

**iSchool High**  
**Web Site Copy**  
1<sup>st</sup> Draft – 2/22/08

\*\*\*\*\*

*HOME PAGE:*

**iSchool High**  
***Innovate, Motivate, Educate***  
[\*\(enter site\)\*](#)

WELCOME PAGE:

HEADLINE:

**Welcome to iSchool High,  
where tomorrow's challenges are today's priorities.**

COPY:

**iSchool High is a public high school that targets individual interests and the development of individual responsibility by teaching in a creative business-like culture that values learning at high levels. iSchool High offers a fundamentally different approach to learning designed to address the needs of 21<sup>st</sup> century learners, preparing all students for college, careers and global citizenship.**

At iSchool High, we believe you cannot continue to do the same things and expect different results. Here we utilize a different curriculum in order to get different results. Our major mode of instruction is [Project-Based Learning](#) (PBL). It represents **a new approach to learning** in which teams of students are given a driving question or authentic problem that challenges them to find new information and apply it to **real world situations**. It is through the process of Project-Based Learning that students may recognize the relevance of the content they study. To accomplish this, the school offers a **one-to-one ratio of computers to students** in a state-of-the-art facility. Each student produces a professional portfolio of their work that features evidence of the school's identified learning outcomes. Students also engage in **community service** hours in addition to taking **college courses**.

iSchool High benefits from being **a small school where real connections can be made and sustained**. Students learn the most and enjoy school when they see real-world relevance. Check us out, [contact us](#) and see if you don't agree.

LINKS:

[About iSchool High](#)

[Guiding Philosophy](#)

[Why iSchool?](#)

[Admissions](#)

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ABOUT ISCHOOL PAGE:

HEADLINE:

## **iSchool High** ***Preparing 21<sup>st</sup> Century Students to Meet 21<sup>st</sup> Century Challenges***

COPY:

iSchool High is designed to immerse all students in rigorous liberal arts in a Project-Based Learning environment melded with Advanced Placement and industry internships that engage the students' interests. iSchool High is a tuition-free, public charter school that operates on an academic calendar which runs from August to June.

### **Mission**

Our mission is to challenge students to think critically, to reflect, and to transform their goals into realities through authentic, innovative and rigorous studies in a safe, high-tech learning environment.

### **Vision**

Our vision is to create a high academic learning environment centered on rigor, relevance, and relationships that foster a passion for lifelong learning and reflection to empower students to become leaders of their community and today's global world.

**Our Guiding Philosophy** values the following principles:

- The integrity and worth of each individual
- Small schools and small advisories
- Project-Based Learning
- Passion as an essential part of learning
- Advanced Placement and project-based courses
- Integrating technical and academic education
- Increasing the number of educationally disadvantaged students who succeed
- Individual student computers
- Peer evaluations and student self-tracking

[Read more about iSchool High's Guiding Philosophy \(Link to Guiding Philosophy Page\)](#)

SIDEBAR:

### **7 Attributes to Effective Schools**

iSchool High excels in all seven of the attributes common to today's most effective schools, which include:

- Common focus
- High Expectations
- Personalized Environment
- Time to Collaborate
- Respect and Responsibility
- Performance Assessment

- Technology as a Tool

*GUIDING PHILOSOPHY PAGE:*

*HEADLINE:*

***iSchool High Guiding Philosophy***

*COPY:*

- We respect the integrity and worth of each individual.
- Small schools and small advisories allow each student to be known well and to have personal learning plans that are designed to meet individual learning needs.
- Project-Based Learning promotes ongoing reflection and self-regulated learning by asking students to generate their own strategies for problem definition, information gathering, data analysis, and hypothesis building and testing, and to compare their strategies to those of other students and mentors.
- Passion is an essential part of learning, and laughter mixes naturally with serious discussion and hard work.
- Advanced Placement and project-based courses provide students with an extraordinary education and allow students to graduate as thoughtful and engaged citizens who are prepared to take on the difficult leadership challenges of the 21<sup>st</sup> century.
- Integrating technical and academic education prepares students for post-secondary education and for leadership in the high technology industry.
- We can increase the number of educationally disadvantaged students in math and science who succeed in high school and post-secondary education and who become productive members and leaders in the high technology industry.
- Students have their own computers that are used to complete projects, and they can build digital portfolios of their work.
- Students give peer evaluations and are able to track their work through online progress reports.

**The following strategies will be followed at iSchool High in order to enable students to achieve academic and personal success and become self-motivated, competent, lifelong learners:**

- **Rigorous and relevant Advanced Placement courses:** Graduates from iSchool High will meet or exceed the recommended Texas standards for high school graduation. The integration of arts and technology along with the powerful use of Project-Based Learning dramatically increase relevance of the curriculum for students.

- **Project-based Learning:** Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization—all skills that are needed for success in college and the world beyond. Projects also link the curriculum content with students' real world experiences, making learning relevant and valuable to their lives outside of school.
- **Personalized and Small Learning Environment:** All aspects of the school reflect a personalized environment where students are well known, individual student preferences are honored, and close communication and mentoring characterize student-teacher relationships. Research shows that smaller schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. An advisory program will ensure that students have a caring adult who knows them well, communicates with their parents, and will guide student progress throughout the four years of high school.
- **Technology:** All students will master fundamental technological tools and develop technological proficiency through presentation, web design, projects, assignments, communication, and Internet research.
- **Integrated curriculum and thematic studies:** To facilitate deep learning and connections across subjects (e.g., history, English, science, mathematics, and digital media), teachers will integrate themes and concepts in designing classes.
- **Art:** Art is an essential element in the students' studies. All students have a range of art electives throughout their high school career. Well-crafted arts experiences produce positive academic and social effects including increased creativity, more student engagement, better attendance, higher-order thinking skills, positive school climate, and key habits of mind (e.g., perseverance, self-initiation, collaboration, leadership).
- **Direct and inquiry-based instruction:** Teachers will use both methods. Direct instruction strategies include lectures, explanations and demonstrations through which students acquire concepts and information, learn to take notes, ask questions, and clarify ideas. Inquiry-based instruction strategies involve asking students to define problems, pursue information, pose and test hypotheses, draw inferences for themselves, and defend their thinking.
- **Leadership Skills:** Students will develop their leadership skills. These skills will be explicitly taught and regularly assessed through exhibitions and classroom behavior. These include public speaking, project management, facilitation, collaboration and internship productivity.
- **Assessment:** Student progress will be assessed in a variety of ways including portfolios, projects, and exhibitions, as well as state-required standardized tests.

WHY ISCHOOL? PAGE:

HEADLINE:

## A High Quality High School

COPY:

Educators and communities around the country are redefining the American high school to reverse alarmingly low dropout rates, creating successful, dynamic high schools based upon the new 3R's:

- **Rigorous Instruction** – Challenging all students with high expectations
- **Relevant Curriculum** – Helping students connect their studies to the real world
- **Meaningful Relationships** – Fostering supportive relationships between students and adults

The 3R's are most often found in smaller high schools. Hundreds of these dynamic schools are proving it's possible to prepare all students for success in today's demanding economy. Their [Evidence of Student Success](#) (*link to subhead*) is as impressive as the students they produce.

