

Academic Assistance—Helping Students Get the Homework Done

Kathleen Ingram: Our Lady of Tepeyac High School

Academic Assistance was developed because Our Lady of Tepeyac High School's faculty identified the main reason their students struggled in their classes was because they either could not or would not do their homework regularly. As a result, they decided that any student earning below a C in ANY class on either report cards or progress reports would be required to attend Academic Assistance—a mandatory, supervised after school homework period. What's exciting is that results are being realized with attendance in the after school program decreasing as the school year progresses! This session will focus on the design, coordination, and management of this successful intervention strategy.

Building a Strategic Reading Intervention System for Secondary Schools

Sharon Estes: Triad High School

This school-wide practice uses a reading intervention program in order to improve at-risk students. The school's purpose with this intervention is to identify incoming 9th graders with below average or academic warning scores in reading on their 8th grade Illinois Standards Achievement Test (ISAT) and to provide them with reading instruction strategies to improve their individual reading skills. In this session, Triad High School will identify the "how to's" in implementing this intervention and will also focus on how progress is measured. Attend this session and learn how you can help your students achieve grade level gains in their reading levels!

Data: The Tie That Binds!

Fred Schouten: AdvancED Field Consultant/NCA CASI Leadership Team Member

We know that we must use data to drive decisions. We are presented with models of school improvement, such as the research-based "Breakthrough School Improvement," and standards for schools, including those that form the foundation for AdvancED Accreditation. We are also required by Federal and State mandates to complete school improvement plans, technology plans, RtI plans, and a whole host of others. But what is the underlying constant in all of these puzzle pieces? Data! Don't miss this session to learn about an approach that unifies all of these challenges through the identification of data sources, the analysis of varied data types, and the synthesis of information into true school improvement efforts—And importantly, how your school can implement results oriented, data-driven continuous school improvement!

Evaluating School Wellness—Easier Than You Think!

Kristin Faust: The Illinois Nutrition Education and Training Program

Bring along your wellness policy to this interactive workshop that will help you evaluate progress in implementing wellness policy goals for nutrition education, physical activity, school meals, and other foods. Learn how to 1) develop an evaluation plan and get it started in the right direction; 2) develop measurable and realistic objectives; 3) find evaluation tools so you don't have to reinvent the wheel; and 4) fit evaluation into a "no time for that" schedule. Measuring success can be easier than you think when you learn successful strategies and have the right resources. This session is perfect for all school staff interested in implementing and evaluating local wellness policies.

Finding Identity and Voice—Teaching Students to Write Memoir

Marsha Aarons: The Ida Crown Jewish Academy

Students often approach personal narrative writing with angst: "What can I write about? Nothing interesting ever happens to *me!*" This memoir writing course alleviates this apprehension by providing a method for students to find their own defining moments and write about them. And, importantly, students are finding that writing isn't so difficult after all! This workshop session will focus on the intricacies of the design of the curriculum and how it is positively impacting students at The Ida Crown Jewish Academy!

Getting Results with Guided Reading!

Elise Schwartz, Wendy Vance, Angie Levan, and Jill Graham: Carlinville C.U.S.D. #1

Guided reading addresses students' individual needs by teaching to both their strengths and weaknesses at their instructional reading levels. Importantly, it also addresses all reading levels present in the classroom every day. Join this session to find out how your Kindergarten students can be reading by January of the school year. Also, find out how you will have fewer first grade students in the Reading Title I (RtI) process than second or third graders! This group of presenters is realizing results with 95% of 3rd graders meeting or exceeding state reading standards on the ISAT. Be sure to not miss this session if you have struggling readers!

It's All About Student Learning: A Comprehensive Restructuring Approach

Sharon Desmoulin-Kherat, Taunya Jenkins, and Elizabeth Zilkowski: Manual Middle and High Schools

Peoria Public Schools' District #150 stakeholders are expecting significant academic gains and a quick turnaround of Manual. Manual is a 7th through 12th grade building in an urban setting and has completed one year of restructuring. The leadership and faculty are using a variety of interventions to address their challenges including: community partnerships; standards aligned classrooms; character education; students' accountability; teaching of social and emotional standards; PBIS; report card blitz; progress monitoring with teachers; and much more. Don't miss this session to find out what interventions are working and what results they are seeing!

