Joan Martin Elementary School

Action Plan #1 Curriculum

Improvement Goal:

All students will increase academic achievement with specific focus on language arts and mathematics across the curriculum.

Expectation(s) for Student Learning:

Students will receive a curriculum that is challenging and rigorous.

Target Participants:

All students in Joan Martin Elementary School.

Interventions:

Curriculum, Instructional, and Assessment:

All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards.

All students will increase skills identified in the Indiana Academic Standards using strategies learned as a result of regular data analysis to guide instruction and address curricular gaps.

Student Support:

Students will participate in RtI Tiers based on achievement levels.

Students will participate in enriched and high ability instruction based on achievement levels.

Students who qualify for additional services will be provided extra instructional support.

Staff:

All students will increase academic skills using strategies learned as a result of teachers participating in professional learning communities.

Evaluation:

Curriculum Calendars

Units of Study

School City of Hobart Balanced Assessment System Framework

Student Self Study-scales, effort, CCR Readiness

Joan Martin Elementary School

Classroom Assessments-running records, rubrics, checklists, quizzes, unit tests Common Formative Assessments-Grade Level CFAs, Pivot, Rubrics, checklists, LLI, Formal Scales Benchmark Assessments-RI, Writing assessments, spelling inventory, Pivot, SPI External Summative Assessments-ISTEP+, IREAD 3, ISTAR, WIDA
Timeframe for Implementation: 2016-2017

Target Area of Improvement: All students will increase academic achievement with specific focus on language arts and mathematics across the curriculum.

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Defined Curriculum - Indiana Academic Standards 1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards. A. Curriculum mapping will be completed to define scope and sequence by staff, IDOE, and professional affiliates and include the following: - Units of study are identified along with standards and assessments covered. - Curriculum calendars are completed with units of study.	2012 - 2017	-Lead: Central Office Administrators -Principals -Curriculum Coordinators -Grade Level Coordinators -Elementary Staff -LRE Facilitators/Paraprofessionals -Interventionists	-Lesson Plans -Standards-based Report Cards -Checklists/Rubrics -Curriculum Guide on district website -units of study -curriculum calendars -SCOH Balanced Assessment System Framework -Skyward -Pivot	-IDOE Website -District Website -Professional Development Calendar -Curriculum Planning by Grade/Department and Professional Development -Teacher developed Units of Study and Professional Development

Joan Martin Elementary School

B. Articulation of the defined curriculum will be achieved between the grade levels and across buildings. C. Curriculum will be published on the district Website and in the main office.			-Google Classroom	-SCOH Balanced Assessment System Framework

Intervention: Defined Curriculum - Data Analysis to Address Curricular and Instructional Gaps 1. All students will increase skills identified in The Indiana Academic Standards as a result of regular data analysis to guide instruction and fill curricular gaps. A. Students will participate in SCOH Balanced Assessment System Framework to determine areas of strengths and challenges and to monitor growth of the individual student.	2012 - 2017	-Lead: Superintendent and Directors of Curriculum and Instruction, Principals -Northwest Indiana Special Education Cooperative (NIESC) Director -Elementary Staff -LRE Facilitators/Paraprofessionals -Literacy Coordinators	-SCOH Balanced Assessment System Framework -Annual Data Analysis -Trend Data Analysis	-SCOH Balanced Assessment System Framework -Data Analysis Time -Professional Development on Tools -RtI

Joan Martin Elementary School

- Response to Intervention (RtI): Tiered Interventions will be recommended for students based on achievement levels. -Enriched and high ability instruction will be recommended for students based on achievement levels. C. Students will take formative (classroom) assessments or teacher made assessments (common) to inform classroom instruction for increased student performance.				

Intervention: Response to Intervention (RtI) 1. Students will participate in RtI Tiers based on achievement levels. A. A district-wide RtI policy will be developed with implementation guidelines.	2012-2017	-Lead: Superintendent and Directors of Curriculum and Instruction, Principals -Northwest Indiana Special Education Cooperative (NIESC) Director	-SCOH Balanced Assessment System Framework -RtI Forms -RtI Meetings	-SCOH Balanced Assessment System Framework -Data Analysis Time -RTI – forms, meetings, policy and guidelines,

Joan Martin Elementary School

B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following: -Ability (Readiness) Groups - Strategy Groups -Double Blocking C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Intense Reading Intervention -Guided Math Intervention -Individual Instruction -Small Group Instruction		-Elementary Staff -LRE Facilitators/Paraprofessionals -Interventionists -EL Teachers/Paraprofessionals		curriculum materials, & TRC - Professional Development RtI -Curriculum Materials RTI -Skyward -Scholastic Learning -Envisions -Fast Math -Pivot
Intervention: Enriched and High Ability 1. Students will participate in Enriched and High Ability courses based on achievement levels. A. Enriched Curriculum -Small Group Instruction -Enriched Instruction B. High Ability -Magnet High Ability Grades 2-5	2012-2017	-Lead: Central Office Administrators -Principals -Elementary Staff	-SCOH Balanced Assessment System Framework	-SCOH Balanced Assessment System Framework -Professional Learning Communities -Common Plan Time -Skyward -High Ability Policy and Guidelines -TRC (District Web site)

Joan Martin Elementary School

Intervention: Instructional Support Services 1. Students who qualify for additional services will be provided extra support services. A. Special Education B. English Learners (EL) C. After School Programs -ISTEP Boost -Tutoring -Study Tables D. Enrichment Clubs -Brickiebotics	2012-2017	-Lead: Central Office Administrators -Principals -Elementary Staff -EL Coordinator -Special Education Staff	-SCOH Balanced Assessment System Framework	-SCOH Balanced Assessment System Framework -Professional Learning Communities -Common Plan Time -Harmony -TRC (District Web site) -IEP Advantage -Case Conferences
Intervention: Professional Learning Communities 1. All students will increase academic skills as a result of teacher participation in professional learning communities. A. Curriculum Planning – Building/District Grade Level/Curriculum Meetings -units of study/curriculum calendar/curriculum mapping -Web Publishing with School Wires B. Assessment - Data Analysis – SCOH Balanced Assessment System Framework	2012-2017	-Administrators -Elementary Staff -Interventionists	-iObservation - Enrollment in professional development - SCOH Balanced Assessment System Framework - Benchmark Assessments -Skyward	- Professional Development Calendar - Time -Book Studies - Data Analysis Training - RtI Training - Web Training with School Wires - Literacy Coordinators - Contracted Services -*The Art and Science of Teaching* by Marzano -Skyward

