

Middle Level Education Plan



Austin Independent School District
Office of Middle Schools
Dr. Paul Cruz, Associate Superintendent of Middle Schools

1111 W. 6th Street Austin, Texas 78703-5300 (512) 414-4481

Beliefs

We believe that.

Every individual has inherent worth.

All children can learn.

High expectations and aspirations are essential to maximize individual potential.

Effort, support, and opportunity are necessary to excel.

Everyone wants to experience success.

Success builds self-esteem, which provides the foundation for further success.

Family support is critical to a child's success.

Open, honest communication is fundamental for building trusting relationships.

People are responsible for their own choices and actions.

People thrive in a safe and nurturing environment.

Quality public education is essential for democracy to thrive.

Diversity enriches our community.

Mission
Our Loftiest Aspiration

The mission of middle level education, where children explore and discover their unique identities, is to ensure all students demonstrate high academic achievement and develop confidence and character to succeed in high school and beyond; this is accomplished by:

- *Engaging students in rigorous, relevant, world-class curriculum and instruction*
- *Fostering meaningful relationships*
- *Encouraging respect and appreciation of diversity*
- *Promoting civic engagement*
- *Supporting students' intellectual, physical, social, and emotional well-being*

PARAMETERS

- 1. We will always maintain safe, secure learning environments.*
- 2. We will not tolerate behavior, which is disrespectful or demeaning to any individual or group.*
- 3. Campus Improvement Plans will always be consistent with AISD's Strategic Plan for Middle Level Education.*
- 4. No new program will be accepted unless it significantly contributes to the Strategic Plan for Middle Level Education.*
- 5. No program will be retained unless it continues to make optimal contribution to achieving the mission for middle level education.*
- 6. We will not accept failure as final for any student.*

OBJECTIVES

- *All middle schools will achieve Recognized or Exemplary ratings in the State accountability system in the next five years.*
- *All middle schools will reduce the academic achievement gaps in Math and Science by 50% within the next five years.*
- *All middle school students will develop the confidence and character necessary to be respectful, responsible contributing members of their community.*
- *All middle school students will actively participate in projects and activities that encourage them to constructively explore and discover their talents, career interests, and aspirations.*
- *All middle school students will successfully transition to high school on time and prepared for success.*

STRATEGIES

- 1. We will develop, recruit, support, retain, and recognize high quality principals, teachers, and staff at every middle school to ensure that every student has a quality education.*
- 2. We will implement a rigorous, relevant, world-class curriculum and ensure that teachers have the professional development necessary to consistently apply best instructional and assessment practices.*
- 3. We will develop a comprehensive plan in partnership with outside resources and agencies to support at-risk students and families in order to increase student attendance and reduce barriers to learning.*
- 4. We will promote healthy life styles and safe learning environments at every middle school to ensure that students are fit, healthy, and ready to learn.*
- 5. We will integrate, model, reinforce and assess the character attributes established in the AISD Character Education Program at every middle school.*
- 6. We will design middle level learning environments that foster relationships and smaller learning communities addressing such needs as facility use, staff organization, career exploration, and project-based learning.*
- 7. We will identify and implement effective academic support and interventions for underachieving students.*
- 8. We will create and implement effective transition programs for entering and exiting middle schools.*

Action Plan

Strategy Number: 1

Plan Number: 1

Date: 5.03.08

STRATEGY: We will develop, recruit, support, retain, and recognize high quality principals, teachers, and staff at every middle school to ensure that every student has a quality education.

SPECIFIC RESULT: Provide high quality, ongoing professional development that supports district and campus goals.

Person Responsible				
ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
1) The PD days prior to school start should be allocated to one half-day of district-wide content, with the other two and a half days of content to be determined by the curriculum departments and each middle school's campus leaders.				
2) Once every six weeks, PD days should be allocated to one-half day of district-wide content area information and one-half day to be determined by individual campus leaders.				
<ul style="list-style-type: none"> a. District-wide content area meetings should be planned and led by successful, experienced teachers for each grade level. Participants will share best practices for the upcoming six weeks. b. Campus leadership team will create a professional development plan that will focus on campus goals, i.e. team planning, training in collaborative decision-making, mentor training, adolescent brain development research, ESL training, or other topics chosen by campus leaders and will submit their plan by Sept 1. 				
3) One PD day per year should be devoted to vertical team meetings.				
4) Prior to school start, District will limit district-wide information sessions for teachers new to the district to half days as much as possible to avoid information				