Jingles, Rhythm, Repetition, and Fun!

Michael Schafstall, Bev Pridemore, and St. Joseph 3rd Grade Class: Shurley English and St. Joseph Grade School

“My students act like they have never heard of a noun!” Do they remember their teacher taught the parts of speech last year? “I cannot even get them to write a complete sentence, let alone a paragraph!” In this session, you will see teachers and students demonstrating jingles, rhythm, repetition, and FUN to resolve these challenges and gain real writing results! Don't miss this interactive session where you can find out how to effectively merge grammar skills with the effective traits of writing—And Grammar Jingle CD's will be given as door prizes! *(Note: This is a vendor breakout session.)*

Meeting the Needs of Gifted Learners

Diane Beedy and Jane Quinlan: Macon-Piatt ROE 39 and Champaign-Ford ROE 9)

In these times of shrinking resources, attend this session to hear about a professional development opportunity for classroom teachers on identifying and meeting the needs of gifted students without a significant drain on schools' limited finances! This breakout session will offer a demonstration of the Gifted Education Seminar— a computer-assisted interactive training for K-12 teachers, developed by ISBE, ROEs, ISCs, and IAGC. Join us to find out how you can implement this new model of training in your school to help teachers learn to differentiate instruction for gifted learners in the regular classroom and help them deliver real results!

Navigating Through the District Accreditation Process

Mike Kelly and Becky Schuchman: Carlinville C.U.S.D. #1

AdvancED District Accreditation is a powerful systems approach to improving student performance results over time. It recognizes increasing student achievement involves more than improving instruction—it is the result of how well all the parts of the education system including the district, school, and classroom work together to meet the needs of students. Join Carlinville's district leaders as they outline the preparation, process, and impact of their journey to become Illinois' first district to achieve District Accreditation! They will specifically address how the process impacted student achievement, school culture, and organizational effectiveness. Don't miss this session if you want to learn about the solutions and results systems building can offer your district!

Power Tools: Choosing the Right School Management Software

Doug Mason: RenWeb School Management Software

In a tough economy with declining enrollments, you know the right school management software can save money, improve communications and even help attract new families. But how do you know which are money-savers and revenue-drivers and which contain hidden land mines that cost more while delivering less performance? Relax. This presentation includes and “Evaluation Tool Kit” you need to compare program features and real costs and zero in on the right program for you!

Put On Your Tennis Shoes! Using High Volume Walk-Thru Data To Improve Student Engagement

Jim Lee and Chris Becker: Glenwood High School

The Instructional Practices Inventory (IPI) is a data collection process designed to measure the level of student engagement and strategies within a school. Implementation involves using trained IPI staff members to visit classrooms repeatedly for an entire school day. It is expected that the staff member make at least 120 visits on the designated data collection day. Data collected at Glenwood High School initially indicated a high volume of teacher-led instructional activities, but after providing their staff with the opportunity to review and discuss the inventory results, student engagement practices have risen dramatically! Don't miss this session to find out how your school can realize these results too!

Putting Theory Into Practice Through Business-Education Partnerships

Cindy Gagich, Ron Payton, and Stacie Miller: Granite City High School

Students at Granite City High School did not have an understanding about "why do I have to learn this". So, the faculty and administration at the school decided that developing a job shadowing program would be a way to have the business community connect with students and share their needs for a knowledgeable and skilled work force. High school teachers found that many times the message they were trying to emphasize for students about how academics connected with careers just wasn't sinking in, but after implementing this partnership, they started seeing results! Attend this breakout session to find out how your school can develop and implement partnerships with businesses in your community and help your students answer their own question of why they need to know what you are teaching!

Putting Your School's Vision to Work

Fran Brady, Jack Denny, and John Kmet: Leyden High School District 212

Establishing a vision for your school is the most critical part of defining the school's purpose within its community. When Leyden started its new accreditation cycle, the School Improvement Team agreed that its school's vision and mission statement needed to be updated. What seemed to be a simple task was not. The process was a rewarding professional learning experience but it was definitely a challenge! Implementing the new vision statement involved strategic planning and earning buy in from stakeholders encouraged involvement at many different levels. Attend this session to learn practical tips on how you can build shared vision that will drive teaching and learning in your district and your schools!

