

**Middle School Summit:
Report on the Progress of Board Expectations
2003-04**

Since the last report in March 2003, the Middle Level Schools have been busy researching best practices and strategies for continuing the implementation of the Middle Level Initiative and the Board's Expectations. Although the schools are in different implementation stages, this report will provide a summary of the progress that has been made for each expectation based on the 2003-04 Benchmark timeline established by the Board. (attached) A few examples of specific activities in schools are included.

I. Implement scheduling elements at each site that provide for an equitable access to the core curriculum, 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

All Middle Level Schools are on the semester schedule to facilitate equitable access to the core curriculum.

Each Middle Level School provides a seventh grade transition day for incoming seventh graders at the beginning of the school year.

Specific examples of school implementation:

Bryant

- Classes are scheduled to best meet the needs of students at our school. This includes offering for students who are involved with special education, extended learning, and ESL. Teachers often collaborate with each other.
- Transition includes counselors meeting with students who are transitioning into middle school. We also offer opportunities for incoming seventh graders to visit Bryant. This includes individual school visits and a student /parent night that we host. Our Community Learning Plus Center also works with incoming students. Additionally, we provide a seventh grade transition day for incoming seventh graders at the beginning of the school year. This has proven to be one of the best things that we implemented three years ago.
- Transition to high school also includes counselors working inviting high school counselors to visit with students and parents at our school. Students are also encouraged to attend ninth grade fairs at each of the high schools.
- Annually, we have ongoing professional development for our staff. During the 2003 school year, the entire staff has an opportunity to be involved with scheduled sessions that afford us opportunities to develop strategies that best meet the needs of our student population. One of our teachers, Eric Heiselt, has taken the leadership with this effort and is in charge of the curriculum that is offered at least twice a month. The textbook that we are using is Creating Emotionally Safe Schools by Jane Bluestein, Ph.D.

Glendale

- Professional development in adolescent development and the Middle Level philosophy was begun this year and will continue next year.

II. Implement consistent curriculum aligned with the state core

All schools have been engaged in reviewing the curriculum and class schedules based on the Middle Level Curriculum Committee's development of common course titles and descriptions. Schools and departments are in the process of aligning their courses with the core curriculum. Curriculum mapping is also occurring across departments.

The Curriculum Department specialists have worked with Middle Level math teachers to align the curriculum across the district.

Some specific examples:

Glendale

- The Math and Language Arts departments have worked intensively to align and map the curriculum.

Northwest

- We are using Collaborative Learning Communities to address writing across the content areas. Teachers are working with a coach provided by the district to help teachers with literacy and writing.

III. Develop advisory periods/advocacy programs at each site

Teams at each school are working to research and develop the appropriate curriculum/program to meet the advocacy needs of students. Schools have or are in the process of modifying schedules to include a regularly scheduled advisory/advocacy period for all students.

Specific examples of implementation:

Bryant

- We implemented a twenty minute advisory period during the 2003/04 school year. It is held five days a week and has proven to be a good time of the day to share information and mentor students.

Clayton

- Clayton Middle School is following the Board Expectation to have an Advisory Period in place for the 2004-05 school year. In a shared governance process faculty members selected thirteen teachers to be members of the Advisory Committee. The Committee met three times this year and several times last year. Together they shaped the

expectations for the Advisory Period. Committee Members provided information about the kinds of activities and materials that can be used with our students to build the bond with students to the faculty. Some of those activities include:

- Reading literature that has a universal message of support for one another.
 - Checking Power School each week with Advisory students.
 - Participation in team-building activities with students.
 - Conferencing with individual students about individual progress.
 - Other teacher-selected activities.
- Advisory Period is scheduled for 20 minutes each day Monday through Thursday. Teachers ratified the plan and the activities for inclusion in the Advisory Period.

Glendale

- We are working to revise our schedule for the 2004-05 school to include an advisory period.

Hillside

- Hillside's Advocacy plans are well in place for implementation next year. We've arranged our bell schedule to accommodate a daily, 19-minute, stand-alone period for advocacy. All teachers, counselors and our media center specialist will have a group of students in an effort to keep class sizes as low as possible.
- We have a curriculum that offers teachers a range of uses depending on their needs. We will spend some August Professional Development time to train the faculty in use of the curriculum. Our expectation is that the Advisory class time will be divided between the advisory curriculum, reading time, and one-on-one academic support through Power School. The class will be graded Pass or Fail, and citizenship grades will be given.

