Action on First-Meet

- Report an Effectiveness of Regional Mentor Programs (QP 1) — The Board approved an initial report on the effectiveness of mentor programs. The report reviewed regional state-level mentor programs as well as pre- and post-teaching mentors. Participants heard presentations by Dr. Bill Daggett, President, International Center for Leadership in Education, and Elly S. Falk, Director, National Mentoring Partnership. The report noted that the data collected has helped mentor programs gain funding and support from community stakeholders. The report also highlighted the challenges and recommendations for improving mentor programs. The next steps include developing a comprehensive evaluation plan for mentor programs and exploring ways to increase the impact of mentor programs.

- Statutory Supplemental Funding Pitches for 2004-05 (QP 2) — The Board approved a supplemental funding request for English Language Learners (ELL) and School-Based Instructional Technology (SBIT). The funding was requested to support the implementation of the English Language Learner Program and the expansion of SBIT initiatives. The Board also discussed the importance of providing funding for these programs to ensure that all students have access to high-quality educational opportunities.

- Discussion Agenda

  - Action Plan for High School Innovation Conference (QP 3) — The Board discussed the action plan for the High School Innovation Conference, which focused on preparing public schools as well as in the Department of Public instruction. Results revealed some promising areas that could be restructured area under the leadership of Associate Superintendent Elsie B. Moore. The new directors will serve in the following areas:

    - School Support Services
    - School Reform Services
    - Accountability Services

- State Superintendent’s Report — The Board reviewed the State Superintendent’s report, which highlighted the progress made in improving student performance and providing a safe and supportive learning environment. The report also discussed the challenges faced by the Department of Public instruction in implementing new policies and programs, and the importance of continued collaboration with stakeholders to ensure effective implementation of these initiatives.

- State Board of Education — The Board discussed the State Board of Education, which reviewed the Report on Professional Development from the Center for School Leadership Development (QP 3). The report recommended strengthening the师 licensure requirements; accountability of the Regional Alternative Licensure Program; accountability of the equalization component of the ABCs formulas. It does affect how the growth of a school as a whole is calculated using the ABCs growth calculations should be re-calculated without including sixth grade reading, the subject and grade with the lowest performance. It is important to note that this issue does not affect individual student scores. The Board approved a new instructional model for the 2004-05 school year, the values in the ABCs formulas are being re-estimated for this year. This will be a short-term measure until the full comprehensive report is completed. The Board also discussed the need for a thorough and comprehensive review of the use of anti-violence topics in school curricula, and the importance of ensuring that anti-violence issues are adequately addressed in teacher preparation programs, requesting funding for a school-based position to provide training and services to local schools and districts, a comprehensive review of community-based programs currently in use by the Department of Public instruction, and the need for continued funding for the existing anti-violence programs and curricula, stronger collaboration to provide training and services to local schools and districts, and a comprehensive review of community-based programs.

- State Board of Education — The Board reviewed the State Board of Education, which reviewed the Report on Professional Development from the Center for School Leadership Development (QP 3). The report recommended strengthening the师 licensure requirements; accountability of the Regional Alternative Licensure Program; accountability of the equalization component of the ABCs formulas. It does affect how the growth of a school as a whole is calculated using the ABCs growth calculations should be re-calculated without including sixth grade reading, the subject and grade with the lowest performance. It is important to note that this issue does not affect individual student scores. The Board approved a new instructional model for the 2004-05 school year, the values in the ABCs formulas are being re-estimated for this year. This will be a short-term measure until the full comprehensive report is completed. The Board also discussed the need for a thorough and comprehensive review of the use of anti-violence topics in school curricula, and the importance of ensuring that anti-violence issues are adequately addressed in teacher preparation programs, requesting funding for a school-based position to provide training and services to local schools and districts, a comprehensive review of community-based programs currently in use by the Department of Public instruction, and the need for continued funding for the existing anti-violence programs and curricula, stronger collaboration to provide training and services to local schools and districts, and a comprehensive review of community-based programs.

- School Leadership Development (QP 3) — The Board discussed the School Leadership Development (QP 3) and expressed interest in inviting Center representatives to present to them at a future meeting. Members voiced concerns about the alignment of the Center’s work and the State Board’s priorities. Members also discussed the importance of ensuring that anti-violence issues are adequately addressed in teacher preparation programs, requesting funding for a school-based position to provide training and services to local schools and districts, a comprehensive review of community-based programs currently in use by the Department of Public instruction, and the need for continued funding for the existing anti-violence programs and curricula, stronger collaboration to provide training and services to local schools and districts, and a comprehensive review of community-based programs.

- Charter and Nonprofit Schools (QP 4) — The Board discussed the Charter and Nonprofit Schools (QP 4) and expressed interest in inviting Center representatives to present to them at a future meeting. Members voiced concerns about the alignment of the Center’s work and the State Board’s priorities. Members also discussed the importance of ensuring that anti-violence issues are adequately addressed in teacher preparation programs, requesting funding for a school-based position to provide training and services to local schools and districts, a comprehensive review of community-based programs currently in use by the Department of Public instruction, and the need for continued funding for the existing anti-violence programs and curricula, stronger collaboration to provide training and services to local schools and districts, and a comprehensive review of community-based programs.

- School Leadership Development (QP 3) — The Board discussed the School Leadership Development (QP 3) and expressed interest in inviting Center representatives to present to them at a future meeting. Members voiced concerns about the alignment of the Center’s work and the State Board’s priorities. Members also discussed the importance of ensuring that anti-violence issues are adequately addressed in teacher preparation programs, requesting funding for a school-based position to provide training and services to local schools and districts, a comprehensive review of community-based programs currently in use by the Department of Public instruction, and the need for continued funding for the existing anti-violence programs and curricula, stronger collaboration to provide training and services to local schools and districts, and a comprehensive review of community-based programs.

- Charter and Nonprofit Schools (QP 4) — The Board discussed the Charter and Nonprofit Schools (QP 4) and expressed interest in inviting Center representatives to present to them at a future meeting. Members voiced concerns about the alignment of the Center’s work and the State Board’s priorities. Members also discussed the importance of ensuring that anti-violence issues are adequately addressed in teacher preparation programs, requesting funding for a school-based position to provide training and services to local schools and districts, a comprehensive review of community-based programs currently in use by the Department of Public instruction, and the need for continued funding for the existing anti-violence programs and curricula, stronger collaboration to provide training and services to local schools and districts, and a comprehensive review of community-based programs.