

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.

Expectations(s) for Student Learning:

- All students will demonstrate behavior expectations through the Lifelong Guidelines/Lifeskills and Guiding Principles.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will have an opportunity to participate in 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 the School City of Hobart (bullying)
Secondary Students(grades 7-12 substance abuse)

Interventions:

Student Support:

All students will develop positive personal and interpersonal skills through Lifelong Guidelines/Lifeskills and Guiding Principles.
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.
The school community will collaborate to provide a safe and secure facility.

Evaluation:

NSSE Stakeholder Opinion Surveys
Discipline Data
Leadership Survey

Timeframe for Implementation:

Fall 2006 - Spring 2010

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|-------------------------|--|--|---|
| <p>Intervention: Positive Personal and Interpersonal Skills</p> <p>1. All students will develop positive personal and interpersonal skills through Lifeskills and Guiding Principles.</p> <p>A. Daily practice and usage of Lifelong Guidelines / Lifeskills / Guiding Principles (in classroom management and curriculum)</p> <p>B. Incorporate Lifeskills and Guiding Principles in student government, athletics, clubs, and other activities such as YMCA programs, Girl Scouts and Boy Scouts.</p> <p>C. Incorporate Lifeskills in student discipline:</p> <p>- MOP Grades for K-8</p> <p>We teach, model, and practice these questions so that students can "mop up" inappropriate behavior.</p> <p>Me - Did or could this behavior hurt me or get me in trouble?</p> <p>Others - Did or could this behavior hurt others or get others in trouble? Property - Did or could this hurt somebody's property?</p> <p>- 4 A's for Grades K-8</p> <p>ADMIT - Write or tell me what you did wrong. APOLOGIZE - Write or tell me how you are going to say that you are sorry.</p> <p>ACCEPT - Tell how you will accept the consequences and take responsibility for your actions. AMENDS- Tell how you will fix the problem or behavior.</p> | <p>Fall 2007 - 2010</p> | <ul style="list-style-type: none"> -Lead: Administrators -All Staff K-12 -YMCA -Scouts -Youth Athletic Organizations -Home School Coordinator -Counselors -Citizenship Goal Chairs -Citizenship Banners | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -Principal Resources: books & videos | <ul style="list-style-type: none"> -A.M. Announcements, PA, Displays -Incentives -<i>ITI: The Model</i> by Kovalik -<i>Teaching With the Brain in Mind</i> by Jensen -<i>Character Begins at Home: Family Tools for Teaching Character and Values</i> by Olsen and Pearson -<i>Tools for Citizenship and Life: Using the ITI Lifelong Guidelines & Lifeskills in Your Classroom</i> by Pearson, Olsen -Professional Development for Teachers, Parents, & Community -Student Handbook -Referral Forms -Team Lead Training -District Web site -Anti-bullying Web site |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

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|---|---------------------------|--|--|---|
| <p>Intervention: Positive Personal and Interpersonal Skills</p> <p>D. Incorporate Guiding Principles in student discipline: TEAM LEAD Together Everyone Accomplishes More through Leadership-students will take on more leadership roles in the school and community. Education-students will strive to become life-long learners. Achievement-students will set goals. Dedication-students will strive to follow through with goals they have started.</p> <p>E. Focus attention on Lifeskills and Guiding Principles in newsletters.</p> <p>F. Integrate Lifeskills and Guiding Principles at home and in the community.</p> | <p>Fall 2007-2010</p> | <ul style="list-style-type: none"> -Lead: Administrators -All Staff K-12 -YMCA -Scouts -Youth Athletic Organizations -Home School Coordinator -Counselors -Citizenship Goal Chairs -Citizenship Banners | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -Principal Resources: books & videos | <ul style="list-style-type: none"> -Professional Development for Teachers, Parents, & Community Organizations -MOP Forms -District Newsletter -<i>The First Days of School</i> by Wong -Books & videos will be made available for checkout to parents & students on topics involving building social skills. -<i>Character Centered Teaching Kit</i> by Dr. Daggett -Student Handbook -Referral Forms -Team Lead Training -District Web site -Anti-bullying Web site |