### Is iSchool High right for you?

Take a look at our [Student Expectations](#) (*link to subhead*) and decide for yourself.

SIDEBAR:

### Top 10 Reasons to Attend iSchool High

- Learn through challenging projects and real life internships.
- Enjoy a small school community where students and teachers know each other and are valued for their contributions.
- Take advantage of the one-to-one student/computer ratio to create presentations, build your own websites, do research and communicate with others.
- Prepare for college or career by learning the skills that will help you to succeed in higher education and the work force.
- Work in a hands-on, collaborative environment.
- Take non-traditional science and technology electives.
- Prepare to succeed in a rapidly changing world.
- Expand connections through new approaches.

- Learn real world experience through internships and college courses.
- Have the freedom to choose how you execute your ideas.

LINK:

[iSchool High Overview](#)  
*(link to: iSchool High.ppt)*

**SUBHEAD:**

## **Evidence of Student Success**

- Between 1998 and 2002, reading test scores for African American 11<sup>th</sup> graders in the San Jose School District rose nearly seven times as much as their counterparts' across California (while overall dropout rates decreased), after the district required a rigorous college-prep curriculum for all students.<sup>1</sup>
- Many recent studies have shown that high school students are more likely to succeed in a small and personalized environment that motivates them academically while preparing them for success in college, careers, and citizenship.<sup>2</sup>
- High standards in high school better prepare students for college. Four out of five students who faced high expectations in high school say they are well prepared for college, compared to those who faced moderate (58 percent) or low expectations (37 percent).<sup>3</sup>
- Students who take more advanced courses in high school are more likely to graduate from college. Four out of five high school students who completed calculus in high school graduated with a bachelor's degree. But less than a quarter of students whose top math course was geometry and just 8 percent of students who stopped at algebra earned a bachelor's degree.<sup>4</sup>
- Students in small schools in New York had higher graduation rates, higher college-going rates, and lower dropout rates than their peers in larger schools.<sup>5</sup> In Chicago, small schools had dropout rates one-third lower than big schools.<sup>6</sup>
- Students in small schools feel less alienated and tend to be more actively engaged in school activities.<sup>7</sup> Students have lower levels of substance abuse, violence, suicide attempts, pregnancy, and emotional distress.<sup>8</sup>
- Small schools show the most promise for raising the achievement levels of disadvantaged students and students of color.<sup>9</sup> Students can help reduce the achievement gaps and increase minority graduation rates. Small schools have fewer course options, so all students take college-preparatory courses. And since minority students are disproportionately segregated into urban districts with the largest schools, small schools become an equity issue.<sup>10</sup>



- <sup>1</sup> Education Trust West, "The A–G Curriculum: College-Prep? Work-Prep? Life-Prep. Understanding and Implementing a Rigorous Core Curriculum for All," Oakland, CA: Education Trust West, 2004.
- <sup>2</sup> Huebner, Tracy and Corbett, Grace, "Rethinking High School: Five Profiles of Innovative Models for School Success," Seattle, WA: Bill & Melinda Gates Foundation, 2005. **The Bill & Melinda Gates Foundation** ([www.gatesfoundation.org](http://www.gatesfoundation.org)) works to promote greater equity in four areas: global health, education, public libraries, and support for at-risk families in Washington state and Oregon. The Seattle-based foundation joins local, national, and international partners to ensure that advances in these areas reach those who need them most. The foundation is led by Bill Gates' father, William H. Gates, Sr., and Patty Stonesifer.
- <sup>3</sup> Peter D. Hart Research Associates, "Rising to the Challenge: Are High School Graduates Prepared for College and Work," Washington, DC: Achieve, Inc., 2005.
- <sup>4</sup> Rosenbaum, J., "It's Time to Tell the Kids: If You Don't Do Well in High School You Won't Do Well in College or on the Job," American Educator, Washington, DC: American Federation of Teachers, 2004.
- <sup>5</sup> Darling-Hammond, L., Aness, J., Wichterle Ort, S., "Reinventing high school: Outcomes of the coalition campus schools project," *American Educational Research Journal*, 39 (3), pp. 639-673, 2002.
- <sup>6</sup> Wasley, P., Fine, M., Gladden, M., Holland, N.E., King, S.P., Mosak, E., Powell, L.C., "Small schools: Great strides: A study of new small schools in Chicago," New York: Bank Street College of Education, 2000.
- <sup>7</sup> Fine, M. and Somerfield, J. (Eds.), "Small schools, big imaginations: A creative look at urban public schools," Chicago: Cross City Campaign for Urban School Reform, 1998.
- <sup>8</sup> McNeely, C.A., Nonnemaker J.M., Blum, R.W., "Promoting school connectedness: Evidence from the National Longitudinal Study of Adolescent Health," *Journal of School Health*, 72 (4), pp. 138-46, 2002.
- <sup>9</sup> Cotton, Kathleen, "New small learning communities: Findings from recent literature," Portland, OR: Northwest Regional Educational Laboratory, 2001.
- <sup>10</sup> Cotton, Kathleen, "School Size, School Climate, and Student Performance," School Improvement Research Series, Portland, OR: Northwest Regional Educational Laboratory, 1996.

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**SUBHEAD:**

## **iSchool High Student Expectations**

The successful iSchool student:

### **1. Creates high-quality work that is academically rigorous**

- Uses critical thinking (i.e., habits of mind) to answer open-ended questions
- Supports arguments and draws conclusions using evidence and analysis
- Incorporates feedback from critiques to revise and improve work
- Is able to present and talk about his/her work to any audience
- Hooks audience by introducing ideas in a creative way
- Maintains eye contact and appropriate body language throughout
- Engages audience with an informative and relevant presentation
- Uses visuals to help convey important information
- Utilizes technology as a tool to create professional, high-quality work

### **2. Develops good work habits that support learning**

- Is on-time, prepared for class and able to meet deadlines
- Asks thoughtful questions and participates in class discussions & activities
- Communicates with teachers if additional support or challenge is needed

- Takes pride in his/her work and reflects on ways to improve
- Works well with other students
- Does his/her share when working in a group
- Contributes his/her ideas and listens to others
- Uses time efficiently and is focused and on task
- Sets and meets both short and long-term personal and academic goals

**3. Maintains an updated digital portfolio that archives his/her work**

- Creates a professional design that is both functional and aesthetic
- Includes an updated resume and personal statement
- Posts major projects with title/date, image/icon, abstract and links to work

**4. Develops professional skills that apply to the real world**

- Communicates in a professional manner with members of the community
- Is able to apply project management and interpersonal skills to internship
- Dresses appropriately for internships, exhibitions, & formal events

**5. Contributes to the school community in a positive and constructive way**

- Has a positive attitude and is solution-oriented when problems arise
- Gets involved in the school by developing his/her passions and interests
- Takes ownership in the school by respecting property and space

ADMISSIONS PAGE:

HEADLINE:

## Registration for Admission to iSchool High

COPY:

**Admissions:** iSchool High is a Responsive Education Solutions Charter School and conforms to regulations with respect to admissions procedures for charter schools. There is no tuition charge to attend.