overload. (not to exceed two days total)				
<p>5) Prior to school start, allow new teachers approx. three days on campus with experienced teachers (or mentors) with a suggested maximum ratio of no more than three novices to 1one mentor. During this time, the novice teacher could work with guidance on:</p> <ul style="list-style-type: none"> - becoming acclimated to their campus layout, procedures, and policies - setting up and learning to use grade book software - getting set up on Lotus Notes - developing grading, late-work policies - creating classroom procedures, management plans, and expectations - setting up room to create a welcoming atmosphere for students - preparing handouts for parents explaining policies, procedures, and contact information. 				
6) Survey participants to determine effectiveness of training and usefulness of preparation time				

Action Plan

Strategy Number: 1

Plan Number: 2

Date: April 30, 2008

STRATEGY: We will develop, recruit, support, retain, and recognize high quality principals, teachers, and staff at every middle school to ensure that every student has a quality education.

SPECIFIC RESULT: Increase the effectiveness of mentoring programs for teachers and administrators in need of support.

Person Responsible:					
#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Create peer support groups for novice teachers led by an experienced facilitator. Peer support groups will meet throughout the school year with a minimum of one meeting every six weeks. Participation will be voluntary, but teachers will be compensated for participation. Teacher peer support groups will be formed based on convenience of geographic location and common grades/subjects.				
	2. Create peer support groups for new administrators led by an experienced facilitator. Administrator peer				

	<p>support groups will meet throughout the year with a minimum of one meeting every six weeks.</p> <p>Participation will be voluntary, but administrators will be compensated for participation. Where feasible, peer support teams for administrators will be formed based on convenience of geographic location and common campus demographics.</p> <p>3. Train principals regarding new teacher induction, mentoring programs, and ways they can increase and support mentoring program success on their campus.</p> <p>4. Allow opportunities for novice teachers to observe experienced teachers, work with mentors, and adequately plan and prepare for teaching.</p> <p>5. Survey mentor program participants to determine effectiveness of program.</p>				
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Action Plan

Strategy Number: 1
 Plan Number: 3
 Date: April 17, 2008

STRATEGY: We will develop, recruit, support, retain, and recognize high quality principals, teachers, and staff at every middle school to ensure that every student has a quality education.

SPECIFIC RESULT: Leverage competitive compensation, appropriate technology, and strategic alliances to recruit and retain exceptional teachers who reflect the diversity of the AISD student population

Person Responsible				
ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
1. Competitive Compensation <ul style="list-style-type: none"> a. Calculate the cost of recruiting and training per teacher (replacement costs), including the support for increasing student achievement in low-performing campuses. b. Focus on retaining experienced teachers rather than recruiting new graduates. Apply the recruiting monies to a program that adequately compensates teachers with five or more years of experience and keeps compensation competitive with the surrounding districts for experienced teachers. c. Extend this competitive compensation program to also included advanced degree holders, and teachers with additional certifications. d. Consider educational and/or housing allowances 2. Technology <ul style="list-style-type: none"> a. Recommend a consolidated, state-of-the-art, unified employee information software system that can be used by to track applicants, as well as create and maintain paperless employee files. b. Use videoconferencing and web applications for interviewing 				

applicants, thereby reducing travel and recruiting expenditures.

- c. Integrate databases on student/apprentice teachers with the applicant database to simplify and streamline recruitment and on boarding processes.
- d. Develop AISD recruiting video that can be mass produced and distributed through career fairs and viewed or downloaded from the HR website.

3. Strategic Alliances

- a. Expand recruiting plan to include current and former administrators and teachers as recruiters, increasing the current efforts, especially at universities with diverse student populations.
- b. Survey administrators and teachers to identify those interested in helping with targeted recruitment at specific universities or alternative teacher preparation programs.
- c. Provide training for identified educators outside the school day in district recruitment strategies and priorities.
- d. Assign trained educators to recruitment activities, such as university visits, job fairs, etc.
- e. Provide debriefing session on effectiveness of training and that year's recruitment efforts.
- f. Work with UT and other colleges to recruit and train teachers.
- g. Work with area non-profits to incorporate teacher training into after-school and informal education grants.