Target Area of Improvement: Citizenship - Teaching and Learning Action Plan #3e: Citizenship: Lifeskills, Diversity, Community Service, and Ethics

| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|--------------------|--|---|---|
| <p>Intervention: Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs</p> <p>1. All students will develop positive personal and interpersonal skills through Lifeskills and Guiding Principles.</p> <p>A. Students will participate in classroom presentation/discussions: Kindergarten: <i>Charlie the Caterpillar</i> is an excellent book to teach the children our "turtle technique." Students learn how to keep their hands and feet to themselves and how to "cool down" if upset, angry, etc.</p> <p>1st Grade: <i>Tattling vs. Telling</i> 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.</p> <p>2nd Grade: <i>Free the Horses</i> 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 is important to be a friend to others. It also addresses name calling issues.</p> <p>3rd Grade: <i>Don't Call Me Names</i> is a video and discussion program on what to do if you are called a name and why no one should call others names. <i>Refusal Skills</i>, strategies for saying no to peer pressure situations while maintaining friendships, are taught to the students.</p> <p>4th Grade: <i>Broken Toy</i> is a powerful video on the possible effects of bullying and why it is important to treat others as people, not objects. Conflict Mediation is an 8 week course on resolving conflicts peacefully.</p> <p>5th Grade: <i>Scars</i> is an amazing video that shows what happens to a popular boy who used to be a bully and now finds himself being bullied and called names after a tragic accident. Discussion follows. <i>Gum in My Hair</i> is a program that offers students concrete techniques they can practice and use to respond to ongoing bullying. (Parents receive an accompanying letter for discussion at home for follow-through.)</p> | <p>2006 - 2010</p> | <p>-Lead: Home School Coordinators</p> | <p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys</p> | <p>-Home School Coordinator Curriculum (videos/books) -Parent Communication</p> |

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| <p>Intervention: Positive Personal and Interpersonal Skills - <i>Project Wisdom</i></p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Students will reflect upon the meaning of civic and personal values and the application of those values in their daily lives by listening to Project Wisdom messages which help them understand that any true success is rooted in respectful, responsible, and caring behaviors.</p> | <p>2006 - 2010</p> | <p>-Lead: Principals</p> | <p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys</p> | <p>-PA System -Project Wisdom Resource Manual -Guest Readers</p> |
| <p>Intervention: - Positive Leadership Skills - <i>Leadership and Mentor Programs</i></p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Team LEAD - Students will participate in a Team LEAD groups to promote leadership, empathy, accountability, and open discussions.</p> <p>- Elementary Team LEAD will foster student participation through school families and buddies.</p> <p>- Middle School Team LEAD Bystander Leadership Program will foster student participation through the discussion group format with upperclassmen.</p> <p>In addition, middle school students will participate in Natural Helpers based on the fact that when adolescents have problems, the people they turn to first are usually other adolescents.</p> <p>- High School Team LEAD Mentor Program will foster student participation through an inclusive group of mentors.</p> <p>B. Common Language K-12 on Aggression will be modeled.</p> <p>C. Parent education will be communicated and will encourage accountability for adults as well as children.</p> <p>D. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups.</p> <p>E. Students will have the opportunity to participate in JROTC.</p> <p>F. Students will have the opportunity to participate in extra and co-curricular activities.</p> | <p>2007 - 2010</p> | <p>-Lead: Administrators -Home School Coordinators -Counselors -Citizenship Goal Chairs</p> | <p>-Leadership Surveys -Mentor Data -Service Learning Records -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Survey</p> | <p>-Team Lead Consultant for student, teacher and parent training -Team LEAD Sponsor(s) -Boomerang Project -Natural Helpers Retreat -Community Organizations -Extra and co-curricular activities</p> |

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| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|---|--------------------|---|---|--|
| <p>Intervention: Positive Leadership Skills - Middle School Transition</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Students, as 5th graders, will participate in middle school readiness activities including the following:</p> <ul style="list-style-type: none"> -Attend an open house, a talent show or athletic event -Meet principals, counselors, and teachers throughout the school year -Do activities that will help reduce anxiety (Example: experiment with locks for lockers) <p>B. Students will participate in an interactive orientation day geared to welcome the 6th graders to their new campus, introduce them to their Team LEADers and to set the transition program in motion.</p> <p>-A general assembly takes students through a series of fun whole group activities that will have participants laughing and simply enjoying their first minutes at middle school.</p> <p>-TeamLEADers will lead their group of 6th graders through a series of fun, positive activities designed to help them all get to know each other as well as learn important campus information.</p> <p>-Orientation day will conclude with a closing assembly in which the entire 6th grade class and their Team LEADers end the day hearing a powerful message that encourages them to think about the choices they make during their years in middle school.</p> <p>C. Students will participate in activities beyond orientation for support throughout the year.</p> <ul style="list-style-type: none"> -Academic Follow Ups, in which Team LEADers visit 6th grade classes several times throughout the year, provide opportunities to teach younger students structured lessons on topics such as successful study habits and how to lift others up instead of putting them down. -Social Follow Ups, give Team LEADers and 6th graders the chance to reconnect several times a year during organized social events. -Team LEADers will make personal contacts with their group through phone calls and seeing them on campus in order to develop the personal relationship that will allow the Leader to be a support throughout the year. | <p>2008 - 2010</p> | <ul style="list-style-type: none"> -Lead: Principals -Counselors -5th and 6th Grade Teachers -Parents | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Survey | <ul style="list-style-type: none"> -Team LEAD Consultant and training for students, teachers and parents -Team LEAD Sponsor(s) -Boomerang Project Resources for training -Advisor/Advisee Time |

