals &amp; suspensions</b></li> </ul>	<p>Person Responsible:                  Boys &amp; Girls Town Consultants                  Social Intervention Team                  FRA/ Office Assistant</p> <p>Others Involved:                  Classroom Teachers</p>	<p>November 2006</p> <p>November-December 2006</p>	<p>Special Funds</p> <p>TEASE Survey Special Funds</p>
<p><b>Parental Involvement Action Step 3.1c:</b></p> <ul style="list-style-type: none"> <li>• <b>Parents will receive updates at PTO meetings and report card conferences.</b></li> <li>• <b>Parents will receive copies of students' TEASE Surveys.</b></li> <li>• <b>Parents will receive invitations to the Awards Assemblies.</b></li> </ul>	<p>Person Responsible:                  FRA</p> <p>Others Involved:                  Classroom teachers</p>	<p>September-November 2006</p> <p>October &amp; November 2006</p>	<p>Invitations to Awards Assemblies</p> <p>Parent notification flyers</p> <p>Copier to copy TEASE Surveys for parents</p>

<p><b>Professional Development Action Step 3.1d:</b></p> <ul style="list-style-type: none"> <li>• <b>Grading &amp; Reporting Achievement (Tomlinson and McTighe, 2006)</b></li> <li>• <b>Creating Student Friendly Data Walls</b></li> <li>• <b>District Attendance Policy</b></li> <li>• <b>Exploring Social-Emotional Development Themes through Children’s Literature.</b></li> </ul>	<p>Person Responsible:                  Turnaround Specialist                  Administrative Team                  Data Chairperson                  Others Involved:                  Classroom Teachers</p>	<p>September 2006</p> <p>October 2006</p> <p>October 2006- Curriculum Tuesday</p> <p>September 2006- Curriculum Tuesday</p>	<ul style="list-style-type: none"> <li>• Integrating Differentiated Instruction and Understanding by Design (Chapter 8)</li> <li>• DDDM handouts</li> <li>• District Attendance Policy</li> <li>• Sowing SEEDS through Children’s Literature</li> </ul>
<b>2nd Quarter</b>			
<p><b>Instruction Action Step 3.1e:</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will implement the Girls &amp; Boys Town Model and the Principles of IFL.</b></li> <li>• <b>Teachers will host morning meetings with students to establish daily goals &amp; objectives and discuss social development themes.</b></li> <li>• Teachers will explore social emotional development themes through children’s literature.</li> <li>• Teachers will post student-friendly data walls of student progress towards goals.</li> <li>• The staff will host award’s &amp; academic pep rally assemblies to celebrate students who make progress and achieve success at functioning at or</li> </ul>	<p>Person Responsible:                  Boys &amp; Girls Town Liaison                  Principal                  Consultant: Building Positive Self-Images                  Others Involved:                  Classroom Teachers                  Lead Teachers</p>	<p>November 2006-January 2007</p> <p>Monthly updated</p> <p>November-January 2007</p>	<p>Boys &amp; Girls Town materials                  Special Funds                  Consultant from Building Positive Self-Images</p>

<p>above grade                  Level as well as perfect attendance.</p> <ul style="list-style-type: none"> <li>Teachers will post student exemplars on the bulletin board.</li> <li>Teachers will monitor student attendance on a monthly basis.</li> </ul>		<p>Monthly updated</p>	
<p><b>Assessment Action Step 3.1f:</b></p> <ul style="list-style-type: none"> <li><b>Boys &amp; Girls Town Consultation Report</b></li> <li><b>TEASE Survey</b></li> <li><b>Attendance Records</b></li> <li><b>Formative Content Assessments</b></li> <li><b>Content-focused literacy walks</b></li> </ul> <p>Decrease in office referrals &amp; suspensions</p>	<p>Person Responsible:                  Boys &amp; Girls Town Consultants                  Social Intervention Team                  FRA/ Office Assistant                  Others Involved:                  Classroom Teachers</p>	<p>November 2006                   November-January 2007</p>	<p>Special Funds                   TEASE Survey Special Funds</p>
<p><b>Parental Involvement Action Step 3.1g:</b></p> <ul style="list-style-type: none"> <li>Parents will receive updates at PTO meetings and report card conferences.</li> <li>Parents will receive copies of students' TEASE Surveys.</li> <li>Parents will receive invitations to the Awards Assemblies.</li> </ul>	<p>Person Responsible:                  FRA                   Others Involved:                  Classroom Teachers</p>	<p>November-January 2007                  November-December 2006</p>	<p>Invitations to Awards Assemblies                  Parent notification flyers                  Copier to copy TEASE Surveys for parents</p>
<p><b>Professional Development Action Step 3.1h:</b></p> <ul style="list-style-type: none"> <li><b>Grading &amp; Reporting Achievement (Tomlinson and McTighe, 2006)</b></li> <li><b>Creating Student Friendly Data Walls</b></li> <li><b>District Attendance Policy</b></li> </ul>	<p>Person Responsible:                  Turnaround Specialist                  Administrative Team                  Data Chairperson                  Others Involved:                  Classroom Teachers</p>	<p>November 2006                   December 2006</p>	<ul style="list-style-type: none"> <li>Integrating Differentiated Instruction and Understanding by Design (Chapter 8)</li> <li>DDDM handouts</li> <li>District Attendance Policy</li> </ul> <p>Sowing SEEDS through Children's Literature</p>

