

Expectations

Pgs. 9-35

9/27/04

1. How has your education impacted your life? Do you think that you received a quality education (K-12)? Please give an example of a friend or family member who did not receive and/or take advantage of their educational opportunity.
2. Researchers have proven that a student's level of education is best predicted by their zip code. Why do you think that this present reality exists? How does this relate to teacher expectations?
3. Please give your response to the quote, "Poverty is not a barrier to learning, but low expectations, rejection, and indifference are." (pg. 12)
4. We have made significant double-digit gains in student achievement at Levey in every academic area in two years, yet our students' racial, ethnic, and socio-economic statuses have not changed. Why do you think that this has happened?
5. Please examine the seven characteristics of Effective Schools (pgs. 14-18). After reviewing them, identify the one characteristic that we need to improve the most and give suggestions as to how we can improve this component.
6. How do we form expectations? What power do they wield in our lives and in the classroom?
7. Why do you feel that people are unwilling to challenge their beliefs, expectations, and assumptions even after evidence is presented to refute their stance?

8. How important are expectations in the socialization process? (pg. 21 and 22). Why is the socialization process so important in middle school?
9. What does the experiment conducted by Jane Elliot in the 1960's (blue eyes/brown eyes) teach us about the power of assumptions and expectations? Do you ever find yourself guilty of making assumptions about your students' academic ability? If so, why?
10. Teacher expectations are defined as ***“inferences that teachers make about the present and future academic achievement and general classroom behavior of their students.”*** Please examine this definition.
11. Please respond to this quote from pg. 29, ***“The literature indicates that teacher expectations affect student achievement primarily in two ways: first, teachers teach more material more effectively and enthusiastically to students for whom they have high expectations; and second, teachers respond more favorably to students for whom high expectations are held-in a host of often subtle ways that seem to boost students' expectations for themselves.”***
12. Please describe the difference between a Proactive, Reactive, and Overactive teacher. Where would you classify yourself?

Departmental Fact Sheet

Date of meeting: _____

Quarter: _____ Department: _____

6th grade focus objectives/benchmarks:

7th grade focus objectives/benchmarks:

8th grade focus objectives/benchmarks:

OPI

Team Mission

To fulfill this mission we will make the following commitments:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Baseline data:

- % of Passing Students _____
- % of Students Who Met State Standards _____
- % of Students Who Exceeded State Standards _____
- % of Students on the Honor Roll _____
- % of Students Taking Advanced Coursework _____
- % of Students with D/F _____
- % of Levey Leaders _____

Team Goals:

1. _____
2. _____
3. _____
4. _____
5. _____

Breakthrough Goal:

We will celebrate student success by:

We will recognize student improvement by:

We will support struggling students by:

7th Grade Team Planning Schedule

Team	Monday	Tuesday	Wednesday	Thursday	Friday
Team Titan	Weekly Academic Plan	Nuts and Bolts	Counselor Meeting	Grade Level Department Meeting	Grade Level Department Meeting
Team Bronco	Weekly Academic Plan	Nuts and Bolts	Counselor Meeting	Grade Level Department Meeting	Grade Level Department Meeting

Title 1 Student Support Specialist

Position:	Title 1 Student Support Specialist
Location:	Levey Middle School
Salary:	Not to exceed Step 2 of the SEA Master Agreement (Grant funded, one-year position only)
Qualifications:	*Possess a valid Language Arts (6-8) or English (6-8) teaching certificate
Description:	The primary function of the Title 1 Student Support Specialist is to monitor, mentor, plan, and assist Title 1 students in order to help them acquire grade level proficiency in math and reading. The person who fills this key position must demand and promote high academic achievement for all students. This key person would collaborate with students, teachers, counselors, administrators and parents to ensure student success. In addition, this person would help plan and oversee all Title 1 programming, including the Title 1 Parent Advisory Committee. This person will also teach no more than three (3) Reading Support classes or other support classes as determined by the building principal. This person will also assist with reports and paper work associated with Title 1 funding.
Responsibilities:	<ul style="list-style-type: none">*Monitor progress of Title 1 students*Create plans and intervention strategies to help Title 1 students be successful*Communicate progress of Title 1 students to their parents*Effectively work with teachers to devise strategies to help improve the achievement of Title 1 students*Plan and participate in programming/workshops for Title 1 parents*Prepare reports and assist with paperwork associated with Title 1 funding*Teach a maximum of three support classes for Title 1 students*Disaggregate achievement data for Title 1 students and prepare reports for the building principal as requested*Participate in school improvement efforts like NCA and School Improvement Plans as it relates to Title 1 students*Other duties and responsibilities as determined by the building principal

Levey Middle School
Title 1 Tutoring Request

Teacher Name

Subject: _____

Date: _____

Room Requested for Tutoring: _____

Dates for Tutoring: _____

Please provide an abstract in the space provided which explains the following: ***What activities do you plan to engage students in? How will these activities improve student proficiency in math or reading? Who will be serviced (Specific students)? What curriculum standard(s) will you be addressing? What are your expected outcomes (attach a copy of the assessment)?*** (attach paper if you need additional space)

Approved

Denied

Administrator _____

Date _____

Levey Middle School 2004-2005
Student Success Plan

Student Name: _____ Grade: _____

Subject: _____ Teacher: _____

In order to receive a passing grade _____ must do the following:

1. _____
2. _____
3. _____
4. _____

I, _____ agree to make the following commitments in order to receive a passing grade:

1. _____
2. _____
3. _____
4. _____

I, _____ will make sure that my child honors his/her academic commitments by doing the following:

1. _____
2. _____
3. _____
4. _____

We, Mr./Ms. _____ will support
_____ by providing the following assistance:

1. _____
2. _____
3. _____
4. _____

We are all totally committed to the success of all of our students. Success takes hard work and commitment and a solid plan. We believe that if this plan is put into action, the student will find success. If the plan is not followed, the student runs the risk of failing his/her current grade, attending summer school, or being placed in an alternative school. Signing this plan signifies that we are all focused and committed to student achievement.

Student _____ Date _____

Parent _____ Date _____

Parent _____ Date _____

Teacher _____ Date _____