**What We Need To Know:** There are no minimum academic requirements for admission to iSchool High. However, we do need to know a lot about you for assessment and placement purposes.

**APPLICATION CHECKLIST - All items must be submitted in one (1) packet:**

- [Personal Information Form](#) (*links to subheads*)
- [Student Responses to Short Answer Questions](#)
- [Completed Parental/Guardian Release](#)
- [Transcript](#)
- [TAKS/Standardized Test Scores](#)
- [Computer Use Policy Form](#)
- [Student-Family Contract](#)
- [Parent Volunteer Form](#)
- Up-to-Date Shot Records
- Free/Reduced Lunch Form (available online in June)

**All items should be submitted and received by iSchool High by July 1, 2008**

**INSTRUCTIONS: Carefully read the entire application prior to completing.**

- Application forms must be typed or printed, illegible applications will be disqualified.
- All supporting documents from checklist must be included with application as one package.



Do you have a sibling who is also applying for admission in 2007-2008?

Select One

**How did you hear about iSchool High:(Check all that apply)**

Billboard  Newspaper

Direct Mailer

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**SUBHEAD:**

**Part 2: Short-Answer Questions** [\(print\)](#)

*Using the space below, answer the following questions:*

1. Please list THREE reasons why you would like to attend iSchool High.
2. We expect our students to give 100% effort and require students to stay after school if homework is not completed from the night before or if the quality of homework does not meet the teacher's expectations. How do you feel about that?
3. Our school community is based on six core values (responsibility, respect, integrity, curiosity, courage and doing your best). Which value do you think would be the most difficult for you to live consistently? Why?
4. Please list THREE things you hope to get done by the time you are 25.

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**SUBHEAD:**

**Parental/Guardian Release for Use of Student Information/Photos**

[\(print\)](#)

This release permits iSchool High to use the following items for publication on the school website, in school brochures, and in other school promotional materials:

1. Photos of your child taken at school events/activities or during student interviews.
2. Information submitted in your child's Application for Admission to iSchool High including, but not limited to, short-answer essays, student goals and expectations. Other information pertaining specifically to your child that is protected by the Federal Educational Rights and Privacy Act (FERPA) will not be used in these materials.

3. Student/parent comments and questions submitted or expressed to iSchool High during the student interview, at school events/activities, via e-mail or other correspondence, phone calls, or other communication with iSchool High.

If you wish to revoke this release at any time, you must do so in writing.

Student Name:

Parent Name:

Parent Signature:

Date:    /    /2008

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**SUBHEAD:**

### **REQUEST FORM FOR:**

**Transcript, IEP, & Standardized Testing Results  
(Complete this form and submit the request  
to your student's current school)**

[\(print\)](#)

Please use this form to request records that apply to your student; a copy of your student's 2007-2008 transcript (unofficial copy is acceptable), current report card/progress report, a copy of your student's Individual Educational Plan (IEP), and TAKS test results/Standardized testing results from your student's current school.

**NOTE TO SCHOOL:**

**Please provide all applicable items to the family so that they may submit all application components in one package.**

**Name of Student:** \_\_\_\_\_

**Student ID # (if applicable):** \_\_\_\_\_ **Student DOB:** \_\_\_\_\_

**Current School:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



2007-2008 Transcript



Current report card/progress report  
Copy of Individual Education Plan (IEP)

- Included
- Does not apply to my student



Test Scores are enclosed.

- TAKS
- Other Standardized Tests (*please specify test*) \_\_\_\_\_



Test Scores are unavailable (please provide explanation below):

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**SUBHEAD:**

## **Student and Family Contract**

[\(print\)](#)

**KEEP A COPY OF THIS FOR FUTURE REFERENCE**

*iSchool High's goal is to provide an outstanding liberal arts high school education with a science, math and technology focus to a gender, economically and racially diverse student body. By creating a powerful learning community centered on core values and a shared commitment to academic excellence, iSchool High intends to increase the number of underrepresented students (women, minorities and economically disadvantaged) who attain college science and liberal arts degrees. iSchool High will graduate responsible, engaged citizens who are prepared to be leaders of the future.*

**In order to uphold our mission, we have included a Student/Family contract as part of the admission process, we are asking that students and their families review and commit to the following terms.**

This contract is between (student name) \_\_\_\_\_, his/her parent(s) or guardian, and iSchool High for the school year.

### **Student:**

1. I agree to attend school every day, be on time, and ready for instruction.
2. I agree to give my best effort to all of my academic work. I will complete my homework every night, actively participate in class, ask questions when I don't understand something, and seek extra help when I need it.
3. I agree that, should I not understand something or give my best effort on an assignment, I will be required to attend after school homework sessions (College Prep).
4. If I am absent, I will take responsibility for bringing in documentation, getting missed assignments and making them up the following day.
5. I agree to be a positive participant in all aspects of iSchool High programs including, but not limited to field trips, academic counseling, group discussions, physical education activities, horticultural/building maintenance projects, testing, and all other instruction deemed appropriate by the iSchool High staff.
6. I will abide by the dress code (included).
7. I understand that I am responsible for my own behavior, and I agree to comply with all the rules and policies of the iSchool High in the Student/Parent Handbook.



8. I agree to follow all the written and verbal instructions given by all staff members of iSchool High.
9. I agree to follow all computer policies and procedures as stated in the Student/Parent Handbook.
10. I agree to refrain from destroying or damaging private or school property, and I agree to pay, either by cash or by school service, for anything I damage. I understand that if I damage computing equipment, my privileges concerning the use of this equipment may be temporarily or permanently revoked and payment for damages will be mandatory.
11. I understand that iSchool High will have consequences for the following issues:
  - a. Academic Honesty: I agree to complete my own academic assignments and understand that cheating and plagiarism is not allowed.
  - b. Drugs: I agree to refrain from the use or possession of alcohol, tobacco, marijuana and other illicit drugs or intoxicants on campus and school activities.
  - c. Weapons: I agree to refrain from the possession of knives, guns or any other type of weapon on campus.
  - d. Violence: I agree to refrain from all forms of violence, assault, and bullying.
  - e. Harassment: I agree to refrain from verbal abuse of anyone at the school on the basis of race, gender, religion or sexual preference.

I understand that attending iSchool High is a privilege, not a right. I understand that if I do not give the appropriate effort or meet any of the above commitments, loss of privileges, suspension, or expulsion could result.