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Revised August 1, 2006

Principal: Sheryl Jackson

SIP Years: 2006 - 2008

<b>Exploring Social-Emotional Development Themes through Children's Literature.</b>		December 2006- Curriculum Tuesday  November 2006- Curriculum Tuesday	
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<ul style="list-style-type: none"> <li>• <b>Content-focused literacy walks</b></li> </ul> <p><b>Decrease in office referrals &amp; suspensions</b></p>			
<p><b>Parental Involvement Action Step 3.1k:</b></p> <ul style="list-style-type: none"> <li>• <b>Parents will receive updates at PTO meetings and report card conferences.</b></li> <li>• <b>Parents will receive copies of students' TEASE Surveys.</b></li> <li>• <b>Parents will receive invitations to the Awards Assemblies.</b></li> </ul>	<p>Person Responsible: FRA</p> <p>Others Involved: Classroom Teachers</p>	<p>January-February 2007</p> <p>December 2006 January 2007</p>	<p>Invitations to Awards Assemblies          Parent notification flyers          Copier to copy TEASE Surveys for parents</p>
<p><b>Professional Development Action Step 3.1l:</b></p> <ul style="list-style-type: none"> <li>• <b>Grading &amp; Reporting Achievement (Tomlinson and McTighe, 2006)</b></li> <li>• <b>Creating Student Friendly Data Walls</b></li> <li>• <b>District Attendance Policy</b></li> </ul> <p><b>Exploring Social-Emotional Development Themes through Children's Literature.</b></p>	<p>Person Responsible: Turnaround Specialist          Administrative Team          Data Chairperson</p> <p>Others Involved: Classroom Teachers</p>	<p>January 2007</p> <p>February 2007</p> <p>February 2007- Curriculum Tuesday</p> <p>January 2007- Curriculum Tuesday</p>	<ul style="list-style-type: none"> <li>• Integrating Differentiated Instruction and Understanding by Design (Chapter 8)</li> <li>• DDDM handouts</li> <li>• District Attendance Policy</li> </ul> <p>Sowing SEEDS through Children's Literature</p>
<b>4th Quarter</b>			
<p><b>Instruction Action Step 3.1m:</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers will implement the Girls &amp; Boys Town Model and the Principles of IFL.</b></li> <li>• <b>Teachers will host morning meetings with students to establish daily goals &amp; objectives and</b></li> </ul>	<p>Person Responsible: Boys &amp; Girls Town Liaison          Principal          Consultant: Building Positive Self-Images</p> <p>Others Involved: Classroom Teachers</p>	<p>April 2007- June 2007</p>	<p>Boys &amp; Girls Town materials          Special Funds          Consultant from Building Positive Self-Images</p>