Joan Martin Elementary School

D. Professional Development - In-House Professional Development Calendar, Conferences, & Contracted Services, Book Studies				-After school programs -Envisions -Pivot -PGP forms -Read 180 -System 44

Action Plan #2: Language Arts

Improvement Goal:

All students will read and comprehend a variety of genres (types) and informational text, as well as communicate ideas through writing.

Expectation(s) for Student Learning:

All students will read with fluency.

All students will comprehend written text.

All students will communicate ideas through writing.

All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.

All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Target Participants:

All students in Joan Martin Elementary School

Subgroups:

Free and Reduced

Special Education

Students who are achieving below proficiency level.

Students who are achieving above proficiency level.

Interventions:

Curriculum, Instructional, and Assessment

All students will increase reading and writing skills by monitoring progress based on Common Core State Standards.

All students will increase reading and writing skills as a result of participating in balanced literacy.

All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum.

All students will increase communication skills by writing across the curriculum.

All students will increase reading and writing skills by using technology tools across the curriculum.

Student Support

Students will participate in Response to Instruction (RtI) Tiers based on achievement levels.

Students will participate in enriched High Ability courses based on achievement levels.

Students who qualify for additional services will be provided extra instructional support.

Students will increase reading and writing skills in various learning opportunities through family/community participation.

Staff

All students will increase reading and writing skills using strategies learned as a result of teacher participation in professional learning communities.

Evaluation:

Curriculum Calendars/Maps with Pacing Guides
Units of Study
School City of Hobart's Balanced Assessment System Framework:

Classroom Assessments-running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments (CFAS)- Department/Grade Level CFAs, quality core, rubrics, checklists, Leveled Literacy (LLI), Pivot

Benchmark Assessments- Lexile (RI), writing assessments, spelling inventory, quarterly standards based assessments, SPI, Pivot

External Summative Assessments- ISTEP+, IREAD 3, ISTAR, WIDA, Portfolios

Timeframe for Implementation:

2012-2017

Target Area of Improvement: Language Arts - Fluency, Comprehension, Technology, and Communication

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Indiana Academic State Standards 1. All students will increase reading and writing skills by monitoring progress based on Indiana Academic State Standards A. School City of Hobart's Balanced Assessment System Framework B. Using Indiana Academic Standards Literacy Shifts C. Using Indiana Academic Standards Vocabulary D. IDOE Required Skills and Scaffolding will be implemented.	2012-2017	-Elementary Staff -Principals	-Classroom assessments -Conferring -Checklists -Rubrics -Reader's/Writer's notebooks -RAZ Kids - Reading A to Z -Standards-Based Report Cards -Grade level meetings - Balanced Assessment System Framework -Pivot -Google Apps/Classroom -Portfolios	-Classroom assessments -Checklists -Rubrics -Reader's/Writer's Notebook -Standards-Based Report Cards -SCOH Balanced Assessment System Framework -Professional Development Calendar Pivot -Google Apps -Seesaw
Intervention Balanced Literacy 1. All students will increase reading and writing skills as a result of participating in balanced literacy. 2. All students will participate in a 90 minute Core Reading Program at the elementary level. 3. IDOE Required Skills and scaffolding will be implemented. A. Just Right Books - Students will read at their independent reading level. B. Phonics/Word Study - Students will learn how letters and sounds work together to form words.	2012-2017	-Lead: Literacy Coordinators -Administrators -Elementary Staff	-ISTEP+ -NWEA -Running records -Observations -Anecdotal notes -Reading logs -Conference notes -Lesson plans -Turn and talk discussion	-Leveled reading books -Benchmark kits -Teachers College -Professional Development -Books for read alouds -Big Books -Flip charts -District Website -Writer's notebooks -Writing folders

C. Small Group Instruction - Students will receive small group instruction based on their independent reading levels to aid in comprehension. D. Independent Reading (Differentiation) - Students will read daily to increase stamina up to 30 minutes. E. Read Alouds - Students will participate in read alouds daily. F. Shared Reading - Students will participate in shared reading 2-3 times weekly. G. Interactive Reading - Students will actively participate in interactive reading, i.e. Close Reading H. Interactive Writing - Students will observe a teacher modeling writing and will also take a turn at writing a portion. I. Shared Writing - Students will observe a teacher modeling writing and will give verbal suggestions, but they will not actually do any writing themselves. J. Independent Writing (Differentiation) - Students will learn and improve independent writing skills and strategies by participating in daily instructional time focused on teaching children to independently apply writing skills and strategies in their own writing pieces. K. Literature Circles - Students will participate in literature circles, small temporary groups, which are based upon book choice. The groups will meet on a regular basis to discuss their reading through open and natural conversations about books. L. Students will receive focused reading/writing instruction by participating in Journeys Reading Program based on the Scope and Sequence of the series			-Classroom assessments -Written pieces of work -Group discussion -Rubrics -SCOH Balanced Assessment System Framework -RI -Pivot -CFAs -Portfolios -IREAD 3 -SPI	-Chart paper -Overhead projector -Reading A-Z -Odyssey Compass Learning -Haggerty: Phonemic Awareness -Write Source -Learn 360 -Scholastic Read 180 -Classroom News Magazines, Articles -Smekens -SCOH Balanced Assessment System Framework -Hovercam -Journeys *-Falling in Love with Close Reading- Lessons for Analyzing Texts and Life* -Newsela -ReadWorks -Khan Academy -Pivot -Google Apps -Seesaw

