

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
<p>GOAL 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p>Overall academic achievement will increase and the achievement gap will be reduced, in the core areas of <u>(Literacy, Math, Science, Social Studies Reading, Writing, and Math each year. Science added beginning with the 06/07 school year.</u></p> <p><i>Measurements:</i> <u>Literacy SBA: Reading, Writing and Math: State benchmarks</u> <u>Science: ASD assessments</u> <u>SBA: Science beginning 06/07</u></p>	<p style="text-align: center;">→</p> <p>Proficiency targets on state tests: overall proficiency percentages among all student groups rise by 2.5% each year. An overall annual increase of 2.5% on the SBA for all students will be achieved.</p> <p>In each NCLB subgroup not meeting the AMO, the percent of students not proficient will decrease by ten percent each year.</p>	<p style="text-align: center;">→</p> <p>↑ 2.5% proficiency</p> <p>↓ 10% not proficient</p>	<p style="text-align: center;">→</p> <p><i>Gather baseline data for Science using the SBA.</i></p> <p>↑ 2.5% proficiency</p> <p>↓ 10% not proficient</p>	<p style="text-align: center;">→</p> <p>↑ 2.5% proficiency</p> <p>↓ 10% not proficient</p>	<p style="text-align: center;">→</p> <p>↑ 2.5% proficiency</p> <p>↓ 10% not proficient</p>

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<p><i>Work with Curriculum Department and other Divisions to align and articulate middle school's academic program.</i></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p><u>Prioritize alignment of Language Arts and Math for grades 6-8.</u></p> <p><u>Continue alignment work in Social Studies grades 6-8.</u></p>	<p style="text-align: center;">—————→</p> <p><u>Complete alignment of Language Arts and Math for grades 6-8</u></p> <p><u>Complete alignment for social studies grades 6-8</u></p> <p><u>Begin alignment of science grades 6-8</u></p>	<p style="text-align: center;">—————→</p> <p><u>Continue alignment of science grades 6-8</u></p>	<p>Curriculum and assessment will be aligned and articulated K-12 in the core areas of Literacy Language Arts, Math, Science, and Social Studies.</p>
<p>Scientifically researched Research based technology programs will be used for remediation, credit recovery efforts, and prescriptive interventions.</p>	<p><i>Larson's Math is at all middle schools.</i></p> <p><i>Plato for math is at all middle schools.</i></p> <p><i>Fast ForWord for reading is at all middle schools.</i></p>	<p><i>Plato application adds reading and other curriculum areas.</i></p> <p><u>Increase use of online remediation during summer school.</u></p>	<p><i>Technology based remediation and prescriptive interventions implemented as needed.</i></p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p>Students can access coursework and remediation via technology both at school and off-site.</p>
<p><i>Pilot and implement reading programs to build pre-language processing skills (e.g., Fast Forward, Reading 180).</i></p>		<p>Reading curriculum will be adopted and implemented in middle schools.</p> <p>All middle school teachers will know and apply best practices in teaching reading.</p> <p>A remedial writing curriculum will be adopted and implemented in middle schools.</p>			