Parent:

1. I agree to promote and support the staff, programs, and policies of iSchool High outlined in the Student and Family Handbook (distributed at the beginning of the school year or found online) and accept the responsibility to work cooperatively with the staff on behalf of my child.
2. I agree to see that my child attends school every day and arrives on time. I understand that should my child be absent more than 10 days of the school year, he or she will have to repeat his current grade.
3. I agree to actively oversee my child's academic work on a daily basis and ensure that my child is giving his/her best effort.

4. I understand that my child will be required to attend after-school homework sessions (College Prep) should he/she not complete homework.
5. I understand that my child will not be promoted to the next grade unless he/she has met all the academic requirements of the school. Should my child not meet these requirements, I understand that my child may need to attend summer components to complete the work.
6. I agree to attend meetings scheduled by iSchool High staff, including but not limited to parent support meetings, academic conferences, progress meetings, and discipline conferences.
7. I agree to commit ten (10) hours of support and volunteer hours to iSchool High. Multiple opportunities will be available throughout the school year to reach the service hours and accommodate varied work schedules.
8. I agree to come to school for a meeting if my child is suspended and I understand that this meeting must occur before my child returns to class.
9. I agree to allow my child to travel and to participate in all field trips arranged by iSchool High, and I hereby authorize my child to receive emergency medical treatment if I am unavailable.
10. I agree that I will not knowingly allow my child to participate in an off-campus activity where drugs, alcohol or other illicit substances are consumed.

We have read the terms outlined in this contract. We understand them and agree to comply with them fully.

Parent Name

Student Name

Parent Signature

Student Signature

### **2008-2009 Student Dress Code**

The purpose of the iSchool High dress code is to create a professional, safe and respectful community where students can place their sole focus on learning. The

dress code is in effect from the start of the school day until the end of the school day.

**Tops**

- Shirts may not be excessively baggy or revealing. Shirts that expose mid-sections are unacceptable; they must be an appropriate length over the pants. Tee shirts, halter tops, or tank tops and like shirts are not acceptable.

**Bottoms**

- Pants cannot be excessively baggy or worn low.
- Girls' skirts with the hem or slit no shorter than 2 inches above the knee – this includes uneven edged skirts.
- Only shorts no shorter than 2 inches above the knee may be worn.

**Other**

- Students must wear shoes to school. Shoes need to be sturdy and safe for lab participation.
- Hats, hoods, bandanas, do-rags, and sunglasses are not allowed to be worn in school.
- Text on clothing or buttons that promotes violence, alcohol, gangs, tobacco or drugs is prohibited, and clothing that is associated with a gang is not permitted.
- Students should wear the appropriate clothing with modesty and in a neat fashion.

The faculty and staff of iSchool High reserve the sole right to interpret and enforce the student dress code. Students who violate the dress code will be required to take off the item and/or change into and wear a school “uniform” for the day, call home for appropriate clothing to be brought to school for them, or be sent home. Repeat dress code violations may result in students wearing a school uniform for an extended period of time. Fees will be charged for the use of uniforms.

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**SUBHEAD:**

**PARENTAL INVOLVEMENT FORM**

[\(print\)](#)

There are already volunteer opportunities available for parents to be able to fulfill their requirement of 10-hour volunteer hours. Please submit this form to the school, so that we may inform you of other volunteer opportunities.

STUDENT:            GRADE: Select One

PARENT(S):

PHONE NUMBERS: Cell ( )- - Wk: ( )- - Hm: ( )- -

DO YOU HAVE INTERNET ACCESS? Select One IF YES, EMAIL:

### **VOLUNTEER OPPORTUNITIES**

Please check if you would like to be contacted about assisting with Parent Orientation in October. After receiving training, parents will be teaching other parents how to use the school's computer systems to access grades, assignments, email, etc., from home.

### **COMMITTEES NEEDING ASSISTANCE**

Please check if you are interested in helping the following Parent Involvement Committees:

Communication                       Volunteer Coordination                       Student  
Community Service Liaison

### **WHAT WOULD YOU LIKE TO DO?**

What type of volunteer activities would you like to help with at iSchool High?

<input type="checkbox"/> Working with students	<input type="checkbox"/> Filing	<input type="checkbox"/> Field trips
<input type="checkbox"/> Building things	<input type="checkbox"/> Phone calls	<input type="checkbox"/>
Fundraising		
<input type="checkbox"/> Computer skills	<input type="checkbox"/> Robotics team	<input type="checkbox"/> Assembly work
<input type="checkbox"/> Lab assistance	<input type="checkbox"/> Errands	<input type="checkbox"/> Public speaking
<input type="checkbox"/> Community partnerships	<input type="checkbox"/> Special projects	<input type="checkbox"/> Special events

Other:

Do you have any skills that might be useful to iSchool High and its students?

<input type="checkbox"/> Computer knowledge	<input type="checkbox"/> Chess	<input type="checkbox"/> Technical writing
<input type="checkbox"/> Technical knowledge	<input type="checkbox"/> Electronics	<input type="checkbox"/> Prose
<input type="checkbox"/> Robotics	<input type="checkbox"/> Models	<input type="checkbox"/> Editing
<input type="checkbox"/> Written translation	<input type="checkbox"/> Interpreter	<input type="checkbox"/> Public speaking

Other

### **WHEN WOULD YOU LIKE TO VOLUNTEER?**

If given some advance notice, what times are available for you to volunteer?

*Please mark 1, 2, 3, 4, 5, 6 in order of preference with 1 being the best and 6 being the worst.*

Select Order Mondays during Campus-wide Planning Period (8-10:00)

Select Order During the school day. My best time is

Select Order Early before school day (7-8:00)

Select Order Right after school (3:30 – 4:30)

Select Order Weekday evenings

Select Order Weekends

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**SUBHEAD:**

## **iSchool High** *Computer Use Policy*

[\(print\)](#)

Below is the Acceptable Use Policy to clarify appropriate behavior and activities while working on or with the iSchool High Computer and Network Infrastructure. The iSchool High AUP Ver 1.6 is in effect at all times and applies to all students.

Use of the following programs and software is prohibited:

ANY Instant Messaging or Chat Software

ANY File Sharing Applications (Napster/AudioGalaxy/Gnutella/Bearshare/etc)

ANY Operating System or Network Probing Utilities, including but not limited to:

Netsend

NMAP

Wcat

VNCViewer or any other remote desktop software

Password Cracking Software

Desktop Theme Software

Portscanning Software

Chat and instant messaging applications including downloadable java clients.

Anonymous Proxy Software or websites

Shortcuts to any dos programs (that aren't academic programs)

Use or visiting web forums (myspace, xanga/etc...) on the HIGH TECH system is strictly prohibited.

Also prohibited on the system is any video game or copy of any video game that was not written and designed here at iSchool High. This goes for console and desktop PC video games, as well as web/flash games.

Please do not bring any copies of any commercial or shareware software (such as Photoshop, Illustrator, Winzip, etc.) into the iSchool High System or attempt to download any such software from the Internet, your home system, or any foreign system to the iSchool High System.