<p><b>discuss social development themes.</b></p> <ul style="list-style-type: none"> <li>Teachers will explore social emotional development themes through children's literature.</li> <li>Teachers will post student-friendly data walls of student progress towards goals.</li> <li>The staff will host award's &amp; academic pep rally assemblies to celebrate students who make progress and achieve success at functioning at or above grade Level as well as perfect attendance.</li> <li>Teachers will post student exemplars on the bulletin board.</li> <li>Teachers will monitor student attendance on a monthly basis.</li> </ul>	<p>Lead Teachers</p>	<p>Monthly updated</p> <p>April-May 2007</p> <p>Monthly updated</p>	
<p><b>Assessment Action Step 3.1n:</b></p> <ul style="list-style-type: none"> <li><b>Boys &amp; Girls Town Consultation Report</b></li> <li><b>TEASE Survey</b></li> <li><b>Attendance Records</b></li> <li><b>Formative Content Assessments</b></li> <li><b>Content-focused literacy walks</b></li> </ul> <p><b>Decrease in office referrals &amp; suspensions</b></p>	<p>Person Responsible:                  Boys &amp; Girls Town Consultants                  Social Intervention Team                  FRA/ Office Assistant</p> <p>Others Involved:                  Classroom Teachers</p>	<p>April 2007</p> <p>April – May 2007</p>	<p>Special Funds</p> <p>TEASE Survey Special Funds</p>
<p><b>Parental Involvement Action Step 3.1o:</b></p> <ul style="list-style-type: none"> <li><b>Parents will receive updates at PTO meetings and report card conferences.</b></li> <li><b>Parents will receive copies of students' TEASE Surveys.</b></li> </ul>	<p>Person Responsible:                  FRA</p> <p>Others Involved:                  Classroom Teachers</p>	<p>April- June 2007</p> <p>April – May 2007</p>	<p>Invitations to Awards Assemblies</p> <p>Parent notification flyers</p> <p>Copier to copy TEASE Surveys for parents</p>

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<ul style="list-style-type: none"> <li>Parents will receive invitations to the Awards Assemblies.</li> </ul>			
<p><b>Professional Development Action Step 3.1p:</b></p> <ul style="list-style-type: none"> <li>Grading &amp; Reporting Achievement (Tomlinson and McTighe, 2006)</li> <li>Creating Student Friendly Data Walls</li> <li>District Attendance Policy</li> </ul> <p>Exploring Social-Emotional Development Themes through Children's Literature.</p>	<p>Person Responsible: Turnaround Specialist Administrative Team Data Chairperson Others Involved: Classroom Teachers</p>	<p>April 2007</p> <p>May 2007</p> <p>May- 2007 Curriculum Tuesday</p> <p>April 2007- Curriculum Tuesday</p>	<ul style="list-style-type: none"> <li>Integrating Differentiated Instruction and Understanding by Design (Chapter 8)</li> <li>DDDM handouts</li> <li>District Attendance Policy</li> </ul> <p>Sowing SEEDS through Children's Literature</p>
<p>Objective 3 - School Culture and Climate: Decrease the number of student discipline referrals specifically for physical altercations and disrespect by 25% by April 2008 as measured by the Girls and Boys Town Consultation Visit Report and data collected by the Social Intervention Team.</p> <p>Strategy 2: To facilitate interactive learning and positive interpersonal relationships between students, implement cooperative learning groups throughout the instructional day.</p>			
<p><b>Action Steps</b> (Include all assessments, learning walks, grade or content team mtgs, SIP Data Team meetings, parent activities, quarterly progress reports, community forums, etc. in chronological order.)</p>	<p><b>Person (s) Responsible</b> (Place in bold or underline the primary person responsible at the school level for each action step)</p>	<p><b>Timeline</b> (Projected timeframe for completing action steps, as well as intermittent benchmark periods.)</p>	<p><b>Resources &amp; Budget</b> (Materials, grants, funds and other resources targeted to support the action step. Include technical assistance from LEA, CSDE, RESC, etc.)</p>
<p><b>1<sup>st</sup> Quarter</b></p>			
<p><b>Instruction Action Step 3.2a:</b></p> <ul style="list-style-type: none"> <li>Teaches will assign 4-5 students per</li> </ul>	<p><b>Person Responsible:</b> Teachers</p>	<p>September 2006-November 2006</p>	<ul style="list-style-type: none"> <li>SFA Weekly grade sheets</li> <li>TEASE Survey</li> </ul>

