

**MIDDLE SCHOOL EDUCATION  
SIX-YEAR INSTRUCTIONAL PLAN  
June 9, 2008**

**ABSTRACT**

The Middle School Division Six-Year Plan concentrates on the academic and developmental needs of middle school students and those in Polaris K-12. Our three main goals are a) to increase achievement of all students and reduce the achievement gap, b) to provide a supportive and effective learning environment, and c) to provide public accountability.

The Middle School Division collaborates with the Curriculum and Assessment Departments to provide a standards-based, developmentally appropriate curriculum for grades 6-8. Highly qualified staff, trained in meeting the unique needs of young adolescents, delivers the curriculum using best practices. We also work closely with Educational Technology to offer computer-assisted programs to help teachers differentiate instruction. Struggling students who need academic interventions are identified and supported. In addition, the Middle School Division focuses on increasing the number of students who participate successfully in higher level coursework.

Programs that reduce incidents of harassment and bullying and emphasize social/emotional learning enhance a safe and supportive environment at each school. Teams provide smaller learning communities in which all middle school staff advocate for, advise and mentor students.

To better inform parents and empower students, student-led conferences are held districtwide. Data from integrated assessments (benchmarking, formative, and summative) is used to measure student progress on the standards-based curriculum and to guide instruction. Authentic assessment products are shared through student portfolios.

Middle School Education Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>▪ Increase achievement of all students</li> <li>▪ Reduce achievement gap</li> </ul>					
<p>Year-to-year, the percentage of students scoring proficient in reading on the SBA will increase by 2.5 percent in each AYP-designated student group in each grade level.</p>	→	→	→	→	→
<p>Year-to-year, the percentage of students scoring proficient in mathematics on the SBA will increase by 2.5 percent in each AYP-designated student group in each grade level.</p>	→	→	→	→	→
<p>In a sequential cohort comparison, the percentage of students scoring proficient in mathematics on the SBA in 8<sup>th</sup> grade will be greater than the percentage of those same students scoring proficient in 7<sup>th</sup> grade the previous year.</p>	→	→	→	→	→
<p>Year-to-year, the percentage of 7<sup>th</sup> grade students scoring proficient in the writing content strands of <i>Structures and Conventions of Writing</i> and <i>Revision</i> will increase.</p>	→	→	→	→	→
<p>The percentage of students in each AYP-designated student group who successfully complete Algebra I in 8<sup>th</sup> grade or earlier with a grade of C or higher will increase by 5 percent over the previous year.</p>	→	→	→	→	→

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	Establish base-line data for achievement on the Science SBA for 8 <sup>th</sup> grade.	The percentage of students scoring proficient in science on the 8 <sup>th</sup> grade SBA will increase by 2.5 percent over the previous year in each NCLB subgroup.	—————→	—————→	—————→
	<i>Teachers will design and implement instruction based on standards and GLEs.</i>	—————→	—————→	—————→	—————→
	<i>Middle School, Curriculum, and Assessment collaborate Mid-level collaborates with Curriculum and Assessment departments to provide professional development for principals and teachers on authentic assessment, formative assessment, and differentiation of instruction.</i>	—————→	—————→	—————→	—————→
		<i>Form <del>Standards-Based Report Card (SBRC)</del> Standards Based Assessment and Reporting System (SBAR) Committee to research middle school models of Standards-Based Report Cards.</i>	<i>Develop faceplate for selected content areas. <del>Add new content area each year.</del></i>	<i>Pilot <del>SBRC SBAR</del> with selected teachers and /or teams and in selected content areas.</i>	<b>Pilot <del>SBRC SBAR</del> in selected schools.</b>
<b>Goal 2: Supportive and Effective Learning Environment</b>					
<b>All middle school teachers will know and be able to apply “best practice” instructional strategies.</b>	—————→	—————→	—————→	—————→	—————→

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	<p><b>Middle school teachers know and use effective strategies in the area of Reading.</b></p> <p><i>Training for all core teachers in five highly effective instructional strategies to use with students before, during, and after content reading.</i></p>	<p>—————&gt;</p> <p>—————&gt;</p> <p><i>Training adds an additional strategy every two years.</i></p>	<p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p><i>Training adds an additional strategy every two years.</i></p>	<p>—————&gt;</p> <p>—————&gt;</p>
	<p><b>Middle school teachers know and use effective strategies in the area of Writing.</b></p> <p><i>Develop training plan for core teachers in the area of writing (e.g. Six Traits Writing, Step Up to Writing).</i></p> <p><i>Pilot My Access Writing Program.</i></p>	<p>—————&gt;</p> <p><i>Implement training plan for Language Arts and Social Studies team teachers.</i></p> <p><i>If results of initial pilot prove favorable, begin phased implementation. Implement My Access in at least one team in each of the comprehensive middle schools.</i></p>	<p>—————&gt;</p> <p><i>Expand training to Science and Math teachers. Provide integrated trainings for Language Arts and Social Studies teachers.</i></p> <p><i>Provide training for new Language Arts and Social Studies teachers.</i></p> <p><b>My Access fully implemented in middle schools. Continue to expand use of My Access as resources allow.</b></p>	<p>—————&gt;</p> <p><i>Expand trainings to include Math and Science Teachers.</i></p> <p><i>Provide training for all new teachers.</i></p> <p><i>Provide training for new Science and Math teachers.</i></p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>