Ready, Set, Go! Tips for Hosting Your Quality Assurance Review Visit

Steve Epperson: AdvancED Field Consultant/NCA CASI Leadership Team Member

Are you scheduled to host a Quality Assurance Review (QAR) visit in the near future? Then be sure to not miss this session where you will be provided with an overview of the entire process—beginning with the identification of the date through the actual steps leading up to the school visit! This is an ideal session for school personnel who are going through the QAR process for the very first time. Not only will you be provided with an overview of the process, but you will have an opportunity to interact with State Office staff, have all of your questions answered by senior members of NCA CASI's Leadership Team, & leave the session with resources to help your school be prepared to host its visit!

Real Data, Real Rigor, Real College Readiness Standards, Real Results!

Ray Broderick: AdvancED Field Consultant/NCA CASI Leadership Team Member

Recent studies question rigor in classrooms. Understanding data pertaining to overlap of state and college entrance benchmarks helps determine if we have enough rigor to exceed Content Standard & College Readiness goals. Using appropriate Summative and Formative Assessment can guarantee mastery of non-negotiable skills. Attend this session to find out how:

- state and college entrance data are used to target common skills sets;
- assessments are integrated in the curriculum to exceed state/college readiness objectives;
- a well-balanced instructional program connecting assessment to instruction avoids “teaching to the test”; and
- you can use rigorous interim assessment templates for to achieve student gains!

School 2.0: Riding the Next Wave of the Web-Based School Management Revolution

Doug Mason and Linda Harris: RenWeb School Management Software and Judah Christian School

RenWeb revolutionized school management with its industry-leading, totally integrated program serving over 1,400 schools and their families. But now the organization is reaching a new level with powerful plug-ins, a new online presence, and donor tools. Learn how it is working with partners and vendors to take the web-based school management revolution to the next performance level. (*Note this is a vendor breakout session.*)

Small Changes Producing Big Results! A School's Journey in Implementing and Managing Response to Intervention

Laura Fitzgerald, Kathy Kearny-Grobler, and Julie Puzey: Unity East Elementary School and CUSD #7 Schools

In 2007, the professional staff at Unity East Elementary School determined that students were being over identified for Tier II interventions and there were gaps in the school's core curriculum—Yet, this school was consistently meeting AYP! Not satisfied with the status quo, the professional learning community worked with central office and implemented some small changes that have resulted in some big results in the school's RtI system. These strategies are having positive impacts on student achievement! Attend this session if you want to learn how this team of professionals is successfully managing RTI!

Study Halls—A Tiered and Systematic Approach to Monitoring Students

Chris Becker and Jim Lee: Glenwood High School

During the 2004-2005 school year, Glenwood High School began to take critical steps to create a Professional Learning Community focusing on specific guidelines and activities that created a systemic approach to increasing student achievement. Stakeholders worked to create an environment of true collaboration determined to meet the needs of all students. A major focus during the process was to provide frequent monitoring of student progress through a systems approach. The tiered study hall system was developed to monitor student progress on a regular basis. This session will outline and describe the tiered study hall system including: 1) Resource Study Halls-IEP; 2) Freshman Focused Study Halls; 3) Upper Focused Study Halls; 4) General Study Halls; 5) Free Study Halls. Many of the programs identified in this session also align with RTI interventions!

Time to Teach: Restoring the “Class” in Your Classroom!

Kevin Dill: Tremont Elementary School

Are you running your classroom or is your classroom running you? Are you tired of “The Behavior Dance”? Has your school’s AYP fallen and can’t get up? Time, has been said, is the coin of learning. It’s no surprise teachers are spending more and more time with pesky everyday discipline problems and less time teaching the curriculum. Restore the “class” in your classroom and alleviate up to 70%-80% of classroom discipline problems, while accelerating achievement gains. In one short session you will learn the most effective strategies and powerful solutions to eliminating chronic disruptive behavior and gain six to nine hours of instructional time per week. Walk away refreshed and renewed, with evidenced-based strategies that you can use in your classroom on Monday!