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<p>group during SFA, Social Studies, Science, &amp; Math.</p> <ul style="list-style-type: none"> <li>• Students will incorporate guided reading groups during the content-based literacy blocks.</li> <li>• Students will work together during enrichment activities, (inquiry &amp; project-based learning,</li> </ul>	<p><b>Others Involved:</b>          Literacy Facilitator          paraprofessionals</p>	<p>Daily September 2006- November 2006</p> <p>Weekly September 2006- November 2006</p>	
<p><b>Assessment Action Step 3.2b:</b></p> <ul style="list-style-type: none"> <li>• <b>TEASE (Teachers' Early Assessment of Students' Social Emotional Intelligence) Survey- The Self-Control, Empathy &amp; Interpersonal Sections.</b></li> <li>• <b>Cooperative Learning points indicated on the Weekly SFA score sheets</b></li> <li>• <b>Boys &amp; Girls Town Consultation Report</b></li> <li>• <b>Decrease in referrals to the office &amp; suspensions</b></li> </ul>	<p><b>Person Responsible:</b>          Teachers</p> <p><b>Others Involved:</b>          Social Intervention Team          Assistant Principal          Boys &amp; Girls Town Consultants          Literacy Facilitator</p>	<p>Monthly September 2006-November 2006</p> <p>Weekly September 2006- November 2006</p>	<ul style="list-style-type: none"> <li>• Multiple copies of the TEASE Survey</li> </ul> <p>Multiple copies of the weekly SFA grade sheets</p>
<p><b>Parental Involvement Action Step 3.2c:</b></p> <ul style="list-style-type: none"> <li>• <b>Parents will receive a monthly social development report card- TEASE</b></li> </ul>	<p><b>Person Responsible:</b>          Classroom teachers</p> <p><b>Others Involved:</b>          Turnaround specialist</p>	<p>Monthly- September 2006- November 2006</p>	<p>Copies of the completed TEASE Survey</p>
<p><b>Professional Development Action Step 3.2d:</b></p>	<p><b>Person Responsible:</b>          Dr. Bailey</p>	<p>September 2006</p>	<p>References:          1. <b><u>Educating Minds &amp; Hearts</u></b></p>

<ul style="list-style-type: none"> <li>• <b>Implementation of the TEASE Survey</b></li> <li>• <b>Developing Positive Social Emotional Development Skills in Elementary Children</b></li> <li>• <b>Establishing Guided Reading Groups in Science &amp; Social Studies</b></li> </ul>	<p><b>Others Involved:</b>                  Data Team                  Social Intervention Team</p>		<p>by Jonathan Cohen</p> <ol style="list-style-type: none"> <li>2. <b><u>Using Picture Story Books to Teach Character Education</u></b> by Susan Hall</li> <li>3. <b><u>Sowing SEEDS through Children's Literature</u></b> by Dr. Beryl Irene Bailey</li> <li>4. <b><u>Please Remember Your Manners</u></b> by Dr. Beryl Irene Bailey</li> </ol> <ul style="list-style-type: none"> <li>• Social Studies and Science District Coaches</li> </ul>
<b>2<sup>nd</sup> Quarter</b>			
<p><b>Instruction Action Step 3.2e:</b></p> <ul style="list-style-type: none"> <li>• <b>Teaches will assign 4-5 students per group during SFA, Social Studies, Science, &amp; Math.</b></li> <li>• <b>Students will incorporate guided reading groups during the content-based literacy blocks.</b></li> <li>• <b>Students will work together during enrichment activities, (inquiry &amp; project-based learning</b></li> <li>• <b>Students will collaborate during the science project..</b></li> </ul>	<p><b>Person Responsible:</b>                  Teachers  <b>Others Involved:</b>                  Literacy Facilitator                  paraprofessionals</p>	<p>November 2006 – January 2007</p>	<ul style="list-style-type: none"> <li>• SFA Weekly grade sheets</li> <li>• TEASE Survey</li> </ul>
<p><b>Assessment Action Step 3.2f:</b></p> <ul style="list-style-type: none"> <li>• <b>TEASE (<i>Teachers' Early Assessment of Students' Social Emotional Intelligence</i>) Survey- The Self-Control, Empathy &amp;</b></li> </ul>	<p><b>Person Responsible:</b>                  Teachers  <b>Others Involved:</b>                  Social Intervention Team                  Assistant Principal</p>	<p>Monthly November 2006- January 2007</p>	<ul style="list-style-type: none"> <li>• Multiple copies of the TEASE Survey</li> </ul>