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| ACTIONS | SCHEDULE | RESPONSIBILITIES | MONITORING | RESOURCES |
|--|--------------------|--|--|--|
| <p>Intervention: - Positive Leadership Skills - High School Transition</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability.</p> <p>A. Students, as 8th graders, will participate in high school readiness activities including the following:</p> <ul style="list-style-type: none"> -Attend a Freshmen Orientation with parents at the high school that includes: Meet the Counselors/Principals, Core 40 - Career Pathway Presentation, Attendance and Schedule Presentation, Extracurricular and Co-Curricular Presentation. -Shadow a Team LEADer high school student for a day. -Attend a class schedule meeting with their parent and a high school counselor to begin their four year plan of study. - Students will view a video designed by HHS's theatre department that addresses the following: <p>Curriculum. How hard is it at the high school? What is a credit? How much homework do they assign?</p> <p>Facilities. What do I do if I get lost? Will my locker be on one side of the school and my classes on the other side? Where are the restrooms?</p> <p>Safety and discipline. Is the high school safe? Is there really a drug problem at the high school? What happens if I'm late to class?</p> <p>Teachers, counselors, and administrators. Who are the teachers? Is Mr. or Mrs. X really mean? Will my counselor help me decide about electives?</p> <p>General transition concerns. What's the food like? How much is lunch? How many times can I be absent each grading period? How is the high school like the middle school?</p> <p>B. Students as freshmen will participate in an interactive orientation day to welcome them to their new campus, introduce them to their Team LEADers to set the transition program in motion.</p> <p>-A year with Team LEADers begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and simply enjoying their first minutes of high school.</p> | <p>2008 - 2010</p> | <p>-Lead: Principals -Counselors</p> | <p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Survey</p> | <p>-Team LEAD consultant and training for students, teachers, and parents -Team LEAD Sponsor(s) -8th grade orientation video designed by HHS students -Boomerang Project resources</p> |

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| <p>High School Transition Continued...</p> <ul style="list-style-type: none"> -Team LEADers will lead their freshmen through a series of fun, positive activities designed to help them all get to know each other as well as learn important campus information. -The Team LEADers orientation day concludes with a closing assembly in which the entire freshman class and their Team LEADers end the day hearing a powerful message that encourages them to think about the choices they make during their years in high school. C. Students will participate in activities beyond orientation for support throughout the year. -Academic Follow Ups give Team LEADers the opportunity to visit freshmen classes several times throughout the year. During these visits, Team LEADers teach structured lessons on topics such as using your available resources, time management, and achieving excellence. -Social Follow Ups are organized social events in which Team LEADers and freshmen reconnect several times a year in order to strengthen the relationships that were established at orientation. -Team LEADer contacts happen outside of the structured activities and are another way for Team LEADers and their freshmen to connect. Team LEADers make personal contact with their freshmen through phone calls and visits on campus in order to develop the personal relationship that will allow the Team LEADers to be a support throughout the year. D. Students will attend a standards-based freshman transition Keystone course to pursue career exploration and to motivate students to take ownership of their futures with components that help students to: <ul style="list-style-type: none"> -Establish and consolidate their identity -Create a comprehensive 10-year life plan -Develop the skills of a personality that handles the pressures of adolescence -Understand the consequences of dropping out of high school and college. | <p>2008 - 2010</p> | <ul style="list-style-type: none"> -Lead: Principals -Counselors | <ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Survey | <ul style="list-style-type: none"> -Keystone curriculum that meets the standards with a 10-year education and career plan (The standards are available at http://gsehd.gwu.edu/gsehd/FTI.) -Schools with mentors site visits |