Intervention: Writing Across the Curriculum 1. All students will increase communication skills by writing across the curriculum. A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events. C. 6+1 Writing Trait Rubrics/Conference/Checklists- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing. D. Close Reading/Annotation- Students will receive instruction and practice the skill of close reading, questioning, and marking the text	2012-2017	-Principals - K-12 Teachers	-School City of Hobart's Balanced Assessment System Framework - Writing Curriculum Maps -Constructed Response Rubrics - 6+1 Writing Traits - Rubrics/Conference Check Lists	-School City of Hobart's Balanced Assessment System Framework - Writing Curriculum Maps - Professional Development Calendar - Google Docs - 6 + 1 Writing Traits Materials - Rubrics/Conference Check Lists -TRC (District Web site) -Current Event Articles -Smekens Workshop and Web site -6 point Response -*Being a Writer*
Intervention: Fluency and Comprehension by Using Reading Skills/Strategies 1. All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum. A. Students will increase reading comprehension through direct vocabulary instruction, which focuses on specific words important to the content they are reading. B. Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences; Summarizing and note taking; Reinforcing effort and providing recognition; Homework and practice; Nonlinguistic representations; Cooperative learning; Setting objectives and providing feedback;	2012-2017	-Elementary Staff -Interventionists -Administrators	-Teacher participation in professional development -Student performance of Dramatic Readings/Reader's Theater -Student published products -Running Records	-*Building Academic Vocabulary* by Marzano and Pickering -*Strategies That Work* by Harvey and Goudvis - *Classroom Instruction that Works* by Marzano - Professional Development Calendar - Plays - Books - Google Docs -*Powerful Vocabulary for Reading Success* by Black & Mangieri -Journeys

Generating and testing hypotheses; Questions, cues, and advance organizers). C. Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing). D. Dramatic Readings/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater. E. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.				-Scholastic Read 180 -Odyssey Compass Learning -RAZ Kids -Reading A-Z -Running Records
Intervention: Technology Tools 1. All students will increase reading and writing skills by using technology tools across the curriculum. A. Computer Assisted Instruction- Students will participate in computer assisted instruction with Read 180, System 44, Compass Odyssey Learning, Pivot, SpringBoard, and Khan Academy B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results. C. Publish and Present - Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.	2012-2017	-Elementary Staff	-Odyssey Compass Learning -Student Presentations -Scholastic Read 180 -System 44 -Portfolios	-Odyssey Compass Learning -Computer assisted instruction -Internet -Word processing program -Google Docs -Encyclopedia -Scholastic Read 180 -Responders -Tablets (Wireless Clipboard) -Book Adventures -System 44 -Raz Kids -Hover Cam -BrainPop Jr.

				-Journeys Think Central -Read 180 -System 44 -Chromebooks -Khan Academy -Newsela -Readworks -Pivot -Google sites -SpringBoard -Smore -Go Guardian
Intervention: Response to Intervention (RTI) 1. Students will participate in RTI Tiers based on achievement levels. A. A district-wide RTI policy will be developed with implementation guidelines. B. Tier II intervention will be implemented through "Increased Academic Learning Time" including the following: -Summer School -Ability (Readiness) Groups - Strategy Groups -Double Blocking C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Intense Reading Intervention -Individual Instruction -Small Group Instruction	2012-2017	-Lead: Superintendent and Directors of Curriculum and Instruction, Principals -Northwest Indiana Special Education Cooperative (NISEC) Director -Elementary Staff -LRE Facilitators/Paraprofessionals -Interventionists -EL Teachers/Paraprofessionals	-SCOH Balanced Assessment System Framework -RTI Forms -RTI Meetings	SCOH Balanced Assessment System Framework -Data Analysis Time -RTI – forms, meetings, policy and guidelines, curriculum materials, & TRC - Professional Development RTI -Curriculum Materials RTI -Skyward -Scholastic Learning -Study Tables

Intervention: Enriched and High Ability 1. Students will participate in Enriched and High Ability courses based on achievement levels. A. Enriched Curriculum -Small Group Instruction -Enriched Instruction B. High Ability -Magnet High Ability Grades 2-5	2012-2017	-Lead: Central Office Administrators -Principals -Elementary Staff -Counselors	-SCOH Balanced Assessment System Framework	-SCOH Balanced Assessment System Framework -Professional Learning Communities -Skyward -High Ability Policy and Guidelines -TRC (District Web site) -Book Studies -Monthly Meetings
Intervention: Instructional Support Services 1. Students who qualify for additional services will be provided extra support services. A. Special Education B. English Learners (EL) C. 504 D. Y-Learning Program	2012-2017	-Lead: Central Office Administrators -Principals -Elementary Staff -EL Coordinator -Special Education Staff -Nurses	-SCOH Balanced Assessment System Framework	-SCOH Balanced Assessment System Framework -Professional Learning Communities -Meeting Time -Skyward -504 -Y Learning Program -TRC (District Web site) -IEP Advantage -Case Conferences
Intervention: Family/Community Involvement 1. All students will increase reading and writing skills in various learning opportunities through Family/community participation. A. Skyward-Assignments/Grades/Discipline/Attendance B. Parent Information Evening Meetings C. Website- Homework Help and Tips D. Parent Teacher Conferences	2012-2017	-Elementary Staff -Administrators -Technology Department -Central Office Administration	-Monitoring Skyward usage -Monitoring website usage -Parent Information Evening Meetings/conferences -Portfolios	-School City of Hobart Website -Open computer lab -Skyward Portal -Family Nights -RAZ Kids -Khan Academy -Naviance -Envisions