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<p><b>Interpersonal Sections.</b></p> <ul style="list-style-type: none"> <li>• <b>Cooperative Learning points indicated on the Weekly SFA score sheets</b></li> <li>• <b>Boys &amp; Girls Town Consultation Report</b></li> </ul> <p><b>Decrease in referrals to the office &amp; suspensions</b></p>	<p>Boys &amp; Girls Town Consultants          Literacy Facilitator:</p>	<p>Weekly November 2006 - January 2007</p>	<p>Multiple copies of the weekly SFA grade sheets</p>
<p><b>Parental Involvement Action Step 3.2g:</b></p> <ul style="list-style-type: none"> <li>• <b>Parents will receive a monthly social development report card- TEASE</b></li> </ul>	<p><b>Person Responsible:</b>          Classroom Teacher  <b>Others Involved:</b>          Turn around Specialist</p>	<p>Monthly- November 2006 – January 2007</p>	<p>Copies of the completed TEASE Survey</p>
<ul style="list-style-type: none"> <li>• <b>Professional Development Action Step 3.2h: Implementation of the TEASE Survey</b></li> <li>• <b>Developing Positive Social Emotional Development Skills in Elementary Children</b></li> <li>• <b>Establishing Guided Reading Groups in Science &amp; Social Studies</b></li> </ul>	<p><b>Person Responsible:</b>          Dr. Bailey  <b>Others Involved:</b>          Data Team          Social Intervention Team</p>	<p>November 2006</p>	<p>References:</p> <ol style="list-style-type: none"> <li>1. <b><u>Educating Minds &amp; Hearts</u></b> by Jonathan Cohen</li> <li>2. <b><u>Using Picture Story Books to Teach Character Education</u></b> by Susan Hall</li> <li>3. <b><u>Sowing SEEDS through Children’s Literature</u></b> by Dr. Beryl Irene Bailey</li> <li>4. <b><u>Please Remember Your Manners</u></b> by Dr. Beryl Irene Bailey</li> </ol> <ul style="list-style-type: none"> <li>• Social Studies and Science District Coaches</li> </ul>

3 <sup>rd</sup> Quarter			
<p><b>Instruction Action Step 3.2i: Instruction</b></p> <ul style="list-style-type: none"> <li>Teaches will assign 4-5 students per group during SFA, Social Studies, Science, &amp; Math.</li> <li>Students will incorporate guided reading groups during the content-based literacy blocks.</li> <li>Students will work together during enrichment activities, (inquiry &amp; project-based learning,</li> </ul> <p>Students will collaborate during the science project..</p>	<p>Person Responsible: Teachers</p> <p>Others Involved: Literacy Facilitator paraprofessionals</p>	<p>January 2007- March 2007</p>	<ul style="list-style-type: none"> <li>SFA Weekly grade sheets</li> <li>TEASE Survey</li> </ul>
<p><b>Assessment Action Step 3.2j:</b></p> <ul style="list-style-type: none"> <li>TEASE (<i>Teachers' Early Assessment of Students' Social Emotional Intelligence</i>) Survey- The Self-Control, Empathy &amp; Interpersonal Sections.</li> <li>Cooperative Learning points indicated on the Weekly SFA score sheets</li> <li>Boys &amp; Girls Town Consultation Report</li> </ul> <p>Decrease in referrals to the office &amp; suspensions</p>	<p><b>Person Responsible:</b> Teachers</p> <p><b>Others Involved:</b> Social Intervention Team Assistant Principal Boys &amp; Girls Town Consultants Literacy Facilitator:</p>	<p>Monthly January 2007 March</p> <p>Weekly January 2007-March 2007</p>	<ul style="list-style-type: none"> <li>Multiple copies of the TEASE Survey</li> </ul> <p>Multiple copies of the weekly SFA grade sheets</p>
<p><b>Parental Involvement Action Step 3.2k:</b></p> <ul style="list-style-type: none"> <li>Parents will receive a monthly social development report card- TEASE</li> </ul>	<p><b>Person Responsible:</b> Classroom Teacher</p> <p><b>Others Involved:</b> Turn around Specialist</p>	<p>Monthly-January 2007 – March 2007</p>	<p>Copies of the completed TEASE Survey</p>