Northwest

- We are developing a new advisory class in which all certified staff, youth advocates, and counselors will be assigned. The final draft of our advisory class will be completed and approved by May of this year.
- Finding "student voice" is also a critical area in which we want to further our work with young adolescents. We are presently looking into changing our student government program and class to help us critically look at student voice and its important role in middle school.
- We hired two youth advocates to work with students and families.

IV. Explore ways to create smaller learning communities and implement teaming

Bryant

- Besides blocks for ELP and ESL, teams of teachers collaborate and have cross-curriculum projects with each other.

Clayton

- We are in the process of forming 8th grade teams for the 2004-05 school year. Teaming around curriculum occurs with the 7th grade teachers.

Glendale

- As we revise our schedule for 2004-05, we will develop and implement teaming at both grade levels.

Hillside

- Hillside remains a partially teamed school. We have an interdisciplinary, 7th grade, two-teacher team. We also have a less structured, 8th grade, two-teacher team. As we work to refine our master schedule for the 2004-2005 school year, we may be able to form another 7th grade team.

Northwest

- We have successfully teamed for several years. We have four teams: 2 in 7th grade and 2 in 8th grade. There is also an elective team and an ESL team.
- Special Education teachers work together to provide services for the students.

V. Explore flexible instructional grouping of students, including heterogeneous/homogeneous grouping and differentiated instructional strategies

Bryant

- Teachers collaborate and provide opportunities to best meet the needs of each student. This includes main streaming special education into regular classes. Our ELL students are also provided classes to meet their needs according to academic levels.

Glendale

- Our SFA reading program allows us the opportunity to group students for instruction to meet their needs. We are also able to regroup students based on our frequent assessments.

VI. Develop expanded interventions and academic support for students not meeting learning standards

Bryant

- We have before school and after school homework halls. Tutor school is available and the computer lab is open before and after school. Additionally, individual teachers work with students before and after school as needed. Our MESA program is very strong and offers after school opportunities for students at least once a week.

Clayton

- We notify parents directly of students are not meeting standards. We provide several interventions for students: Homework Hall, a mentoring program, individual tracking,

and advocates. We also provide three reading classes for struggling readers.

Glendale

- For the past two years we have provided three academic interventions: 1) Homework Hall; 2) Booster Club for students just below proficiency; and 3) Tutor Club run by certified teachers.

Hillside

- We provide three reading classes for struggling readers. Our selection process includes looking at CRT and SAT9 results. The classes are small- no more than 16 per class. We purchased low level-high interest books for the classes.
- We offer Homework Hall, and math one-on-one tutoring after school.
- Three of our math teachers are available for tutoring before school.
- Letters are sent advising parents when their students earn 4, 5, or 6 failing grades (F's). They are invited to come in and meet with the teacher.
- We run two Read 180 Labs for reading intervention.

Northwest

- We continue to look for ways to expand our after school program. This year our morning and afternoon homework halls have been very successful in helping students find greater success with their studies.

VII. Identify expanded roles and opportunities for parent involvement through a cross-site committee

Bryant

- We have much parent participation at our school. This includes, PTSA and SCC. Additionally a number of parents spend many hours volunteering in classes and helping with other school projects. Parents will also be involved with our accreditation process.

Clayton

- Parents are involved in many different ways. We are proud of our Community of Caring program where at least 30 parents monthly work to provide experiences and activities for students and staff. Parents will also be involved as we work through accreditation.

Glendale

- We continue to search for ways to increase parent involvement. Our Parent nights are very popular and we have tied academics into them. We are experiencing an increase in the numbers of parents who attend Parent/Teacher conferences.

Hillside

- In addition to the regular SCC and PTA parent involvement, we are proud of our parents in the hall before school and during lunch. They help us with supervision and connections. They are distinguished by the lanyards that they wear.

Northwest

- Finding "parent voice" is an area we have looked at this year. We know that parental input and support is critical in a middle school. This year we sent out a parent volunteer sheet (through PTSA) asking parents to sign up for areas of interest such as promotion, First Amendment School, uniforms, honors and awards programs, etc. This wasn't as successful as we had hoped but our spirit is still high.

In addition to the work that has been conducted at the school site, principals and assistant principals have participated this year in the statewide Utah Leadership Institute which is part of a national movement directed by the National Forum to Accelerate Middle Grades Reform.

Efforts will continue at both the district level and the school level to fully implement the Board's Expectations.

MIDDLE SCHOOL BOARD'S EXPECTATIONS

2001-2003	2003-2004	2004-2005
<ul style="list-style-type: none"> ▶ Use a variety of communication strategies 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 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 scheduling elements at each site that provide for equitable access to the core curriculum, 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 advisory periods/advocacy programs at each site ▶ Explore ways to create smaller learning communities and implement teaming ▶ Explore 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 		