

Middle School Strategic Action Team: Desired States DRAFT

Curriculum & Instruction & Assessment

This We Believe: Keys to Educating Young Adolescents

- Value Young Adolescents
- Educators Use Multiple Teaching and Learning Approaches as stated in This We Believe pages 22-23
- Challenging Curriculum
- Varied Assessment (Standard Based grading and reporting)
- Rethinking Giftedness
- Preparing Every Student for College and Career Readiness

Instructional Offerings, Delivery, and Collaboration

Review/audit of core courses offered at the middle schools through a 3 year review cycle that lead to improved academic achievement.

- Implement a challenging core curriculum that actively engage all students
- Consistent implementation of ELA Readers and Writers workshop model
- Identify and align standards, curriculum and relevant professional development
- Incorporate advanced courses which includes college and career readiness strategies
- Review specialized programs to ensure alignment to recommended standards, adequate funding and staffing

Integrating health and wellness across curriculum.

- Review the current health curriculum and create a comprehensive plan to ensure all students have access to the curriculum. Ensure the plan meets the unique developmental health & wellness needs of all middle school students
- Physical activity, nutrition, wellness, healthy relationships, social-emotional learning (SEL), safe environments

Design a comprehensive implementation plan that encompasses robust core and elective/exploratory courses that is:

- Standard based
- Interdisciplinary, collaborative model
- Culturally relevant
- Critical thinking and essential questions through Inquiry and project-based learning
- Includes a plan to supplement core instruction and support personalized learning for students through the use of district approved technology
- Includes an explicit systematic inclusion of social emotional learning
- Increased student accountability for learning and self evaluation
- Implement a process for selecting and providing appropriate interventions that meet the needs of learners not performing at grade level
- Strengthen the plan and structures for extended learning opportunities for middle level students through interdepartmental collaboration
- Maximize FAST literacy and math assessment tools (explore other assessment methods and tools)
- Multiple learning pathways and teaching strategies
- Making real world connections that reflect curriculum goals & outcomes

Strengthen district-level and building cross departmental collaboration that focuses on academic and social

emotional growth.

- Partnering with MLL, OSS, OTL, REA and middle school staff around relevant professional development, including understanding of OSS & MLL changes, model of services and instructional expectations for ELL & SPED students

Academic Interventions

Create an implementation plan to support interventions and accelerations in alignment with core curriculum.

- Literacy - Leveled Literacy Interventions (LLI)
- Math - key math strategy interventions

Out of School Connections and Learning

Analyze S-Term, Flip Side, and EDL to implement programs, structures, and experiences to align with the Middle School model. [2018 S-Term Brochure](#)

Leadership & Organization

This We Believe: Keys to Educating Young Adolescents

- Shared Vision
- Committed Leaders
- Courageous & Collaborative Leaders
- Professional Development
- Organizational Structures

Professional Development

Provide opportunities and support leaders to develop a shared vision for middle level education.

- Core beliefs that are understood, owned, and supported
- Communication with students, families, communities, educators and staff
- Effective instruction, curriculum and assessment dedicated to improving the educational experiences of young adolescents

Develop and implement a Tiered Professional Development plan that includes a variety of delivery methods which includes, but not limited to PLCs, common planning time, job-embedded PD, Learning Team Meetings for EL and SpEd students, Literacy and Math strategies, etc.

- Framework that is grounded in PDSA cycles
- PLCs are interdisciplinary
- Is job-embedded to create a learning community at the school level
- Incorporates best developmentally appropriate teaching practices (physical development, social emotional, cognitive capacity)
- Is sustained through initial training, monitoring, and on-going coaching
- Incorporates assessment of the effectiveness of PD
- Instructional leadership
- Define the role of an Instructional Leadership Coach
 - 1 per building
 - PD on how to lead a team

Establish district-level coaching/leadership support whose expertise focuses on the middle level.

- Touchpoints with school leads
- Across all content areas
- Common framework
 - e.g. Cognitive Coaching, Teacher Leadership by Jim Rousin, New Leaders, etc.