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		All middle school teachers will know and apply best practices in teaching writing.			
<p>A greater % of students each year will be enroll in 7th or 8th grade Algebra, with an annual increase in the proportion of minorities in 8th grade Algebra:</p> <p><u>Enrollment in 7th or 8th grade Algebra will increase by at least 5% annually with a corresponding increase within each NCLB subgroup.</u></p>	<p>↑ 3% in student enrollment in 7th or 8th grade Algebra each year, with a corresponding proportionate increase in minority participation</p> <p><u>↑ 5% enrollment in 7th or 8th grade Algebra</u></p>	<p>↑ 3% in student enrollment in 7th or 8th grade Algebra each year, with a corresponding proportionate increase in minority participation.</p> <p><u>↑ 5% enrollment in 7th or 8th grade Algebra</u></p>	<p>↑ 3% in student enrollment in 7th or 8th grade Algebra each year, with a corresponding proportionate increase in minority participation.</p> <p><u>↑ 5% enrollment in 7th or 8th grade Algebra</u></p>	<p>↑ 3% in student enrollment in 7th or 8th grade Algebra each year, with a corresponding proportionate increase in minority participation.</p> <p><u>↑ 5% enrollment in 7th or 8th grade Algebra</u></p>	<p>At least half of all middle school students will take Algebra in 7th or 8th grade with "minority" <u>student enrollment</u> groups proportionate to their representation in the school as a whole.</p> <p><u>↑ 5% enrollment in 7th or 8th grade Algebra</u></p>
				An online middle school support program, including coursework lessons and content and skills work, will be available to all students with extended absences.	
Teachers and other staff members trained to use and to train on Cognitive Academic Language Learning Approach (CALLA).	<p><i>50 more middle school teachers and other staff members learn and use CALLA.</i></p> <p><i>CALLA is an ongoing part of District training for new-to-middle school teachers.</i></p>	<i>50 more middle school teachers and other staff members learn and use CALLA and become trainers.</i>	<i>50 more middle school teachers and other staff members learn and use CALLA</i>	<i>50 more middle school teachers and other staff members learn and use CALLA.</i>	All middle school teachers and other staff members know and use CALLA.

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<u>Increase the number of students enrolling in second language courses.</u>		<u>Each year an increasing percentage of students will enroll in second language courses. Gather baseline data on student enrollment in second language classes as well as barriers to/motivators for enrollment.</u>	↑ % students learning enrolling in second language courses	↑ % students learning enrolling in second language courses	↑ % students learning enrolling in second language courses
<p>Increase number of middle schools in Years 1 and 2 offering after-school tutoring.</p> <p>Increase number of students at each middle school who can access tutoring.</p>	<p>↑ after-school and <u>extracurricular</u> tutoring opportunities.</p>	<p>Every student who needs or requests tutoring in a core content area can access tutoring.</p> <p><u>Students who score below proficient on the SBA will be offered opportunities for tutoring or other appropriate interventions.</u></p>	→	→	→
		<p>Implement and field test comprehensive student assessment data system.</p>	<p>Comprehensive student assessment data system in use by all schools and programs.</p>	→	→
<p>Work with Training and Professional Development to plan, design, and deliver leadership training for administrators.</p>	→	<p>→</p> <p><u>Provide instructional trainings for all administrators in priority focus areas.</u></p>	→	→	→
<p>Goal 2: Supportive and Effective Learning Environment</p>					

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<p><u>All middle school teachers will know and be able to apply "best practice" instructional strategies.</u></p>	<p>→</p>	<p>→</p> <p><u>Middle School Teachers know and use effective strategies in the area of reading.</u></p> <p><i>Training for all core teachers in five of the most effective instructional strategies to use with students before, during and after content reading.</i></p> <p><u>Middle school teachers know and use effective strategies in the area of writing.</u></p> <p><i>Develop training plan for language arts teachers in the area of Writing (e.g., 6 Traits)</i></p> <p><i>Train Language Arts and Social Studies teachers on specific writing interventions (e.g., Step Up to Writing)</i></p> <p><u>Middle school teachers know and use effective strategies in the area of math</u></p> <p><i>Middle School math program evaluation.</i></p>	<p>→</p> <p>→</p> <p>→</p> <p><i>Training adds an additional strategy every two years.</i></p> <p>→</p> <p><i>Implement training for language arts teachers</i></p> <p>→</p> <p><i>Develop training plan for core teachers in the area Writing.</i></p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p><i>Implement training plan for core teachers in writing</i></p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>

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		<u>Train all seventh and eighth grade math teachers in curriculum content and best practices.</u>	→	→	→
<i>Each year additional middle school teachers will learn and apply culturally responsive approaches as embedded in CALLA training.</i> <i>Year 1: 100 teachers</i>	<i>50 more teachers</i>	<i>50 more teachers</i>	<i>50 more teachers</i>	<i>50 more teachers</i>	All middle school teachers will have knowledge of culturally responsive techniques and will use them in their daily practice.
		<u>Middle School teachers know and use effective culturally responsive strategies e.g., Sheltered Instruction/SIOP, CALLA, cooperative learning.</u>			
		<i>Provide monthly training for administrators.</i> <i>Site-based professional development initiatives related to culturally responsive best practices offered at each school.</i>	→ →	→ →	→ →
		<u>Middle schools will incorporate instructional technology according to the International Society for Technology in Education (ISTE) IT standards and best practices.</u>	→	→	→