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Action Plan

Strategy Number: 1

Plan Number: 4

Date: May 1, 2008

STRATEGY: We will develop, recruit, support, retain, and recognize high quality principals, teachers, and staff at every middle school to ensure that every student has a quality education.

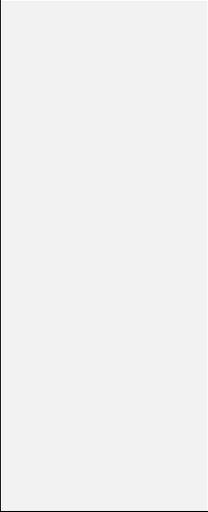
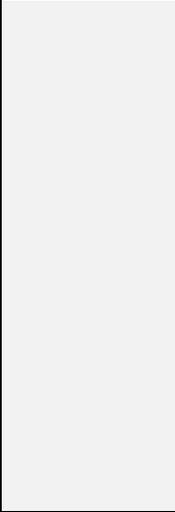
SPECIFIC RESULT: Increase the effectiveness of the evaluation process by including additional indicators for evaluation that measure progress toward campus goals or professional objectives. *Note: the term "educator" as used below includes both administrators and teachers.*

Person Responsible				
ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
<p>1. In addition to the Professional Development and Appraisal System (PDAS), the District recommends a collaborative portfolio assessment program, such as the Appraisal By Collaboration (ABC) system, to provide constructive feedback for all educators to help them identify and chart progress toward professional goals.</p> <ul style="list-style-type: none"> • With the assistance of the department head, principal, or associate superintendent, as appropriate, each educator or Academic Team will set assessment goals, identify current strengths, or areas needing improvement, and any other elements deemed important to that individual's successful career plans. • Each educator or Team will create portfolios that showcases best practices, and examples of progress toward stated goals. 				

<ul style="list-style-type: none"> • At least once each school year, the educator or team will meet with principal or appraiser, as appropriate, for a mutual review of progress based on assessment portfolio, and to revise or add new goals for the next year. • At least once a semester, each educator or team will self-evaluate progress based on portfolio. • Aggregated professional assessment gains will be collected, summarized and forwarded to the AISD Office of Planning and Community Relations, to help provide a more accurate and balanced public view of each campus. (For example: “More than 80% of the staff at _____ Middle School made positive progress toward identified professional goals in the 2008-09 school year. At least 60% of all staff members expanded existing goals or added new goals to their individual assessment portfolios for the coming year.”) • The district will include the summary in any media materials or public statements regarding the status of that campus under the Texas accountability system. 				
<p>2. District will disaggregate the results of the District’s current Annual Survey by campus and return the data to the individual campus CACs and faculty, on an annual basis, by March 1st.</p>				
<p>3. Each campus will develop a survey regarding all programs, school communication system,</p>				

teachers and administrators, to be distributed to parents.

Parent Support Specialists and at least one parent volunteer will be available to assist families who may need translation services or other assistance in completing the survey. As with any other district survey, participants will not be identified by name, nor will names be used to identify those being assessed.



Action Plan

Strategy Number: 1
 Plan Number: 5
 Date: 05.01.08

STRATEGY: We will develop, recruit, support, retain and recognize high quality principals, teachers and staff at every middle school to ensure that every student has a quality education.

SPECIFIC RESULT: Increase leadership opportunities within middle schools to produce multiple avenues for advancement for both teachers and administrators.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none"> 1. Define qualifications and duties for the following opportunities such as: Teaming Facilitators, Instructional Coach/Department Chair, Mentor Teacher, Intern AP's (teacher position), Intern Principals, and Associate Assistant Principal. 2. Coordinate with the District's Legacy Leadership Plan. 3. Allocate positions to campus based on need. 4. Recruit potential candidates for above positions within district; publicize and promote primarily from within the District. 5. Develop training for the various positions. 6. Provide training for the various positions. 7. Evaluate effectiveness of programs and positions by participants and campuses. 				

Action Plan

Strategy Number: 1
Plan Number: 6
Date: May 1, 2008

STRATEGY: We will develop, recruit, support, retain, and recognize high quality principals, teachers, and staff at every middle school to ensure that every student has a quality education.