E. Building Readers Newsletter F. Back-to-School Night G. Book Fair H. Grandparent/Special Friend Day I. Open Computer Lab Night J. Classroom Parent Volunteers K. Clubs and Extracurricular Activities 1. Academic Support 2. Academic Enrichment 3. Performing Arts L. Maker Faire M. Naviance-Monitoring college and career planning N. Khan Academy, Envisions, SpringBoard, etc. O. Google Apps				-Think Central -SpringBoard -Other Online Resources from Teachers -Seesaw -Google Apps -Study Tables -ISTEP Boost -Brickiebotics -Spell Bowl -Math Bowl -Drama Club -Craft Club -Sports Club -Student Council -Brickie Leaders -Forever Girls Book Club
Intervention: Professional Learning Communities 1. All students will increase reading and writing skills using strategies learned as a result of teacher participation in professional learning communities. A. Data Analysis -Google Apps -Skyward -SCOH Balanced Assessment System Framework B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings/DATA Meetings C. Professional Development - In-House Professional Development Calendar	2012-2017	-Administrators -Elementary Staff	- Teacher goal sheets -Classroom assessments -Enrollment in professional development -Grade level meetings -District grade level meetings -SCOH Balanced Assessment System Framework -Pivot -Portfolios	-Professional Development Calendar -Book Studies -Data Analysis Training -Time -Interventionists -RTI Committee -SCOH Balanced Assessment System Framework -Journeys -Google Apps -Springboard -Pivot -Envisions

				-Khan Academy

Joan Martin Elementary School

Action Plan #3: Problem Solving

Improvement Goal:
All students will use problem solving skills to think critically and apply knowledge and reason to solve problems.

Expectation(s) for Student Learning:
All students will compute accurately with and without a calculator.
All students will think and reason effectively.
All students will solve problems accurately and efficiently.
All students will demonstrate problem-solving skills in mathematics and science.
All students will use technology research tools to locate, evaluate, and collect information in order to process data and report results.
All students will communicate clearly using mathematical language and representations by demonstrating skills and knowledge.
All students will use technology resources in developing strategies and making informed decisions for solving problems.

Target Participants:
All students in Joan Martin Elementary School
Subgroups:
Students who are achieving below proficiency level.
Students who are achieving above proficiency level.

Interventions:
Curriculum, Instruction and Assessment:
All students will increase skills in mathematics and science by monitoring progress on academic and Indiana Academic Standards (IAS) to determine instructional needs.
All students will increase problem solving skills through differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.

Joan Martin Elementary School

All students will use reasoning and critical thinking to solve problems that provide relevant, concrete, and everyday problems across the curriculum.
All students will increase problem solving skills by using technology tools across the curriculum.

Student Support:

Students will participate in Response to Instruction (RtI) tiers based on achievement levels.
Students may participate in after school clubs and extracurricular activities.
Students will participate in enriched and high ability courses based on achievement levels.
All students will increase problem solving skills through opportunities for family/community participation via Pearson Realize and Home/School connection.
Students who qualify for services will be provided additional instructional support.
Students will participate in afterschool clubs and extracurricular activities.

Staff:

All students will increase problem solving skills as a result of teacher participation in professional learning communities.

Evaluation:

School City of Hobart's Balanced Assessment System Framework
Curriculum calendar
Report Card
Conferring
Classroom assessments-Checklists/Rubrics, quizzes, unit tests, formal scales
Common Formative Assessments-Formal Scales, Rubrics, Checklists, Compass Learning Odyssey
Benchmark Assessments-Pivot
External Summative Assessments-ISTEP+, IREAD 3, WIDA, ISTAR, Portfolios

Timeframe for Implementation:

2016-2017

Joan Martin Elementary School

Target Area of Improvement: Mathematics - Computation, Problem-Solving, and Data Analysis

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Assessment/Differentiated Instruction for Conceptual Understanding 1. All students will increase skills in mathematics and science by monitoring progress on the Indiana Academic Standards and Mathematical Practices to determine instructional needs. A. PIVOT will be administered to grades one through five every fall and spring with periodic benchmarks to determine goal areas needing remediation for each student. B. ISTEP data will be analyzed to determine skill areas needing remediation for each student. C. School City of Hobart's Balanced Assessment System Framework	2012-2017	-Elementary Staff, as appropriate -Administrators	-Classroom assessments -SCOH Balanced Assessment System Framework -Journals -Rubrics -Conferring -Checklists	-Classroom assessments -Manipulatives -Calculators -Software -Flash cards -Classroom Texts -Time for data analysis -RtI -Professional Development Catalog -Purdue Problem Centered Mathematics Project -*Indiana Department of Education* web site, ISTEP+ practice

Joan Martin Elementary School

2. All students will increase problem solving skills through differentiated instruction across the curriculum that emphasizes conceptual understanding. A. Students will learn basic math facts. B. Students will understand units of measurement and apply appropriate techniques and formulas. C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers. D. Students will identify, describe, and compare geometrical shapes. E. Students will construct and interpret graphs throughout the curriculum as part of data analysis. F. Students will learn and apply inquiry-type strategies. G. Students will have the opportunity to participate in study tables and ISTEP Boost.				-SCOH Balanced Assessment System Framework -Fastt Math -Xtra Math -Prodigy -Front Row -Fraction Nation -Khan Academy -Envisions
Intervention: Reasoning and Critical Thinking To Solve Problems 1. All students will use reasoning and critical thinking to solve problems that provide relevant, concrete, and everyday problems across the curriculum. A. Students will build academic vocabulary across the curriculum. B. Students will understand and choose the correct mathematical operation to solve problems across the	2012-2017	-Elementary Staff Cross-Curricular -Administrators	-Classroom assessments -Journals -Rubrics -SCOH Balanced Assessment System Framework	A. *Classroom Instruction That Works* by Robert Marzano B. *Choice Words* by Peter Johnston C. *The Art and Science of Teaching* by Robert Marzano -Manipulatives

curriculum. (Example: "Similarities and Differences/Graphic Organizers" - Marzano) C. Students will use mental math/estimation to understand when an exact answer or an estimate is sufficient. D. Students will develop a set of problem solving strategies across the curriculum. Example: 1. READ What is the question? 2. REREAD What is the necessary information? 3. THINK Putting together = addition Taking apart = subtraction Do I need all the information? Is it a two-step problem? 4. SOLVE Write the equation. 5. CHECK Recalculate Label Compare E. Students will problem solve by using probability, data analysis, and statistics across the curriculum.				-Textbook -SCOH Balanced Assessment System Framework -Envisions -Pivot -Google Apps -SeeSaw
Intervention: Defined Curriculum – National or Academy Curriculum 1. Students will participate in project/problem based learning. A. IDOE STEM				-Google Apps -SeeSaw