Master Schedule

Review varied K-8, 6-8, & 6-12 scheduling models to determine the best schedule for implementation of a true district-wide middle school model that takes into consideration:

- Literacy blocks (Readers and Writers Workshops)
- Math instructional model
- interdisciplinary instructional teaming model that support multiple learning and teaching approaches

Design and implement interdisciplinary teams that have daily or regular common planning time for teachers to participate in professional learning communities around:

- Ways to integrate curriculum and resources
- Analyze assessment data
- Examine student work
- Discuss current research
- Reflect on the effectiveness of instructional approaches
- Leaders - how to facilitate teams
- Parent/guardian engagement
- Team community building and collaboration skills (staff and students) - norms, structures, circles, etc.
 - Tied to school-wide plan
- Inquiry/Project based learning (Collaborative Learning Model)
- Making real world connections that reflect curriculum goals & outcomes
- Critical thinking & Essential Questions
- Implement systems that allow students to be active in their education

Design a schedule that supports the middle school model that provides:

- Large blocks of class time to engage in a wide variety of learning experiences
- Access to core courses
- Exploratory support opportunities and/or course, such as Foundations
 - Daily or regular scheduling
 - Common activities
 - Common grading protocol

Organize houses to foster long-term relationships between students and teachers and supports the interdisciplinary model.

- May necessitate moving of classrooms

- Team spaces
- Project learning space
- Flexible space

School-Based Leadership Teams

Strengthen school-based leadership teams’ use of best practices.

- Defining expectations and roles
- Rubric for monitoring and reflection

Communication Plan

Develop and launch a communication plan for the Middle School Model.

- Review and redesign middle level website and marketing plan “Good Things Happen in the Middle”

Funding Model/Budget

Redefine Middle School Funding model.

- Ratios, allocations, specialized programming

Identify and/or purchase necessary materials/resources:

- Complex texts sets
- Classroom libraries
- Leveled Literacy Intervention (LLI)
- Curriculum (Science, Social Studies, Language)
- Culturally Relevant Framework
- Instructional Content Coaches

Determine and define if an Election to Work Agreement (ETWA) is needed to launch and/or sustain the Middle School Model.

Culture & Community

This We Believe: Keys to Educating Young Adolescents

- School Environment
- Adult Advocate
- Comprehensive Support Services
- Health & Wellness

Supporting Learning Environment

Design and implement welcoming, supportive, safe, inclusive, and equitable learning environments.

Create a district process for middle schools to partner with community organizations (Social service agencies, Service organizations, businesses, postsecondary institutions. Include a plan for recruiting partnerships for each middle school.)

- Mentorship programs
- Post-secondary, career learning and exploration

Create and define the collaborative teaming structure and service delivery model used to provide middle school

- Family Engagement
- Community & Business

students access to student support professionals/ services (including resources in the school and community): eg.counselors, school psychologists, social workers, nurses, community liaisons.

Create an environment for learning with systems that incorporate social emotional learning/PBIS to increase student achievement and decrease disparate office referrals/suspensions.

Foundations

Review and update the Foundation program and curriculum for developmentally appropriate supports in the following areas:

- Community building and connections
- Academic achievement
- Culturally responsive instruction
- AVID program and strategies to AVIDizing the school
- Digital citizenship
- Social emotional learning
- College & career readiness (Naviance)

Create and implement in Foundations that every student has a trusting relationship with at least one adult in the school.

- Adult-student interactions are positive, caring, and respectful.

Family Engagement and Connections

Create a plan/process for parents/families to be actively engaged and access the educational system and advocate in the education of their children.

- Grade level celebrations

Analyze current parent/guardian conference structure and adjust to incorporate best practices, such as student led conferences, student portfolios, home visits, etc.

Create and define the collaborative teaming structure and service delivery model used to provide middle school students access to student support professionals/services (including resources in the school and community): eg.counselors, school psychologists, social workers, nurses, community liaisons.

Transitions

Determine an organizational structure for supporting a transition plan for students between grades 4-5, 5-6, 6-7, 7-8, and 8-9.

- Students
- Families