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<p>Select and purchase new 6-8 grade Math curriculum based on outcome of Math review.</p>	<p><b>Middle school teachers know and use effective strategies in the area of Mathematics.</b></p> <p>Provide training for all middle school math teachers on new Math curriculum (include support program staff) and implement curriculum.</p> <p>Conduct review of middle school Math Support programs and materials.</p>	<p>—————&gt;</p> <p>Provide second year of training on implementing newly adopted Math curriculum. (<u>MathScape</u>)</p> <p>Purchase <u>and</u> provide training for, <u>and implement</u> in the use of new Math Support program materials.</p>	<p>—————&gt;</p> <p>Provide <u>MathScape</u> training for new Math teachers.</p> <p>Provide training for new support teachers. <u>Implement use of Math Support materials in all middle schools. Continue to provide training for Math Support teachers .</u></p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>
	<p><b>Middle school teachers know and use effective culturally responsive strategies instructional strategies that incorporate cultural responsiveness and oportunities for social emotional learning (SEL).</b></p> <p>Provide <u>monthly quarterly trainings</u> for administrators.</p> <p>Site-based professional development initiatives related to culturally responsive best practices offered at each school.</p> <p>Number of teachers receiving professional development in the area of</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>	<p>—————&gt;</p> <p>—————&gt;</p> <p>—————&gt;</p>

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	culturally responsive instructional strategies will increase.				
	Criteria for eighth grade computer literacy identified and published by the Alaska Department of Education and Early Development. Work with Educational Technology Department to review and analyze criteria.	Schools design and begin to implement site plans for developing students' computer literacy skills to include formative and benchmark data.  A selected group of middle school teachers collaborates with DEED to field test assessment programs for 8 <sup>th</sup> grade technology literacy.	Schools continue to implement site plans for developing students' computer literacy skills to include formative and benchmark data.  Schools design and begin to implement site plans for developing students' computer literacy skills to include formative and benchmark data.	<b>All eighth grade students are computer literate, fulfilling NCLB criteria.</b>  Schools continue to implement site plans for developing students' computer literacy skills to include formative and benchmark data.	
1:1 student to computer pilot in one 7 <sup>th</sup> grade team at Wendler Middle School	1:1 pilot expands to include one 8 <sup>th</sup> grade team at Wendler.	Continue to expand 1:1 project as evaluation results indicate and funding allows.	—————>	—————>	—————>
All middle schools will encompass grades 6 through 8 as population and/or building capacities allow.	—————>  Begich Middle School opens with a 6-8 configuration.	—————>	—————>  Clark Middle School re-opens with a 6-8 configuration.	—————>	—————>
Positive school climates will be nurtured and supported through Social and Emotional Learning (SEL) initiatives and best practices.  Mid-level representatives participate on the SEL committee.	—————>  —————>  SEL rubric used at field test sites and shared with parents during student-led	—————>  —————>  Use of SEL rubric expands into additional middle schools	—————>  —————>  Use of SEL rubric expands into additional middle schools	—————>  —————>  —————>	—————>  —————>  —————>

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<p><i>Aggressors, Victims, and Bystanders (AVB) program training and implementation continues.</i></p> <p><i>Collaborative/joint training with SROs, Director of Security and Emergency Preparedness, AVB school representatives, and assistant principals on AVB and other intervention strategies.</i></p> <p><i>Prevention &amp; Intervention Coordinators in place at each site. Training occurs each year on successful intervention strategies.</i></p>	<p><i>conferences.</i></p> <p>→</p> <p>→</p> <p>→</p>	<p><i>SEL rubric used at field test sites and shared with parents during student-led conferences.</i></p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>
<p><b>Each year, middle schools school students report improved perceptions of overall connectedness to school, school climate, social and emotional learning, caring adults, peer climate, school safety, high expectations, respectful climate, and school leadership, as reported on the School Climate and Connectedness Survey.</b></p>	<p>→</p> <p><i>Each middle school utilizes analysis of data to design and refine school climate initiatives.</i></p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>
<p><b>Goal 3: Public Accountability</b></p>					
<p><b>Each year increase involvement of parents and of business partners in all middle schools.</b></p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>

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<i>Parent involvement plans are developed at each site, recorded on MLP, implemented and evaluated.</i>	—————>	—————>	—————>	—————>	—————>
	<b>Student-led conferences are utilized in all middle schools.</b>	—————>	—————>	—————>	—————>
	<i>Training provided to all new <del>to-model</del> teachers.</i>	—————>	—————>	—————>	—————>
	<b>The percentage of parents attending student-led conferences will increase each year.</b>	—————>	—————>	—————>	—————>
<b>Continue to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body.</b>	—————>	—————>	—————>	—————>	—————>