Joan Martin Elementary School

B. Lego Robotics				
Intervention: Technology Tools 1. All students will increase problem solving by using technology tools across the curriculum. A. Students will construct, interpret, and analyze graphs. B. Students will use calculators to solve mathematical equations. C. Students will use computer simulations to solve problems	2012-2017	-Elementary Staff Cross-Curricular -Administrators	-Classroom Assessments -Teacher Observation -Student Presentations -Odyssey Compass Learning -SCOH Balanced Assessment System Framework	-Calculators -Computers and Simulation Software -Professional Development Calendar -Challenger Learning Center (Space Simulation) -Khan Academy -Harry Kindergarten on YouTube -Tablets -iPads -vBrick -BrainPop Jr. -Google apps -Chromebooks -Envisions -Pivot -SeeSaw

Joan Martin Elementary School

Intervention: Response to Instruction (RtI) 1. Students will participate in RtI Tiers based on achievement levels. A. A district-wide RtI policy is implemented with guidelines. B. Tier II will be implemented through the intervention of "Increased Academic Learning Time" within the classroom including the following: -Achievement Groups - Strategy Groups -Double Blocked Subjects -Computerized Intervention Software C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Computerized Intervention Software -Intense Reading Intervention -Individual Instruction -Small Group Instruction	2012-2017	-Principals -K-12 Teachers -LRE Facilitators -Interventionists -RtI Teams	-SCOH Balanced Assessment System Framework -RtI Forms -RtI Meetings	-SCOH Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -RtI Policy & Guidelines -RtI Forms & Meetings -Skyward -Leveled Literacy Intervention (LLI) -System 44 -Read 180 -Professional Development RtI -Curriculum Materials RtI -TRC -RAZ Kids -Envisions MDIS -Pivot -Study Tables -ISTEP Boost
Intervention: Enriched and High Ability 1. Students will participate in Enriched and High Ability courses based on achievement levels. A. Enriched Curriculum -Small Group Instruction -Enriched Courses B. High Ability -Magnet High Ability Grades 2-5	2012-2017	-Lead: Central Office Administrators -Principals -Teachers	-School City of Hobart's Balanced Assessment System Framework	-School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC -High Ability Policy and Guidelines

Joan Martin Elementary School

Intervention: Clubs and Extracurricular 1. Students will participate in clubs and extracurricular activities A. Academic Support B. Academic Enrichment C. Athletics D. Performing Arts	2012-2017			-ISTEP Boost -Study Tables
Intervention: Instruction Support Services Students who qualify for additional services will be provided extra instructional support. A. Special Education B. English Learners (EL) C. 504	2012-2017	-Principals - Teachers -EL Coordinator -Special Education Staff -Nurses	-School City of Hobart's Balanced Assessment System Framework	-School City of Hobart's Balanced Assessment System Framework -Professional Learning Communities -Common Planning Time -Skyward -TRC (District Web site) -IEP -504 -Case Conferences

Joan Martin Elementary School

Intervention: Family/Community Involvement 1. All students will increase problem solving skills through opportunities for family/community participation. A. Skyward - Assignments/Grades/Discipline/Attendance B. Website - Homework Help and Tips C. Parent/Teacher meetings D. Homework Hotline E. Newsletters F. Facebook G. Google Classroom H. Online Assistance: -Khan Academy -FASTT Math -Envisions	2012-2017	-Principals -Elementary Staff -Central Office Administration -Technology Department	-Parent/Teacher Conference Attendance -Monitoring Harmony usage -Monitoring Website usage	-Skyward Parent Information Packet -School City of Hobart Website Online Assistance: -Khan Academy -FASTT Math -Envisions - Fraction Nation -Google Classroom -Smore -Facebook -Class Dojo

- Fraction Nation -Google Classroom -Smore -Facebook -Class Dojo I. Naviance-Monitoring College and Career Planning				

Intervention: Professional Learning Communities All students will increase problem solving skills as a result of teacher participation in professional learning communities.	2012-2017	-Administrators -Elementary Staff -Interventionists	-SCOH Balanced Assessment System Framework -Classroom Assessments	-Time for Professional Development -Professional Development Calendar -Book Studies

Joan Martin Elementary School

A. Curriculum Planning- Grade Level/Curriculum/Department Meetings a. Identification of Critical Standards b. Curriculum Calendar/Curriculum Mapping c. Google Apps d. Skyward e. Web Publishing with SchoolWires B. Data Analysis - ISTEP, Classroom Assessments, Pivot, SCOH's Balanced Assessment System Framework C. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings/DATA Meetings D. Professional Development - In-House Professional Development Calendar, Conferences E. RtI Teams			-Teacher Goal Sheets -Professional Development Enrollment -Grade Level Meetings -District Grade Level Meetings	-SCOH Balanced Assessment System Framework -Google Apps -Envisions -Pivot -Late Start Wednesdays -Common Plan Times -TRC -RTI Training

Joan Martin Elementary School

Action Plan #4: Careers

Improvement Goal:
All students will gain the knowledge necessary to be a successful contributing member of society.

Expectation(s) for Student Learning:
All students will develop career awareness.