Do not attempt to copy any file off of any iSchool High computer via network, diskette, zip disk, CD-R, etc., except those explicitly created or intended for your use.

Do not attempt to gain passwords from other users through watching keystrokes, guessing, persuading, cracking programs, or by any other means.

Do not create publicly readable files of sexually explicit material or display or print them on any workstations.

You are responsible for the actions taken with your account. If you give your password to a friend and he or she attempts to do something illegal with it, both of you will be held accountable. **DO NOT GIVE YOUR PASSWORD TO ANYONE!**

Do not attempt to guess passwords, break in to other accounts, or defeat security mechanisms in any computer system or computer network.

Do not attempt to access other user or system files without permission.

Do not run programs or issue software commands that will interfere with the normal activities and operations of a user or system.

Your account is to be used for iSchool High related work only, not for commercial purposes.

The proper use of electronic mail comes down to common sense and good citizenship. Do not send unwanted, harassing or forged E-Mail to any user or system.

Your account should not be used for sending mass/spam e-mails to the iSchool High Community.

Abide by all rules and regulations of remote computer systems, networks, and network bulletin boards.

Violation of any of the above guidelines will result in a possible separation from the computers depending on the severity, and a possible expulsion hearing. During a time of separation, the students' computer account will be disabled, and the student is not allowed to use any other computer account at iSchool High. During this time, the student is expected to continue all normal coursework but is not allowed to use their computer privileges at iSchool High. The student will still have access to their documents, assignments, and email from home.

User activities on these systems are subject to all applicable iSchool High regulations and Federal and State laws. Any known violations of these regulations or laws will be referred to the appropriate departments or agencies for review and may result in termination of the violator's computer account,

suspension, probation, or other sanctions as outlined in TEC and Texas Penal Code.

### **Personal Laptop Policy**

Any student of iSchool High can now bring a personal laptop to school for academic use.

It is very important to note that ALL above policies and restrictions apply to any personal computer brought to the iSchool High campus.

These specs are not a minimum; they include hardware components that will provide an optimal experience for the student while on the iSchool High network. Students are free to bring laptops in with different hardware configurations, knowing their experience on the network will differ (for example, they might experience a slower network connection or shorter battery life). iSchool High-IT can not provide any tech support for any personal student laptops. We may provide How-To guides and FAQ's (Frequently Asked Questions) to address most common issues.

Students who bring their own laptop to school will be able to connect their computers to the iSchool High wireless network only. For security reasons, they will not be allowed to connect their laptops to our wired Ethernet network. Plugging a laptop into a wired Ethernet port will result in one or all of the following: loss of personal laptop privileges, a computer separation, and an expulsion hearing.

I am aware of these rules and expectations. I understand that if I violate these rules, disciplinary actions may follow, which may include loss of technology privileges.

_____ / /2008 Parent Name	_____ Student Name	_____ Date
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_____ / /2008 Parent Signature	_____ Student Signature	_____ Date
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*COURSE CIRRICULUM PAGE:*

*CONTENT TBD*



PROJECT-BASED LEARNING PAGE:

HEADLINE:

## **Project-Based Learning Creating Excitement for Learning**

***“I see and I forget, I hear and I understand, I do and I remember.”***  
– Chinese Proverb

COPY:

The most dramatic differences between traditional schools and iSchool High are the rigorous math and science curriculum, small encouraging learning environment and Project-Based Learning approach. In Project-Based Learning, students not only learn the skills associated with the subject areas, they also learn social skills, life skills, self-management skills, and independence.

Brain research has shown that information in our brains is organized in schematic structures. These structures are made up of interconnected bits of information and serve as a framework for the knowledge we acquire. When students' knowledge is connected, it is much more likely that they will apply the prior knowledge to a wide variety of new situations. They will acquire new information in a way that is more accessible and will be better able to relate it to previously acquired knowledge.

Interdisciplinary instruction allows students to understand the interconnectedness of the disciplines and makes learning more meaningful and relevant as fascinating connections are made across the subject areas.

LINKS:

[Project-Based Learning Overview](#)

*(link to PBL.ppt)*

[iSchool High Student Portfolios](#)

*(link to: iSchool High Student Portfolios.ppt)*

For more Project-Based Learning Resources, [click here](#) *(links to Websites List page)*

**SUBHEAD:**

## **About Project-Based Learning**

**COPY:**

Keeping students engaged and motivated in school is challenging, even for the most experienced teachers. Although it is difficult to prescribe a “one-size-fits-all” approach, research shows that there are practices that will generally encourage students to be more engaged. These practices include moving away from rote learning and memorization to providing more challenging, complex work; having an interdisciplinary, rather than departmentalized focus; and encouraging cooperative learning (Anderman & Midgley, 1998; Lumsden, 1994). Project-based instruction incorporates these principles.

Using projects as part of the curriculum is certainly not a new concept; teachers often incorporate projects into their lesson plans. Project-based instruction is different: It is a holistic instructional strategy rather than an add-on. Project-based work is an important part of the learning process. This approach is becoming even more meaningful in today’s society as teachers increasingly teach groups of children who have different learning styles, cultural and ethnic backgrounds, and ability levels. The so-called cookie-cutter approach to learning does not help all kids achieve high standards. Project-based instruction builds on children’s individual strengths and allows them to explore their interests in the framework of a defined curriculum.

The following information provides an introduction to project-based instruction. It explains the research-based rationale for using the approach and outlines how the approach can increase students’ engagement and knowledge retention.

### **What Is Project-Based Instruction?**

Project-based instruction is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom (Blank, 1997; Dickinson, et al, 1998; Harwell, 1997). Learning activities that are interdisciplinary, long term, and student centered are emphasized, rather than short, isolated lessons (Challenge 2000 Multimedia Project, 1999). Project-based instructional strategies have their roots in the constructivist approach evolved from the work of psychologists and educators such as Lev Vygotsky, Jerome Bruner, Jean Piaget and John Dewey. Constructivism views learning as the result of mental construction; that is, children learn by constructing new ideas or concepts based on their current and previous knowledge (Karlin & Vianni, 2001). Most important, students find projects fun, motivating, and challenging because, they play an active role in choosing the project and in the entire planning process (Challenge 2000 Multimedia Project, 1999; Katz, 1994).

## **Elements of an Authentic Project**

There are a wide range of project types—service learning projects, work-based projects, and so forth, but authentic projects all have in common these defining features (Dickinson et al., 1998; Katz & Chard, 1989; Martin & Baker, 2000; Thomas, 1998).

- Student-centered, student-directed
- A definite beginning, middle, and end
- Content meaningful to students; directly observable in their environment
- Real-world problems
- Firsthand investigation
- Sensitivity to local culture and culturally appropriate
- Specific goals related to curriculum and school, district, or state standards
- A tangible product that can be shared with the intended audience
- Connections among academic, life, and work skills
- Opportunity for feedback and assessments from expert sources
- Opportunity for reflective thinking and student self-assessment
- Authentic assessments (portfolios, journals, etc.)

