



Salt Lake City School District

Educational Services
440 East First South
Salt Lake City, Utah 84111-1898

TEL: (801) 578-8298
FAX: (801) 578-8246

MEMORANDUM Division of Educational Services

DATE: April 2, 2002

TO: Salt Lake City School District Board of Education
Darline P. Robles, Superintendent

FROM: Cindi Seidel, Assistant Superintendent
Kathleen Christy, Area Director

SUBJECT: MIDDLE LEVEL SUMMIT PLANNING

The plan for a Middle Level Summit to be held on April 23 and 24 is submitted for the Board's approval. Revisions made at previous meetings have been incorporated in the Board expectations and benchmarks.

Thank you for your assistance in the development of this plan and your on-going support. We look forward to meaningful, productive, and exciting Middle Level Summit and a positive impact on student achievement.

Draft
MIDDLE LEVEL SUMMIT PROPOSAL

WHAT : A Summit for the Middle Level School Community

- ▶ Collaborative planning to implement best practices for middle level education
- ▶ Provision for effective transition between educational levels for students in the middle grades
- ▶ Focus on research that improves academic achievement for all students and analysis of data regarding students current performance
- ▶ Development of action plans to close the gap of underachieving students in grades 7 and 8

By the end of the Middle Level Summit, staff and community will understand the Board of Education's expectations to improve middle level education for all students and form committees to meet the benchmarks set by the Board.

WHO: Representative teams from each intermediate/middle school and smaller representation from the high schools, elementary schools, SLTA and other employee groups, central office and the Board of Education

Representatives from each middle level school to include:

- ▶ 1 administrator (principal)
- ▶ 1 counselor
- ▶ 10 teachers representing different curricular areas and balance, including links to Eccles/Annenberg Site Team and Middle Level School Team
- ▶ 3 parents (SCC, PTA, other)
- ▶ 2 students

Representation from each High School:

- ▶ 1 administrators
- ▶ 1 counselors
- ▶ 1 teacher
- ▶ 1 parent (SCC/PTA)
- ▶ 1 student

Representation from Elementary Level (All Areas):

- ▶ 4 principals
- ▶ 2 counselors
- ▶ 4 teachers (Grades K-6)
- ▶ 4 parents (SCC/PTA)

Representation from SLTA , SLASA, Classified, and Central Office:

- ▶ Number to be determined (similar to HS Summit)

DRAFT

WHEN: April, 2002

- ▶ 2 days: April 23-24

WHERE: Local Conference Facility

TENTATIVE AGENDA

DAY 1	DAYS 2
<p data-bbox="375 740 574 778" style="text-align: center;">Taking Stock</p> <ul data-bbox="180 821 769 1583" style="list-style-type: none">▶ Student reflections on their experience at the middle level▶ Review of Hausman study and current data on the academic achievement of students at the middle level▶ Review of the approved Middle Level Framework and elements of middle level education▶ Establish the Board's expectations▶ Set goal and objectives for the Middle Level Summit:<ul data-bbox="228 1434 711 1583" style="list-style-type: none">- Ground rules for collaborative work- Outcomes of the Summit- Benchmarks for 2002 - 2005	<p data-bbox="922 740 1268 778" style="text-align: center;">Collaborative Planning</p> <ul data-bbox="800 821 1382 1470" style="list-style-type: none">▶ Review of research on "Classrooms that Work" and closing the achievement gap▶ Identification of common challenges and progress to date▶ Develop framework for cross-site committees and action plans▶ Identify site-level responsibilities and organize for communications, planning and implementation▶ Discuss integration of Summit activities and school improvement planning

DRAFT

Revised 3/05/02

BOARD'S EXPECTATIONS

Close the achievement gap– Increase the achievement of middle level students in the lowest quartile and close the achievement gap between under-achieving groups of students and their achieving peers, so that the students achieving in the top quartile mirrors the demographics of the district as a whole **without sacrificing challenging curriculum**.

Continue to focus on literacy at the secondary level – The Board expects each school to continue to work toward the District goal related to implementation of a comprehensive, balanced, research-based approach to literacy development. School literacy plans must include an approach that is consistent with the District literacy framework, sustained professional development, and use of research-based best practices to meet the needs of struggling readers/writers, improve students' competencies in content area reading and writing across the curriculum, and stimulate the development of high level, critical and strategic, literacy skills.

Align curriculum – The Board expects that the middle level curriculum will be aligned with the state core and consistent across the District's schools **and programs**. The Board directs the schools to identify core courses, develop consistent course titles and descriptions, and ensure that the content of instruction meets the state standards of the basic educational program.