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		<p><i>Work with Instructional Technology Department and its Teacher Leader (TTL) program to train principals and middle school teachers on best practices in integrated technology.</i></p> <p><i>Convene task force, in conjunction with Instructional Technology Department, to develop criteria for eighth grade computer literacy.</i></p>	<p>→</p> <p>Criteria for eighth grade computer literacy identified and published.</p>	<p>→</p> <p><i>Schools design site plans for developing students' computer literacy skills</i></p>	<p>→</p> <p><u>All eighth grade students are computer literate, fulfilling NCLB and ASD criteria (by 2010)</u></p>
<p>Middle schools will be encompass grades 6, 7, and 8:</p> <p><i>Year 1: Mirror Lake</i></p>		<p><i>Design configuration and phase-in of 6th-8th grade middle schools through boundary task forces and other district/community groups.</i></p>	<p><i>Phase-in.</i></p>	<p>→</p> <p><i>Muldoon middle school, grades 6-8, if funded.</i></p>	<p>All Middle schools will be 6-8, as population and/or building capacity allow.</p> <p><i>Add one more middle school.</i></p>
<p><u>Positive school climates will be nurtured and supported through Social and Emotional Learning (SEL) initiatives and best practices</u></p>	<p>→</p>	<p>→</p> <p><i><u>Mid-level representatives participate on the SEL committee.</u></i></p>	<p>→</p> <p><i><u>Two middle schools will pilot school-wide implementation of Social and Emotional Learning (SEL) standards and benchmarks.</u></i></p>	<p>→</p> <p><i><u>One more middle school will begin to implement SEL standards and benchmarks.</u></i></p>	<p>→</p> <p><i><u>Four middle schools will be implementing SEL standards and benchmarks.</u></i></p>

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<p>Each year, middle school students feel report that their school's learning environment has less bullying and less racism in their schools, with a correlational reported increase in positive outlook toward school (surveys, focus groups).</p>	<p>→</p> <p>All new-to-middle school teachers are trained on anti-bullying and / anti-harassment programs and Developmental ASSETS, through rotating site-based teams of teacher trainers.</p>	<p>→</p> <p><u>Collect base-line data compiled through the revised school report card climate survey.</u></p> <p>→</p>	<p>→</p> <p>Collect and analyze data.</p> <p>Each school utilizes analysis of data to design and refine school climate initiatives.</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>All middle school teachers will know and use techniques for preventing and intervening in bullying and harassment.</p> <p>Anti-bullying, anti-harassment programs in place at all middle schools.</p> <p>ASSET-building model in place at all middle schools.</p>
<p>Each year, increase service learning as part of every school's curricular and co-curricular programs.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>Every middle school will have service learning that gives every student the opportunity to be of service to the school and community and to grow personal resiliency and protective factors.</p>

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Goal 3: Public Accountability					
Each year, increase documented involvement of parents and of business partners in every middle school.	↑ parents and business partners	↑ parents and business partners <i>Develop site plans.</i>	↑ parents and business partners	↑ parents and business partners	↑ parents and business partners
<i>Develop and implement student-led conferences as the norm in every middle school.</i>	<i>Add Hanshew.</i>	<i>Add one middle school.</i>	<i>Add two one middle school.</i>	<i>Add two middle schools.</i>	<i>Add three one middle school.</i>
	<i>Work with Curriculum Department, Special Education, Assessment and Evaluation, and the schools to develop and convert to standards based report card.</i>	<u><i>Middle School Representative participates in elementary Standards Based Report Card committee</i></u>	<u><i>Middle school committee convenes and begins to design standards-based report card.</i></u>	<u><i>Complete design and plan for implementation at mid-level.</i></u>	A standards based assessment will take the place of the traditional report cards.