## **Benefits of Project-Based Instruction:**

How does project-based instruction benefit students? This approach motivates children to learn by allowing them to select topics that are interesting and relevant to their lives (Katz & Chard, 1989). Additionally, 20 years of research indicate that engagement and motivation lead to high achievement (Brewster and Fager, 2000). Research on the long-term effects of early childhood curricula supports the rationale for incorporating project-based learning into early childhood education and secondary education (Katz & Chard, 1989).

Teachers are increasingly working with children who have a wide range of abilities, come from various cultural and ethnic backgrounds, and are English language learners. Schools are seeking ways to respond to the needs of these students. Project-based instruction provides one way to introduce a wider range of learning opportunities into the classroom. It can engage children from diverse cultural backgrounds, because children can choose topics that are related to their own experiences, as well as allow them to use cultural or individual learning styles (Katz & Chard, 1989). For example, traditional Native American ways of teaching stress hands-on and cooperative learning experiences (Clark, 1999; Reyes, 1998). Incorporating projects into the curriculum is neither new nor revolutionary. Open education in the late 1960s and early 1970s strongly emphasized active engagement in projects, firsthand learning experiences, and learning by doing (Katz & Chard, 1989). The Reggio Emilia approach to early childhood education, recognized and acclaimed as one of the best systems of education in the world, is project-based (Abramson, Robinson, & Ankenman, 1995; Edwards, Gandini, & Forman, 1993).

Particular benefits of project-based instruction include:

- *Preparing children for the workplace.* Children are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management (Blank, 1997; Dickinson et al., 1998).
- *Increasing motivation.* Teachers often note improvement in attendance, more class participation, and greater willingness to do homework (Bottoms & Webb, 1998; Moursund, Bielefeldt, & Underwood, 1997).
- *Connecting learning at school with reality.* Students retain more knowledge and skills when they are engaged in stimulating projects. With projects, kids use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world (Blank, 1997; Bottoms & Webb, 1998; Reyes, 1998).
- *Providing collaborative opportunities to construct knowledge.* Collaborative learning allows kids to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace (Bryson, 1994; Reyes, 1998).
- *Increasing social and communication skills.*
- *Increasing problem-solving skills* (Moursund, Bielefeldt, & Underwood, 1997).
- *Enabling students to make and see connections between disciplines.*
- *Providing opportunities to contribute to their school or community.*
- *Increasing self-esteem.* Children take pride in accomplishing something that has value outside the classroom (Jobs for the Future, n.d.).
- *Allowing children to use their individual learning strengths and diverse approaches to learning* (Thomas, 1998).
- *Providing a practical, real-world way to learn to use technology* (Kadel, 1999; Moursund, Bielefeldt, & Underwood, 1997).

A teacher in Washington State who has used project-based instruction in his math and science classes reports that many students who often struggle in most academic settings find meaning and justification for learning by working on projects (Nadelson, 2000). The teacher also notes that by facilitating learning of content knowledge as well as reasoning and problem-solving abilities, project-based instruction can help students prepare for state assessments and meet state standards.

### **Implementing Project-Based Instruction**

Projects come from different sources and develop in different ways. There is no one correct way to implement a project, but there are some questions and things to consider when designing effective projects (Edwards, 2000; Jobs for the Future, n.d.).

### **Outlining Project Goals**

It is very important for everyone involved to be clear about the goals so that the project is planned and completed effectively. The teacher and the student should

develop an outline that explains the project's essential elements and expectations for each project. Although the outline can take various forms, it should contain the following elements (Bottoms & Webb, 1998):

- *Situation or problem*: A sentence or two describing the issue or problem that the project is trying to address. Example: Homes and businesses in a lake watershed affect the lake's phosphorus content, which reduces the lake's water quality. How can businesses and homeowners improve the quality of the lake water?
- *Project description and purpose*: A concise explanation of the project's ultimate purpose and how it addresses the situation or problem. Example: Students will research, conduct surveys, and make recommendations on how businesses and homeowners can reduce phosphorus content in lakes. Results will be presented in a newsletter, information brochure, community fair, or Web site.
- *Performance specifications*: A list of criteria or quality standards the project must meet.
- *Rules*: Guidelines for carrying out the project. Include a timeline and short-term goals, such as: Have interviews completed by a certain date, have research completed by a certain date.
- *List of project participants with roles assigned*: Include project teammates, community members, school staff members, and parents
- *Assessment*: How the student's performance will be evaluated. In project-based learning, the learning process is being evaluated as well as the final product.

The outline is crucial to the project's success—teachers and students should develop this together. The more involved the students are in the process, the more they will retain and take responsibility for their own learning (Bottoms & Webb, 1998).

### **Identify Learning Goals and Objectives**

Before the project is started, teachers identify the specific skills, TEKS and concepts that the student will learn, form clear academic goals, and map out how the goals tie into school, state, and/or national standards. Herman, Aschbacher, and Winters (1992) have identified five questions to consider when determining learning goals:

1. *What important cognitive skills do I want my students to develop?* (e.g., to use algebra to solve everyday problems, to write persuasively) Use state or district standards as a guide
2. *What social and affective skills do I want my students to develop?* (e.g., develop teamwork skills)
3. *What metacognitive skills do I want my students to develop?* (e.g., reflect on the research process they use, evaluate its effectiveness, and determine methods of improvement)
4. *What types of problems do I want my students to be able to solve?* (e.g., know how to do research, apply the scientific method)

5. *What concepts and principles do I want my students to be able to apply?* (e.g., apply basic principles of ecology and conservation in their lives, understand cause-and-effect relationships)

### **Project Ideas**

There are many types of effective projects. Some projects address a specific community or school need, transform existing work experiences or jobs into projects, or develop a project based on classroom curriculum (Dickinson, et al., 1998; Martin & Baker, 2000). Other projects can focus on career research (Bottoms & Webb, 1998).

Some ideas for projects may include:

- Design a living history museum or recreate an historical event.
- Design and plan a community garden.
- Develop a newsletter or Web site on a specific issue relevant to the school or community (school safety, recycling, how businesses can save energy and reduce waste, etc).
- Conduct a survey of historical buildings.
- Create a book on DVD for a senior center or elementary school class.
- Create a wildlife or botanical guide for a local wildlife area.
- Compile oral histories of the local area by interviewing community elders.
- Create an exhibit in a local museum or community center, produce audiotapes, videotapes, and books with historic photographs. Produce a Web site as a “virtual tour” of the history.

The possibilities for projects are endless. The key ingredient for any project idea is that it is student-driven, challenging, and meaningful.

### **Cross Curriculum Project Planning**

Many projects can and do involve teachers from several subject areas. Cross-curriculum projects allow students to see how knowledge and skills are connected in the workplace (Bottoms & Webb, 1998). These projects require advance planning and teamwork among teachers, but can be well worth it.

### **Instructional Goals and Outcomes To Develop Appropriate Assessments**

Assessments measure how well the students have met the instructional goals. Instructional goals are identified before starting the project. Both the teacher and student understand what needs to be learned and how the learning will be assessed.