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| <p>Intervention: Digital Citizenship</p> <p>1. All students will develop digital citizenship and practice acceptable technology usage.</p> <p>A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software.</p> <p>-Etiquette- Students will follow the School City of Hobart's Acceptable Use Policy (AUP) for appropriate technology use.</p> <p>-Staff will model appropriate uses of technology in and out of classroom.</p> <p>B. Students will access information, store, and share information in a responsible manner.</p> <p>-Responsibility- Students will assume electronic responsibility for actions and deeds.</p> <p>-Students will abide by the school's codes of conduct as they relate to plagiarism, fair use and copyright laws.</p> <p>-Students will learn how to safe guard their electronic data. (ie; firewalls, off-site storage, electronic backups, virus protection).</p> <p>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 Moodle.</p> <p>-Access- Students will have full electronic participation in society.</p> <p>-Provide time for students to use school technology to complete assignments.</p> <p>-Students will work together on assignments.</p> <p>-Accommodations will be made so all have access to the technology within the school system.</p> <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <p>-Security- Electronic precautions will be taken to guarantee safety.</p> <p>-Parents and students will be given resources to learn the proper use of social networks like MySpace.</p> | <p>Fall 2007-2010</p> | <p>-Lead: Director of Technology -Technology Staff -Administrators -All staff K-12 -Home School Coordinators -D.A.R.E. Officer</p> | <p>-Lesson Plans -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys</p> | <p>-Ribble, M., Bailey, G., Ross, T (2004) <i>Learning and leading with technology.</i> Digital citizenship addressing appropriate technology use. 31,1 ISTE. -NETS-S 2, NETS-T NETS-A -Director of Technology -IT Manager -Student Handbook -AUP -Internet Access -Filter/Firewall -Professional Development -District Web Site -D.A.R.E./SRO Officers</p> |

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| <p>Intervention: Strategies to be Safe</p> <p>1. All students will learn necessary strategies to keep themselves safe.</p> <p>A. Home School Coordinator Programs Grades K-5</p> <p>-Students in grade 1 will participate in the program, Tippy, learning about safe touch. Steps are reviewed with all grade levels yearly or as needed.</p> <p>-Students in grade 2 will participate in the program, 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 is important to be a friend to others. It also addresses name calling issues.</p> <p>-Students in grade 3 will be taught refusal skills. These will help them say no to their peers and still keep their friends in peer pressure situations.</p> <p>-Students in grade 4 will participate in the program, Stranger Smart, prevention/self-defense tips to keep students safe.</p> <p>-Students will participate in classroom activities such as community circles to problem-solve and gain clarification and support related to their safety.</p> <p>B. Students in grade 5 and 7 will participate in Drug Abuse Resistance Education (D.A.R.E.)</p> <p>C. A student drug testing program will be designed to create a safe, drug-free environment for students and to assist in getting help when needed.</p> <p>D. All students will participate in communicable disease education that is appropriate for their grade level.</p> <p>E. Students will participate in curriculum that promotes wellness.</p> <p>F. Students will have an opportunity to participate in a Smoking and Tobacco Education Program (STEP).</p> | <p>2006 - 2010</p> <p>Student Drug Testing</p> <p>2007/2008</p> | <p>-Lead: Administrators and Board of School Trustees</p> <p>-Home School Coordinators</p> <p>-D.A.R.E. Officer</p> <p>-School Resource Officer</p> <p>-School Nurses</p> <p>-PE/Health Department Chairs</p> <p>-HIV/AIDS Council</p> | <p>-Leadership Surveys</p> <p>-Observable Student Behaviors</p> <p>-Drug Testing Data</p> <p>-STEP Data</p> <p>-Referral Form Data</p> <p>-Discipline Data</p> <p>-Student of the Month</p> <p>-NSSE Opinion Surveys</p> | <p>-Home School Coordinator Programs</p> <p>-DARE Curriculum</p> <p>-Student Drug Testing Program/Policy and Positive Life Program</p> <p>-Communicable Diseases/HIV/AIDS Curriculum</p> <p>-Parent Communication</p> <p>-Health Curriculum</p> <p>-STEP Program</p> <p>-Wellness Policy</p> |

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| <p>Intervention: Safe and Secure Facility</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan: Practice storm drills Practice fire drills Practice lockdowns</p> <p>B. Annual Review and Following of Crisis Plan</p> <p>C. CPR/AED Training</p> <p>D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>E. All staff members will wear a school ID badge.</p> <p>F. All visitors must wear a visitor badge.</p> | <p>2006 - 2010</p> | <p>-All K-12 Staff -Lead: Administrators</p> | <p>-Drill Data -Emergency and Crisis Review Checklist -Accident Reports -Observable Student Behaviors -Caught Being Good/Student of the Month -Lesson Plans -Observable Student Behaviors -Discipline Data -NSSE Opinion Surveys</p> | <p>-Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manuals -Alarm Systems -Security Cameras -Communication System</p> |