SPECIFIC RESULT: Create a District-wide environment that encourages collaborative decision-making and acknowledges needs at each campus.

Person Responsible				
ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
1. Allow campus instruction teams greater flexibility in unit and lesson planning, while still meeting the district academic goals.				
2. Reshape the campus culture by adopting the model of Distributed Leadership for all middle school campuses.				

Action Plan

Strategy Number: 2
 Plan Number: 1
 Date: 5/1/08

STRATEGY: We will implement a rigorous, relevant, world-class curriculum and strategically organize professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.

SPECIFIC RESULT: Create multiple opportunities for teachers to share knowledge, mentor each other, and work as a collaborative team.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Provide structured planning time for teachers to align the curriculum and to design efforts that address the academic, developmental, social, and personal needs of students. <ul style="list-style-type: none"> a. Institute curriculum planning days to discuss data, goals, and strategies. b. Use early dismissal days for professional development. c. Form an interdisciplinary school cadre to coordinate professional development learning goals across departments and teams. d. Require teams to meet regularly to monitor the goals. e. Utilize flexible scheduling strategies 2. Provide necessary flexibility in schedules in order to accommodate teaching strategies that are consistent with effective student learning and allow for effective teacher teaming, common planning time, and other lesson planning. <ul style="list-style-type: none"> a. Develop a master schedule that creates daily common planning time for teams and grade level departments. b. Teachers use scheduled times to engage in common planning time for goal setting, student 				

	<p>work, and data review, and formative and summative assessments.</p> <p>c. Provide schedule time and reduce workload by limiting number of students to 90, fewer classes taught, and relieving duty assignments.</p> <p>3. Allocate time to create team based integrated units with literacy integrated across content areas.</p> <p>4. Provide time and support for peer observation and feedback so teachers can learn from each other.</p> <p>a. Strategic development of teachers to model effective classroom practice.</p> <p>b. Modeling within the campus and district wide.</p>				
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Action Plan

Strategy Number: 2
 Plan Number: 2
 Date: 5/1/08

STRATEGY: We will implement a rigorous, relevant, world-class curriculum and strategically organize professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.

SPECIFIC RESULT: Integrate service learning into the core curriculum in a structured way that connects classroom content with community needs.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Promote service learning programs and student activities as integral to an education.				
	2. Ensure activities and service programs are tied to the core curriculum.				
	3. Define educational objectives and determine assessment criteria.				
	4. Provide opportunities for all students to develop personal and community responsibility.				
	5. Establish a partnership with local universities and businesses to play an active role in the development and delivery.				
	6. Ensure students are responsible for planning, completing, reflecting, and assessing projects under the direction of the teacher.				
	7. Recognize the unique talents that each student brings to the group project.				
	8. Involve the campus and community in				

	development of ideas for electives.				
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Action Plan

Strategy Number: 2
Plan Number: 3
Date: 5/1/08

STRATEGY: We will implement a rigorous, relevant, world-class curriculum and strategically organize professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.

SPECIFIC RESULT: Create an interactive classroom through the use of technology, innovative instruction, dynamic grouping practices, and active engagement.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<p>1. Create teacher teams that can effectively support differentiated instruction within each classroom by determining the skills necessary across content areas and determine common benchmarks and strategies to use across the disciplines.</p> <p>a. Teachers use available technology to generate lesson plans.</p> <p>b. Adopt cooperative learning activities, peer-to-peer mentoring, project based learning, rubrics, weekly work, and plans.</p> <p>2. Form a school cadre to coordinate and /or facilitate the development of interdisciplinary learning goals and instructional practices across departments and teams.</p> <p>a. Provide ongoing development of engaging instructional practices.</p> <p>3. Use authentic, real-life problems and issues to construct hands-on activities that reflect state/national standards while engaging students.</p> <p>a. Use integrated coursework, project-based learning</p>				