### **Student Self-Assessment**

Because project learning is student-driven, assessment is student-driven as well. Students keep journals and logs to continually assess their progress. A final reflective essay or log can allow students and teachers to understand thinking processes, reasoning behind decisions, ability to arrive at conclusions and communicate what they have learned, in addition to their final product.

## **What is the Purpose?**

The Six A's of Project-Based Learning Checklist (adapted from Steinberg's Six A's of Successful Projects in Steinberg, 1998) shall be used throughout the process to help both teacher and student plan and develop a project, as well to assess whether the project was successful in meeting the instructional goals.

### *Authenticity*

- Does the project stem from a problem or question that is meaningful to the student?
- Is the project similar to one undertaken by an adult in the community or workplace?
- Does the project give the student the opportunity to produce something that has value or meaning to the student beyond the school setting?

### *Academic Rigor*

- Does the project enable the student to acquire and apply knowledge central to one or more discipline areas?
- Does the project challenge the student to use methods of inquiry from one or more disciplines (e.g., to think like a scientist)?
- Does the student develop higher order thinking skills (e.g., searching for evidence, using different perspectives)?

### *Applied Learning*

- Does the student solve a problem that is grounded in real life and/or work (e.g., design a project, organize an event)?
- Does the student need to acquire and use skills expected in high-performance work environments (e.g., teamwork problem solving, communication, or technology)?
- Does the project require the student to develop organizational and self-management skills?

### *Active Exploration*

- Does the student spend significant amounts of time doing work in the field, outside school?
- Does the project require the student to engage in real investigative work using a variety of methods, media, and sources?
- Is the student expected to explain what he/she learned through a presentation or performance?

### *Adult Relationships*

- Does the student meet and observe adults with relevant experience and expertise?
- Is the student able to work closely with at least one adult?
- Do adults and the student collaborate on the design and assessment of the project?

### *Assessment Practices*

- Does the student reflect regularly on his/her learning using clear project criteria that he/she has helped to set?
- Do adults from outside the community help the student develop a sense of the real world standards from this type of work?

- Is the student's work regularly assessed through a variety of methods including portfolios and exhibitions?

### **Skills of the Teacher/Mentor/Coach**

The teacher's role in project-based instruction is very important. The teacher often acts as a coach in guiding students through the process. Some necessary skills include (Martin & Baker, 2000):

- Analyzing tasks and skills needed to carry out the project.
- Facilitating the process of analyzing project tasks, setting up the plan of action, and implementing and evaluating the project.
- Determining how the project will contribute to the students' learning.
- Facilitating decision-making, thinking, and problem-solving skills.
- Facilitating students' demonstration of personal responsibility, self-esteem, and integrity.
- Facilitating students' growth of interpersonal skills, such as working as teams, working with community members, and working with people who are of diverse backgrounds.

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WEBSITES LIST PAGE:

HEADLINE:

## **Project-Based Learning Resources**

COPY:

To learn more about Project-Based Learning, please visit the sites below:

Association for Supervision & Curriculum Development (ASCD)

<http://www.ascd.org/>

Buck Institute for Education

<http://www.bie.org/pbl/index.php>

Maricopa Center for Learning & Instruction <http://www.mcli.dist.maricopa.edu/pbl>

Problem Based Learning Initiative: SIU

<http://pbli.org/>

Center for Problem Based Learning: IMSA

<http://www.imsa.edu/team/cpbl/cpbl.html>

University of Delaware: Problem Based Learning

<http://www.udel.edu/pbl/>

The George Lucas Educational Foundation:

<http://www.glef.org>

Jamie McKenzie & Questioning.org

<http://questioning.org>

The Multimedia Project -- Project-Based Learning with Multimedia: "Why Do Project-Based Learning?"

<http://pblmm.k12.ca.us/PBLGuide/WhyPBL.html>

Sylvia Chard -- The Project Approach

<http://www.project-approach.com/>

www4teachers -- "Project-Based Learning: What is it?"

<http://pblchecklist.4teachers.org/>

Star Center -- "Criteria for Authentic Project-Based Learning"

<http://www.rmcdenver.com/useguide/pbl.htm>

Global Schoolnet Foundation: What is Project Based Learning?  
<http://www.gsn.org/web/pbl/>

**STUDENTS & PARENTS PAGE:**

**HEADLINE:**

**For iSchool High Students and Parents**

**COPY:**

We recommend that all students and parents review:

[Student Handbook](#) (link to PDF download of: *STUDENT HANDBOOK.doc*)

[Summer Camp Opportunities](#) (links to subheads)

[Weekly Class Schedule](#)

[Testing Calendar](#)

**SUBHEAD:**

**Summer Camp Opportunities**

**COPY:**

*Camps are a great way for students to learn about a specific field. iSchool High does not require students to attend any camps; however, here is a list of possible summer camps in Texas that you may find of interest.*

Camp	University	Contact Information
The Renaissance Scholar Program	Baylor University	<a href="http://www.baylor.edu/summerscholars">http://www.baylor.edu/summerscholars</a>
SMU Engineering Camp for Girls	Southern Methodist University	<a href="mailto:bwills@engr.smu.edu">bwills@engr.smu.edu</a> <a href="http://www.eng.smu.edu/parents/precollege_campgirls.html">http://www.eng.smu.edu/parents/precollege_campgirls.html</a>
Talented & Gifted	Southern Methodist University	Dr. Kathy Hargrove 214-768-5437
Access to Careers in the Sciences	Texas Woman's University	<a href="mailto:aces@twu.edu">aces@twu.edu</a> <a href="http://www.twu.edu/smew">http://www.twu.edu/smew</a>
Girls Reading and Demonstrating Excellence (GRADE)	University of Houston	<a href="mailto:jenny@uh.edu">jenny@uh.edu</a> <a href="http://www.egr.uh.edu/camps/graed">www.egr.uh.edu/camps/graed</a>
Mentoring & Enrichment Seminar in	University of Houston	<a href="mailto:kzerda@uh.edu">kzerda@uh.edu</a> <a href="http://www.egr.uh.edu/promes/?e=camps">http://www.egr.uh.edu/promes/?e=camps</a>