Target Participants:
All students in Joan Martin Elementary School

Interventions:
Curriculum:
All students will participate in career awareness.
Students will participate in College Go Week.
Community/Parents/Guardians will develop career education knowledge.

Evaluation:
NSSE Inventory of School Effectiveness

Timeframe for Implementation:
2012-2017

Joan Martin Elementary School

Target Area of Improvement: Careers - Awareness, Education Plan, Career, and Guidance

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Intervention: Career Awareness 1. All students will participate in career awareness. A. Students will participate in interest surveys to identify career interests. B. Students will be provided with connected curriculum opportunities. C. Students will have the opportunities to listen and learn from guest speakers. D. Students will participate in a variety of study trips connected to the curriculum. E. Students will participate in various economical, hands-on activities through Junior Achievement. F. Students will receive "Student Success Mini Magazines" from Learn More Resource Center. G. Students will be given the opportunity to join after-school clubs involving career based activities, such as: photography, cooking, science, gardening, computer, etc.	2012-2017	-Superintendents -Principals -Elementary Staff -Home School Coordinator -Community Volunteers -Club Sponsors -Technology Department	-Lesson Plans -Study Trip Forms -Interests Surveys -NSSE Inventory of School Effectiveness -NSSE Elementary Exit Survey -Skyward usage monitoring	-School Buses -Speakers -Extra-curricular clubs -Career Interest Surveys -Community Members/ Business Community -Learn More Website -Grade specific career awareness books -Time for Planning, Coordinating and Scheduling -Career Volunteer Data Base online -Junior Achievement -5th Grade Walk into the Future

Joan Martin Elementary School

H. Allow for students to share, communicate, and write about their future thorough a variety of means, ie. Community circles, and Readers and Writers Workshop I. Students will utilize See Saw and Google Portfolios for College and Career planning				- See Saw and Google Portfolio -Employer Expectations Poster -5th grade Market Day
Intervention: College Go Week 1. Students will participate in College Go Week. A. Students will have the opportunity to share with the student body their college goals/careers. B. Students will engage in classroom activities to prepare to be college ready.	2012-2017	-Administration -Elementary Staff	-Student work	-Learn More Web site -Community Members -Study Trips -5th grade Class Reunion -4th grade High School visit
Intervention: Community Education 1. Community/Parents/Guardians will develop career education knowledge. A. Learn More Website -- Parent Checklists B. District Website -- Student/Parent Learning Center C. Financial Planning Workshops -529 Plan started at elementary school -Early Financial Planning D. Student/Parent Conferences – Academic Progress/Skyward E. Parents As Teachers	2012-2017	-Lead: Administration -Elementary Staff -Technology Department -Financial Expert -Parents -Students -Parent Educator -Local Churches	-Monitoring Website usage -Monitoring Skyward usage -Community Partnerships data -Financial Planning Workshop Attendance	-Learn More Website -District Website -Financial Planning Workshops -Skyward and Technology Department -Business/Community Partnerships -Lake County PAT -Legacy Foundation -Day Care Preschool -Community Fund

Joan Martin Elementary School

F. Community Partnerships - Community child care, daycares, and preschools will unite for "Ready, Set, Go!" -Kiwanis promotes B.U.G., 3rd grade dictionaries -Kids Hope Mentor Program				-Tri Kappa -St. Mary's -Local Philanthropists - Project Wisdom -College 529 Kickoff -Hobart Chamber
Intervention: Clubs and Extracurricular 1. Students will participate in clubs and extra-curricular activities. A. Academic Support B. Academic Enrichment C. Athletics D. Performing Arts		-Elementary Staff -HHS students -Community Members		-Girls on the Run -Study tables - ISTEP club -Drama Club -Lego Robotics -Choir -Art Club -Student Council -Spell Bowl -Math Bowl -Brickie Leaders

Joan Martin Elementary School

Action Plan #5: Safe Learning

Improvement Goal:

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice, and equality by focusing on productive citizenship in a democratic society.

Expectation(s) for Student Learning:

All students will demonstrate behavior expectations using 21st Century Lifeskills.

All students will respect diversity while becoming effective and participating members of a democracy.

All students will have the opportunity to participate in school sponsored community service activities to experience personal, intellectual, and social growth.

All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.

Target Participants:

All students in Joan Martin Elementary School

Reproductive and Family Planning (4-5)

Interventions:

All students will develop positive personal and interpersonal skills using 21st Century Lifeskills.
All students will develop positive leadership skills, ethics, school connectedness, and accountability.
All students will develop digital citizenship and practice acceptable technology usage.
All students will learn necessary strategies to keep themselves safe and healthy.
The school community will collaborate to provide a safe and secure facility.

Student Support:

All students will participate in RTI Tiers based on behavior.

Evaluation:

NSSE Stakeholder Opinion Surveys

Joan Martin Elementary School

Discipline Data Leadership Survey Pivot Early Warning System
Timeframe for Implementation: 2012-2017

Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Positive Personal and Interpersonal Skills 1. All students will develop positive personal and interpersonal skills. A. Students will use 21st Century Lifeskills daily. -Report card 21st Century Lifeskills Rubric B. Students will incorporate lifeskills and lifelong guidelines while participating in student council, clubs, and other activities. C. Students will problem solve behavior concerns by thinking, writing, discussing the lifelong guidelines and lifeskills. D. Positive Behavior Intervention and Support System (PBIS) -Students will participate in PBIS to promote positive behavior at school where all participants are encouraged daily to make positive choices. -Code of Conduct (student handbook)	2012-2017	-Lead: Administrators -All staff -Home-School Coordinator -Librarians -Resource/Hobart Police Officer - District Security Team: Superintendent, Director of School Safety, Student Safety Supervisor, Director of Support Services, Director of Technology, Director OF IT, Director of HR and Compliance, and SROs.	-Leadership Surveys -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Harmony Office Data -5-day letter -10-day letter -referral to prosecutor's office -Referral to Child Protective Services -MOP form referrals	-Morning Announcements -- PA System -21st Century Life skills Rubrics from Report Cards -Work One Poster -Incentives -Professional Development for Teachers, Parents, & Community -Student Handbook -*Tools for Citizenship & Life: Using the ITI Lifelong Guidelines & Lifeskills in Your Classroom* by Sue