	<p>(student choice of project), and service learning to engage students.</p> <p>b. Provide development for teachers in engaging instructional practices.</p> <p>4. Support differentiated instruction to address diversity in student learning and processing styles.</p> <p>a. Teachers should use a variety of strategies that identify and accommodate individual learning needs and engage students.</p> <p>b. Employ teaching styles and techniques that encourage student questioning and sharing of opinions.</p> <p>c. Provide opportunities for students to demonstrate mastery in a variety of ways.</p> <p>d. Adopt cooperative learning activities, peer-to-peer mentoring, project based learning, rubrics, weekly work, and plans.</p> <p>e. Provide time for reflection.</p> <p>f. Provide on-going and in-depth professional development on accommodating different learning needs.</p> <p>g. Assigned homework</p>				
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	<p>will be directly relevant and a direct extension to previous learning towards mastery.</p> <ul style="list-style-type: none"> h. Teacher teams will coordinate scheduling of homework and tests so as not overload the students. i. Each peer team should have at least one teacher who is tech-savvy who can help the rest of the team incorporate technology into their classroom instruction. <p>5. Increase sustained learning time by:</p> <ul style="list-style-type: none"> a. Adjusting length of class periods (block, modified block, rotating, flexible); b. Length of school day; c. Establishing additional supports beyond the school day that could include innovative learning labs or study groups. <p>6. Promote the use of technology as a tool of inquiry and communication. Utilizing student centered technologies to produce evidence of learning. (concept mapping, digital video production, multimedia presentations, webcasts, research).</p> <ul style="list-style-type: none"> a. Integrate Technology Applications TEKS within the MS IPGs. 				
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	<p>Teams of teachers develop at least four, high quality core technology activities for each grade level and each foundation content area (Math, Science, Social Studies, ELA aligned to the core curriculum.</p> <p>b. All 8th grade students take the online Technology Literacy Assessment developed to benchmark technology skill proficiency.</p> <p>c. Teacher web pages used for student and parent access. Assignments, classroom resources, contact information etc.</p>				
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Action Plan

Strategy Number: 2
Plan Number: 4
Date: 5/1/08

STRATEGY: We will implement a rigorous, relevant, world-class curriculum and strategically organize professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.

SPECIFIC RESULT: Develop and use a variety of authentic assessments to drive instruction and improve student performance.

Person Responsible					
#	ACTION STEP	Assigned	Starting	Completed	Resources:

		To:	Date:	Date:	
	<p>1. Assess with a variety of methods that measure student achievement and provide formative instructional data that becomes part of the learning process.</p> <ul style="list-style-type: none"> a. Create Personal Learning Plan (PLP) for each individual student. Implement an assessment system that provides timely feedback on specific knowledge and skills for specific students. b. Use pre-assessment and formative assessment to guide instructional planning and to provide a further opportunity to teach. c. Use student portfolios and evaluate them with the student; establish student led conferences. d. Tie learning goals to measurable benchmarks and encourage teams to regularly review and disaggregate data. <p>2. Expand the use of emerging digital tools that can enhance the assessment process</p> <ul style="list-style-type: none"> a. Data-Wise - Use of student data in Austin Instructional Management System (AIMS) to guide 				

	<p>instructional decision making</p> <ul style="list-style-type: none"> b. Student Response Systems (Clickers) c. Digital Portfolios – Online student work collections include a variety of products that show evidence of learning. d. Continue to explore online testing systems <p>3. Provide Professional Development for the following:</p> <ul style="list-style-type: none"> a. Using backwards planning in designing units. Provide “Understanding by Design,” by Wiggins and McTighe training. b. Using assessment as diagnostic tool to evaluate student learning and weaknesses, then modify instruction accordingly. <p>4. Create innovative reporting system that uses formative classroom assessments to help parents and teachers to assist student progress, and which provide useful feedback to administrators and policy makers.</p> <ul style="list-style-type: none"> a. Provide timely feedback on specific knowledge and skills for specific students. b. Develop tools to relay positive comments to parents so that contact from the school isn't 				
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	<p>always perceived as negative, i.e., greater use of mid-term behavior reports especially for positive behavior, giving the teachers the option of typing in a personal comment on these reports.</p> <p>c. Use student portfolios and evaluate them with the students.</p> <p>d. Establish student-led conferences.</p> <p>e. Utilize online tools to give students and parents access to grades, attendance and other relevant information.</p>				
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Action Plan

Strategy Number: 2
Plan Number: 5
Date: 5/1/08

STRATEGY: We will implement a rigorous, relevant, world-class curriculum and strategically organize professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.

SPECIFIC RESULT: Align the school-wide, comprehensive, ongoing professional development with each staff member's Personal Learning Plan.