Engineering Training		
Engineering & Computer Science Camps	University of Texas at Arlington College of Engineering	<a href="mailto:Peterson@uta.edu">Peterson@uta.edu</a> <a href="http://www.uta.edu/engineering/summercamps">http://www.uta.edu/engineering/summercamps</a>
Equal Opportunity in Engineering Program	University of Texas at Austin	<a href="mailto:Sara_sanchez@mail.utexas.edu">Sara_sanchez@mail.utexas.edu</a> <a href="http://www.engr.utexas.edu/eoe/MITE">http://www.engr.utexas.edu/eoe/MITE</a>
Engineering Insights Summer Camp	Texas A&M University	<a href="mailto:marilyn@tamu.edu">marilyn@tamu.edu</a> <a href="http://www.essap.tamu.edu/ei">http://www.essap.tamu.edu/ei</a>
Texas Honors Summer Camp	Texas State University-San Marcos	<a href="mailto:max@txstate.edu">max@txstate.edu</a> <a href="http://www.txstate.edu/mathworks">http://www.txstate.edu/mathworks</a>
Furthering underrepresented in Science & Math	Texas A & M Corpus Christi	<a href="mailto:rbacknak@falcon.tamucc.edu">rbacknak@falcon.tamucc.edu</a> <a href="http://www.sci.tamucc.edu/~entc/USDAAGrant/index3.html">http://www.sci.tamucc.edu/~entc/USDAAGrant/index3.html</a>

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**SUBHEAD:**

## iSchool High Class Schedule

COPY:

### MONDAY

Morning Meeting	9:10 - 9:25
Period 1	9:25 - 10:05
Period 2	10:10 - 10:55
Period 3	11:00 - 11:45
Period 4	11:50 - 12:35
Lunch	12:40 - 1:05
Period 5	1:10 - 1:55
Period 6	2:00 - 2:45
Period 7	2:50 - 3:35

### TUESDAY- FRIDAY

Period 1	8:15 - 9:05
Period 2	9:10 - 10:00
Period 3	10:05 - 10:55

Period 4	11:00 - 11:50
Lunch	11:55 - 12:25
Advisory	12:30 - 12:50
Period 5	12:55 - 1:45
Period 6	1:50 - 2:40
Period 7	2:45 - 3:35

Early Release - End of Six Weeks

Period 1	8:15-8:55
Period 2	9:00 - 9:40
Period 3	9:45-10:25
Period 4	10:30 - 11:10
Period 5	11:15-11:55
Period 6	12:00-12:40
Period 7	12:45-1:25
Lunch	1:30-1:45

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**SUBHEAD:**

**iSchool High Testing Calendar**

COPY:

Grade	Date	Test	Purpose
<b>9<sup>th</sup></b>	September	EXPLORE	ACT Prep
	September	Stanford 9	Norms Assessment
	October	PSAT	SAT Prep
	February	TAKS – Reading	State Mandatory Exam
	April	TAKS - Math	State Mandatory Exam
	May	AP	AP Course Exams
<b>10<sup>th</sup></b>	September	PLAN	ACT Prep
	September	Stanford	Norms Assessment
	October	PSAT	SAT Prep
	February	TAKS - ELA	State Mandatory Test
	April	TAKS – Math, Science, SS	State Mandatory Test
	May	AP	AP Course Exams

All students in a Texas public school must pass the Texas High School Exit Exam (TAKS) to receive a high school diploma.

Parents will be notified of TAKS testing dates and may also access this

information from the Texas Education Agency website at  
<http://www.tea.state.tx.us>

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*VISITORS & TOURS PAGE:*

*HEADLINE:*

## **iSchool High Visitors & Tours**

*COPY:*

Tours and visitors may be scheduled through Darlene Moseley. Please contact her at [dmosley@ischoolhigh.com](mailto:dmosley@ischoolhigh.com)



*CONTACT US PAGE:*

*HEADLINE:*

**Contact**

*COPY:*

**iSchool High**

**P. O. Box 865 Lewisville, Texas 75067**

**Phone: 972-317-2470 or 877-444-4110 – Fax: (972) 315-9506**

***INSERT EMAIL CONTACT FORM***

EMPLOYMENT PAGE:

HEADLINE:

**Employment with iSchool High**

COPY:

To apply for employment with iSchool High, please print, complete and send the application below, along with your resume, cover letter and references to:

**Darlene Moseley  
iSchool High  
P. O. Box 865  
Lewisville, Texas 75067**

**APPLICATION FOR PROFESSIONAL PERSONNEL**

(print)

**PERSONAL INFORMATION**

**Date of Application:** \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ **Date Available for Employment:** \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

\_\_\_ Part Time \_\_\_ Full Time Position applying for:

\_\_\_\_\_

Name: \_\_\_\_\_  
Last First Middle

Address: \_\_\_\_\_  
Street City State  
Zip Code

Home Telephone #: (\_\_\_\_\_) \_\_\_\_\_ Work Telephone #: (\_\_\_\_\_) \_\_\_\_\_

Are you related to a member of the Board? \_\_\_ yes \_\_\_ no

**EDUCATIONAL BACKGROUND**

Name of Institution	City & State	Major Field of Study	Minor Field of Study	Degree/Hrs Earned
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High School				
College/University				

**STUDENT TEACHING/PROFESSIONAL EXPERIENCE**

School District and Campus	Grade/Subject	Dates Taught From-To	Supervisor / Principal	Reason Leavin

**Total Years of Teaching Experience:** \_\_\_\_\_

An Equal Opportunity Employer

**CERTIFICATE AND LICENSE INFORMATION**

Type of Certificate/License (Attach a copy)	Areas of Specialization	Dated Issued	Expiration Date	Stat

**OTHER WORK EXPERIENCE**

Company	Address and Phone	Job Title	Dates Employed From-To	Supervis or	Reason Leaving

**PROFESSIONAL INFORMATION**

Publications/Articles: \_\_\_\_\_

Professional Organizations: \_\_\_\_\_

Seminars/Workshops Conducted: \_\_\_\_\_

**GENERAL INFORMATION**

Current monthly salary: \_\_\_\_\_ Salary needed to work iSchool High: \_\_\_\_\_

Have you ever been (1) arrested (2) convicted of, or (3) pled guilty, or (4) pled no contest (nolo contendere) to a felony or misdemeanor other than a minor traffic violation?     Yes     No

If YES, please explain: \_\_\_\_\_

\_\_\_\_\_

Have you ever been asked to resign or been terminated through due process from any position?

If YES, please explain:

\_\_\_\_\_ Yes \_\_\_\_\_

No

\_\_\_\_\_

### REFERENCES

Please list **two** work related references and **three** personal references that may be contacted regarding character and work history.

Name	Position / Relationship	School District / Company	Area Code & Telephone

### PERSONAL STATEMENT

Please make a statement concerning your reasons for desiring a position with the Eagle Academies of Texas. Give additional information about your background, training, experience, and future plans that would be pertinent to your application (use additional sheets of paper if necessary).

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**ACKNOWLEDGEMENTS:**

**I understand that the position for which I am applying is considered at-will, which means either Eagle Academies of Texas or I can terminate employment for any reason or no reason at any time.**

**I hereby affirm that all information provided in this application is true and accurate to the best of my knowledge. I understand that, if employed, any falsified information may be considered sufficient cause for dismissal. Eagle Academies of Texas is authorized to make an investigation of my education and work history and may contact the references listed.**

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

**Eagle Academies of Texas is an equal opportunity employer and does not discriminate because of race, color, creed, religion, handicapped condition, sex, age, national origin, or ancestral tongue.**  
REVISED 6/22/05