

Name: Joe Fishell  
Building: A.E.O.  
Date: December 10, 2011

### Accomplishments

- Interacted with individual students at lunchtime by visiting their tables.
- Greeted students at arrival and exit each day.
- Attended PTSA meeting and reported on the Read-A-Thon; thanked members for their continued support of fundraising activities and clarified details of the event.
- Interacted with individual students at the Fall Sports Dance.
- Greeted parents during Parent-Teacher Conferences.
- Prepared dinner for the staff on Parent-Teacher Conference Day. Stuffed shells, meatballs, and hot sausage were on the menu.
- Interacted with students at lunchtime by previewing AR books they might enjoy reading and then discussing the books with students as they finish reading them.
- Encouraged students during lunch periods to participate in the charitable fundraising events being held at Oblock.
- Ongoing trouble shooting for daily challenges.
- Met with guidance counselors to target students for Activity Period Study Group based on first nine weeks grades.
- Assisted Officer Kost with investigations.
- Conducted telephone conversations with several parents to solve student issues involving bus transportation and issues, academic performance, discipline reports, detentions, etc.
- Met with Dean of Students to assess the alternative education program and its appropriate implementation following the first nine weeks report period.
- Continued Activity Period study group and met with guidance counselors to review requirements and assess effectiveness of study group for failing students.
- Updated shared calendar with upcoming events to assist teachers with scheduling of tests and big projects.
- Visited time out periodically to connect with students having difficulties.
- Continued to monitor the daily first period planner check to reduce number of unprepared students.

## Goals

**Provide quality, data-based instruction and varied learning opportunities for all students to assure achievement of adequate yearly progress, positive movement toward the target scores of 78% in math and 81% in reading, and movement toward the A.E.O Improvement Plan goals.**

- Directed Data Team to determine target group of students who are not proficient and inform teachers so they can adapt instruction to meet their needs.
- Encouraged and supported teachers who are using Smart Boards and other technology and games for reinforcing PSSA anchor glossary and math formulas.
- Continued to introduce low-level, high interest books at lunchtime to encourage special education students to increase reading and to take AR tests that will help them achieve the levels in Team Read while improving comprehension.
- Encouraged math and reading teachers to begin using Activity Periods for pulling groups of students who have not yet scored proficient.
- Encouraged teachers to use Moodle, and Podcasting to motivate students with alternative teaching techniques.
- Encouraged interaction between social studies teachers, science teachers and reading staff to include writing prompt and graphic organizers in each unit as they develop curriculum.
- Met with reading/English/special education/math teachers to assure students are being familiarized with the anchor glossaries.
- Added social studies and science to graphic organizer initiative being undertaken by math and reading teachers so that students would be using common organizers in all academic areas.
- Directed language arts department to continue development of cross curricular PSSA Handbook and common rubrics.
- Encouraged and supported teachers who are using vocabulary activities for PSSA anchor vocabulary.
- Reminded teachers to keep the A.E.O. Improvement Plan in mind when planning lessons and developing curriculum.
- Directed all students to use the student planner in all curricular areas to promote organization and to encourage parents to become involved in review and practice of skills at home; advised of upcoming planner drills.

**Increase PSSA reading and math tests scores for special education students in order to achieve AYP.**

- Met with Special Education Department to discuss strategies being used in the classroom to ensure students are being prepared for the PSSAs.
- Observed special education teachers to become familiar with classroom activities and reinforce teaching aligned to the standards.
- Discussed student/teacher ratio and testing sites for the PSSAs with special education department.
- Encouraged special education teachers to continue brainstorming ways to provide an optimal environment for PSSA testing of the target group.
- Met with individual special education teachers to review strategies being used to prepare students for PSSAs.
- Visited the special education classrooms to ensure that the Language! program is also preparing students for the PSSAs.