Joan Martin Elementary School

E. Students demonstrate expectations by following the model of be respectful, be responsible, and be safe. F. Students will utilize the M.O.P. rules during behavioral concerns. The staff will teach, model and practice these questions so that students can "mop" up inappropriate behavior. Me -- Did or could this behavior hurt me or get me in trouble? Others -- Did or could this behavior hurt others or get others in trouble? Property -- Did or could this hurt somebody's property? G. Students will use the 4 A's in behavioral situations. Admit -- Write or tell me what you did wrong. Apologize -- Write or tell me how you are going to say you are sorry. Accept -- Tell how you will accept the consequences and responsibility of your actions. Amends -- Tell how you will fix the problem or behavior. H. Students and families will receive administrative newsletters that focus attention on the 21st Century Lifeskills and PBIS guidelines. I. Students will be encouraged to integrate the 21st Century Lifeskills and PBIS guidelines at home and in the community. -The lifeskill of responsibility will be addressed through the attendance policy.			-Pivot Early Warning System	Pearson -*ITI: The Model* by Susan J. Kovalik -*Teaching With the Brain in Mind* by Eric Jensen -*Character Begins at Home: Family Tools for Teaching Character and Values* by Karen D. Olsen and Sue Pearson -*Project Wisdom: Helping Students Make Wise Choices* -Professional Development for Teachers/Parents/ Community Organization -PBIS Guidelines -Team Lead Training -District Web site -Anti-bullying Web site -*Have You Filled a Bucket Today*? By Carol McCloud

Joan Martin Elementary School

J. Students will learn about positive, personal, and interpersonal skills through Project Wisdom during morning announcements. K. Students will participate in classroom presentation/discussions about positive personal and interpersonal skills: **-1st Grade**: ● *7 Habits of Happy Kids(*Life Skills of being proactive, setting goals, active listening, cooperation *, having balance in your life),* ● *Bad Case of the Tattle Tongue* is a way for the students to learn the difference between tattling which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion. ● Students also participate in *Tippy Touch or Ruby's Studio* where they learn about personal space and appropriate touch. ● MOP Procedures Review & Bucket Fillers & Read Bully Prevention Books. **-2nd Grade**: ● *Free the Horses* is an 11 week positive-thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it				-*Lucky Lessons* by Nancy Starewicz -MOP Form referral Forms -Focus on Education Newsletter/Web Site -*The First Days of School* by Harry Wong Home-School Coordinator Curriculum (videos/books) -*Tattling vs. Telling* by Practice scenes and Parent Letter -*7 Habits of Happy Kids – Book by Covy* -Tippy Touch -Video Program: *Free the Horses* with parent letters, weekly songs, use of puppets -Video: *Broken Toy* and parent letter -Video: *Gum in My Hair* -Video: Stranger Danger -Video: *Ben Carson Story*

is important to be a friend to others. It also addresses name-calling issues. ● MOP Procedures Review & Bucket Fillers & Read Bully Prevention Books. **-3rd Grade**: ● *Too Good for Violence* By Mendez Foundation*, Chrissa Stands Strong are* videos and discussion programs on what to do if you are called a name and why no one should call others names. Refusal Skills and strategies for saying no in peer pressure situations while maintaining friendships are taught to the students. ● MOP Procedures Review & Bucket Fillers & Read Bully Prevention Books. **-4th Grade**: ● *Too Good for Violence,* ● MOP Procedures Review, ● Bucket Fillers, ● Read Bully Prevention Books, ● Why Try ● Martin Luther King's Fighting Fair **-5th Grade**: ● *Too Good for Violence,* About Violence *Prevention* MOP Procedures Review, ● Bucket Fillers, ● Read Bully Prevention Books,				-Bullying Brochures -Why Try videos -Rachel's Challenge website and lesson book and curriculum. -Five minute daily Rachel's Challenge Activities -Mendez Violence Prevention Curriculum

● Why Try ● Gum in My Hair. -Librarians will read bullying prevention books from various authors. L. Rachel's Challenge is a program that promotes kindness and compassion for students in grades 1-5. Students participate in kindness chains, in class lessons, and videos. Students in 5th grade participate in the assembly Rachel's Story. -Five Minute Rachel's challenge Daily Activities M. Opportunities to practice employer expectations in work One Poster.				
Intervention: Positive Leadership Skills – Leadership and Mentor Programs 1. Students will develop positive leadership skills, ethics, school connectedness, and accountability. A. Elementary Team LEAD will foster student participation through school families and buddies. B. Parent education will be communicated and will encourage accountability for adults as well as children. C. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.	2012-2017	-Lead: Administrators -Home-School Coordinator -Principals -Elementary Staff -Counselors -Parents	-Leadership Surveys -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Mentor Data -Pivot Early Warning System	-Team LEAD Consultant for student, teacher, and parent training -Team LEAD Sponsors -Extra and co-curricular activities -Student Council -Girls on the Run - Rachel's Challenge Curriculum