Identify safety nets/interventions – The Board expects the middle level schools to provide options and support within the regular education program for students who need more intensive instruction in order to meet the requirements for graduation, including preparation for passing the state's 10th grade basic skills competency test. These safety nets and interventions should include early identification of under-performing students and proactive **recruitment of students** for academic support in addition to focused remediation programs.

Establish a consistent and high quality program to provide English language development and sheltered English academic support for English language learners. The Board expects each middle level school to provide appropriate instruction and academic support for English language learners to be educated in their neighborhood school by trained and qualified teachers.

Focus on high expectations for achievement and access to rigorous core curriculum for all students – Students of varied income levels, race, ethnicity, and languages are not well represented in advanced placement and other higher level courses at the secondary level. The Board expects middle level educators to take steps that adequately prepare, encourage, and support students from all demographic groups to pursue rigorous curriculum and reach higher levels of academic achievement.

DRAFT
BOARD'S EXPECTATIONS CONTINUED

Establish a common schedule for the middle level schools – The Board expects the middle level schools to **determine the feasibility and appropriateness of establishing** a common schedule in order to provide students at each site with equitable access to the core curriculum, ease transition to high school, and facilitate the implementation of the best practices for middle level education.

Utilize school resources to effectively implement the approved curriculum for the middle level – The Board expects that the staffing resources of each school will be effectively used to implement the core curriculum. Each school is expected to review its course offerings and class sizes to determine the appropriate balance between core courses and elective/exploratory courses and make adjustments as needed to ensure instructional quality **and adequate class size**.

Implement an advisory/advocacy period in all middle level schools – The Board views the provision of advisory periods as a prime vehicle for expressing advocacy for students. The Board expects that the schedule will be modified to include regularly scheduled advisory period(s) for all students and the development of an associated curriculum framework which will allow each student to be well known by his/her advisor-teacher. The curriculum will include a focus on students' SEOPs as well as other strategies for academic support, personal development, and development of life skills.

Implement specific strategies to ensure effective 6th to 7th grade and 8th to 9th grade transitions – District data indicates that many students find the transition between the intermediate/middle school and the high school to be difficult, both academically and socially. The Board expects that high schools will develop a program that specifically addresses the needs of students in this transition, including orientation to the high school environment, support for taking advantage of the full range of opportunities the high school offers, and personalized academic advisement, monitoring and support.

Design and implement a collaborative professional development plan to maximize effective use of instructional time and best practices for middle level education which includes collaboration – The Board expects instructional time to be used productively to enhance student learning through research-based best teaching practices.

**DRAFT
BENCHMARKS**

2001-2003	2003-2004	2004-2005
<ul style="list-style-type: none"> ▶ Use a variety of communication strategies Conduct a community forum at each site to inform the public of our efforts during the fall of 2002 ▶ Implement common core course titles and descriptions across all middle level schools ▶ Complete alignment of curriculum content with state core through cross-site committee work ▶ Continue focus on literacy; establish comprehensive program including developmental reading courses for struggling readers ▶ Implement programs to serve the needs of English language learners at each school ▶ Determine the feasibility and appropriateness of establishing a common schedule for middle level schools to provide students at each site with equitable access to the core curriculum, ease transition to high school, and facilitate the implementation of the best practices for middle level education ▶ Implement explicit transition plans activities for incoming 6th graders and 8th graders moving to the high school ▶ Sustain extended day programs for academic support, enrichment, and recreation 	<ul style="list-style-type: none"> ▶ Implement common scheduling elements at each site that provide for equitable access to the core curriculum, flexibility to meet students needs, transition to high school, and implementation of the best practices for middle level education; provide professional development for staff to enhance use of instructional time ▶ Implement consistent curriculum aligned with the state core ▶ Develop Implement advisory periods/advocacy programs at each site ▶ Explore ways to create smaller learning communities and implement learning ▶ Explore trihate flexible instructional grouping of students, including heterogeneous / homogeneous grouping and differentiated instructional strategies ▶ Develop expanded interventions and academic support for students not meeting learning standards ▶ Identify expanded roles and opportunities for parent involvement through a cross-site committee 	<ul style="list-style-type: none"> ▶ Explore effective use of multiple assessments for evaluation of student learning ▶ Design integrated curriculum models through cross-site committees ▶ Design exploratory programs through cross-site committees ▶ Determine ways to make better use of school and community resources
<p>On-Going Elements:</p> <ul style="list-style-type: none"> ▶ Accountability for student performance ▶ Use of dis-aggregated data regarding student learning to guide instruction ▶ Commitment to open communication 		