<p><b>Professional Development Action Step 3.2l:</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation of the TEASE Survey</b></li> <li>• <b>Developing Positive Social Emotional Development Skills in Elementary Children</b></li> <li>• <b>Establishing Guided Reading Groups in Science &amp; Social Studies</b></li> </ul>	<p><b>Person Responsible:</b>                  Dr. Bailey</p> <p><b>Others Involved:</b>                  Data Team                  Social Intervention Team</p>	<p>March 2007</p>	<p>References:</p> <ol style="list-style-type: none"> <li>5. <b><u>Educating Minds &amp; Hearts</u></b> by Jonathan Cohen</li> <li>6. <b><u>Using Picture Story Books to Teach Character Education</u></b> by Susan Hall</li> <li>7. <b><u>Sowing SEEDS through Children's Literature</u></b> by Dr. Beryl Irene Bailey</li> <li>8. <b><u>Please Remember Your Manners</u></b> by Dr. Beryl Irene Bailey</li> </ol> <ul style="list-style-type: none"> <li>• Social Studies and Science District Coaches</li> </ul>
<p><b>4<sup>th</sup> Quarter</b></p>			
<p><b>Instruction Action Step 3.2m:</b></p> <ul style="list-style-type: none"> <li>• <b>Teaches will assign 4-5 students per group during SFA, Social Studies, Science, &amp; Math.</b></li> <li>• <b>Students will incorporate guided reading groups during the content-based literacy blocks.</b></li> <li>• <b>Students will work together during enrichment activities, (inquiry &amp; project-based learning,</b></li> </ul> <p><b>Students will collaborate during the science project..</b></p>	<p><b>Person Responsible:</b>                  Teachers</p> <p><b>Others Involved:</b>                  Literacy Facilitator                  paraprofessionals</p>	<p>April 2007- June 2007</p>	<ul style="list-style-type: none"> <li>• SFA Weekly grade sheets</li> <li>• TEASE Survey</li> </ul>

<p><b>Assessment Action Step 3.2n:</b></p> <ul style="list-style-type: none"> <li>• <b>TEASE (<i>Teachers' Early Assessment of Students' Social Emotional Intelligence</i>) Survey- The Self-Control, Empathy &amp; Interpersonal Sections.</b></li> <li>• <b>Cooperative Learning points indicated on the Weekly SFA score sheets</b></li> <li>• <b>Boys &amp; Girls Town Consultation Report</b></li> </ul> <p><b>Decrease in referrals to the office &amp; suspensions</b></p>	<p><b>Person Responsible:</b>                  Teachers</p> <p><b>Others Involved:</b>                  Social Intervention Team                  Assistant Principal                  Boys &amp; Girls Town Consultants                  Literacy Facilitator:</p>	<p>Monthly April 2007 – June 2007</p> <p>Weekly April 2007 – June 2007</p>	<ul style="list-style-type: none"> <li>• Multiple copies of the TEASE Survey</li> </ul> <p>Multiple copies of the weekly SFA grade sheets</p>
<p><b>Parental Involvement Action Step 3.2o:</b></p> <ul style="list-style-type: none"> <li>• <b>Parents will receive a monthly social development report card- TEASE</b></li> </ul>	<p><b>Person Responsible:</b>                  Classroom Teacher</p> <p><b>Others Involved:</b>                  Turn around Specialist</p>	<p>Monthly-April 2007 – June 2007</p>	<p>Copies of the completed TEASE Survey</p>
<p><b>Professional Development Action Step 3.2p:</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation of the TEASE Survey</b></li> <li>• <b>Developing Positive Social Emotional Development Skills in Elementary Children</b></li> <li>• <b>Establishing Guided Reading Groups in Science &amp; Social Studies</b></li> </ul>	<p><b>Person Responsible:</b>                  Dr. Bailey</p> <p><b>Others Involved:</b>                  Data Team                  Social Intervention Team</p>	<p>June 2007</p>	<p>References:</p> <ol style="list-style-type: none"> <li>9. <b><u>Educating Minds &amp; Hearts</u></b> by Jonathan Cohen</li> <li>10. <b><u>Using Picture Story Books to Teach Character Education</u></b> by Susan Hall</li> <li>11. <b><u>Sowing SEEDS through Children's Literature</u></b> by Dr. Beryl Irene Bailey</li> <li>12. <b><u>Please Remember Your Manners</u></b> by Dr. Beryl Irene Bailey</li> </ol> <ul style="list-style-type: none"> <li>• Social Studies and Science District</li> </ul>

School: Milner  
Revised August 1, 2006

Principal: Sheryl Jackson

SIP Years: 2006 - 2008

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