Joan Martin Elementary School

D. Students will have the opportunity to participate in extra and co-curricular activities. E. Students will commit to kindness and compassion by pledging Rachel's Challenge.				
Intervention: Digital Citizenship 1. All students will develop digital citizenship and practice acceptable technology usage. A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software. -Etiquette -- Students will follow School City of Hobart's Student Technology Network and Responsible Use Policy (RUP) for appropriate technology use. -Students will create Digital Portfolios. -Staff will model appropriate uses of technology in and out of the classroom. B. Students will access information, store, and share information in a responsible manner .-Responsibility -- Students will assume electronic responsibility for actions and deeds. -Students will abide by the school's codes of conduct as they relate to plagiarism, fair use, and copyright laws. C. Students will be given opportunities to communicate in different fashions. (ie: web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Google Classroom)		-Central Office Administrators -Director of Technology -Director of Informational Technology Services -Technology Staff -Administrators -All Staff -Home-School Coordinator -School Resource Officer (SRO) -Parents -DARE Officer -Director of School Safety -Media Center Paraprofessionals	-Lesson Plans -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Mentor Data -Skyward -Google Classroom -SeeSaw	-Ribble, M. Bailey, G., Ross, T (2004) *Learning and Leading with Technology Digital Citizenship* addressing appropriate technology use. 31,1 ISTE. -Director of Technology -Director of Information Technology Services -SeeSaw -IT Manager -Student Handbook -RUP -RUP Forms -District Website -Internet Access -DARE Officer & Program -BYOD Policy -My Big Campus -Google Apps

- Provide time for students to use school technology to complete assignments. -Students will have one to one technology. D. Students will learn how to protect themselves electronically. - Security --Electronic precautions will be taken to guarantee safety. - Parents and students will be given resources to learn the proper use of social networks like & Facebook, Twitter, SnapChat, Instagram E. School City required Internet lessons F. Too Good for Drugs and Violence 3-5th Grade				
Intervention: Strategies to be Safe and Healthy 1.Students will learn necessary strategies to keep themselves safe. They will participate in the following Home School Coordinator Programs: A. Grade 1: ● Tippy or Ruby's Studio; learning about safe touch. Steps are reviewed yearly or as needed with all grade levels. ● Tattling vs. Telling ● 7 Habits of Healthy Kids B. Grade 2: ● Free the Horses. It is an 11-week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it	2012-2017	-Home-School Coordinator -D.A.R.E. Officer -Classroom Teachers -School Nurse -Classroom Teachers -Hobart Fire Department -Director of Technology -Director of Curriculum -SROs -Hobart Police Department	-Leadership Surveys -NSSE Opinion Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -Skyward -Google Classroom -SeeSaw -Pivot Early Warning System	-Home School Coordinator programs to include but not limited to: Video: *Tippy* with Parent Letters; Video Program: *Free the Horses* Parent Letters, weekly songs, puppet; -Role Playing Scenes; Video: *Stranger Smart* Parent Letter Presented by Resource Officer/School Counselor -Too Good for Drugs and Violence Curriculum -Parent Communication

is important to be a friend to others. It also addresses name-calling issues. C.Grade 3: ● taught personal safety skills ● *Stand Strong* ● Too Good for Violence by Mendez Foundation. D. Grade 4: ● Broken Toy ● Too Good for Violence ● Martin Luther King's Fighting Fair ● Why Try E. Grade 5: ● Too Good for Drugs and Violence Curriculum. ● Gum in My Hair ● Why Try F. Students will participate in classroom activities, such as community circles, to problem-solve and gain clarification and support related to their safety. G. Students will participate in communicable disease education that is appropriate for their grade level. H. Students will participate in curriculum that promotes wellness. I. Fire Safety J. Students (4-5 grades) will participate in Healthy Choice Decision Making Curriculum. -Internet Safety/Digital Safety/Digital Portfolio				-Health Curriculum -Hobart Fire Dept. -Healthy Choices Decision Making Curriculum -Skyward -Internet Safety/Digital Citizenship/Digital Portfolio
Intervention: Safe and Secure Facility	2012-2017	-Lead: Administrators	-Drill data	-Emergency Response

Joan Martin Elementary School

1. The school community will collaborate to provide a safe and secure facility. A. Annual review and following of Emergency Response Plan: Practice storm drills Practice fire drills Practice lockdown B. Annual review and following of Crisis Plan C. CPR/AED Training D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Messenger system as needed. E. All staff members will wear a school ID badge. F. All visitors must submit to an identification check utilizing the Safe Visitor security protocol to obtain a visitor's badge. G. Selected Staff are trained in CPI. H. All substitute teachers will wear an ID badge when in the building or on the premises 2. The Director of School Safety maintains a safe learning environment and works with Safe Schools Committee I. All coaches and community coaches will be trained and will wear ID badges when in the building or on the premises. J. School will use School Guard in conjunction with Hero 911.		-Elementary Staff -Director of School Safety -Hobart Police Department -Director of Human Resources and Compliance -Safe School Committee	-Emergency and Crisis Review Checklist -Accident Reports -Crisis Committee -Selected Staff Trained in CPI (see list) -Safe Schools -Participates in annual notices	Plan -Crisis Guides - Too Good for Drugs and Violence Curriculum -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manuals -Alarm Systems -Security Cameras -Communication System -Volunteer Software -Director of School Safety -Annual Notices -Safe Schools -Substitute Training -School Guard/Hero 911
Intervention: Response to Instruction (RTI) 1. Students will participate in RTI Tiers based on behavior.	2012-2017	Lead: Central Office Administrators -Principals	-SCOH Balanced Assessment System Framework	-SCOH Balanced Assessment System Framework

Joan Martin Elementary School

A. A district wide RTI policy is implemented with guidelines. B. Tier II will be within the classroom including the following: -Individual Behavior Contracts -Small Group Instruction using books, videos, observations, playgroups -Mentors C. Tier II and Tier III will be implemented through intense intervention with additional support services. -Behavior Intervention Plan based on Functional Behavior Assessment -Guidance/counseling -Mentors		-Northwest Indiana Special Education Cooperative (NISEC) Director -Elementary teachers - LRE Facilitator -Interventionists -Home school Coordinator	-RTI Forms -RTI Meetings -Skyward -Google Classroom -SeeSaw -Pivot Early Warning System	-Skyward (Report Card/Discipline) -Functional Behavior Assessment -Individual Behavior Plans -Behavior Intervention Plans -Professional Learning Communities -Common Plan Time -RTI Policy and Guidelines -RTI Forms -RTI Meetings -Life skill books -Mentors -SCOH website