Person Responsible					
#	ACTION STEP	Assigned	Starting	Completed	Resources:

		To:	Date:	Date:	
	<p>1. Develop Individual Learning Plans for each staff member that address the individual's learning and professional development.</p> <p>a. Campus level professional development would benefit holistically if the faculty and administrators all had a sound familiarity with Breaking Ranks and The Exemplary Middle School, among others.</p> <p>2. Align the school wide comprehensive, on-going professional development and the Personal Learning Plans of staff members with the requisite knowledge of content, instructional strategies, and student development factors</p> <p>a. Have teachers engage in leadership professional development with a focus on facilitation/group process, data desegregation and analysis; reform issues; best practices and learning profiles (gender, culture, learning style, and intelligence preference)</p> <p>b. Have proficient teachers engage in the training of other teachers, sharing their best practices.</p> <p>c. Train teachers to use pre-assessments, formative and summative standards based assessments, rubrics, panel review, performance testing, and portfolio assessments.</p> <p>d. Prepare teachers to use differentiated instructional practices to reach all middle school students including the struggling, grade level, high achieving, ELL and Special Ed.</p> <p>3. Provide on-going job embedded professional development for content area teachers.</p> <p>4. Provide development and teaming opportunities so that teachers learn how to incorporate the following into existing educational structures such as:</p> <p>a. Project based learning</p>				

	<ul style="list-style-type: none"> b. Advocacy & Middle level learners c. Using Wiggins and McTighe Backwards Design for instructional design. d. Writing across the curriculum e. Harry Wong - Effective Teaching f. Instructional strategies/differentiated instruction g. Problem based learning h. Inquiry based learning/ Socratic questioning i. Cooperative group instruction j. Written communication skills should be included in all subject areas. k. Teaching in the block schedule l. Change theory/motivation m. Special Education inclusion model n. Multicultural education o. Learning styles/brain research <p>5. Ensure that professional development is continuous and the each development opportunity is reinforced with follow-up activities including practice, performance, reflection, and feedback. Principals, Assistant Principals, department chairs and/or colleague trainer should be involved in the follow up process.</p> <p>6. Ensure that teachers will know, and be able to use, a variety of strategies and settings that identify and accommodate individual learning needs and engage students.</p> <ul style="list-style-type: none"> a. Seminars, debates, field experiences, independent study, laboratory, reflection, etc. b. Service learning c. Provide teachers with training in <u>facilitation and coaching</u>; to be guides instead of lecturers. d. Provide on-going and in-depth professional development on accommodating different learning needs and which 				
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	<p>support differentiated instruction.</p> <p>7. Support teachers in developing new learning environments that utilize technology as a flexible tool where learning is collaborative, interactive and customized.</p> <ul style="list-style-type: none"> a. Provide professional development for teaching and integrating Technology Applications into the foundation and enrichment b. Support teachers in developing classroom websites and online resources to share lessons, monitor student progress, and establish regular communication with parents and students. c. Utilize innovative strategies for the delivery of ongoing professional development through the use of technology, including online and other distance learning and digital content services. d. Provide training on the use of electronic tools and information to support sound, data-driven instructional decision-making. e. Support teachers in exploring emerging technologies for instructional delivery and student centered technology use. (Interactive boards, slates, student response systems, digital video, online tools) f. An instructional technology specialist should provide teachers with one-on-one, hands-on training in the classroom. 				
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Action Plan

Strategy Number: 2

Plan Number: 6

Date: 5/1/08

STRATEGY: We will implement a rigorous, relevant, world-class curriculum and strategically organize professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.

SPECIFIC RESULT: Design and implement a rigorous and cross-disciplinary curriculum that ensures meaningful and real life learning for all students.

Person Responsible				
ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
<p>1. Identify, from existing talent within the district, a curriculum designer or team to develop a blue print for revising existing curriculum along interdisciplinary lines.</p> <p>2. Connect curriculum content to real-life applications of knowledge and skills.</p> <ul style="list-style-type: none"> • Use a variety of methods (integrated course work, project-based learning, etc.) to make real-life connections between school and the rest of the world. • Build on student knowledge and experiences. • Use authentic learning activities - real-life problems and issues to construct hands-on activities that reflect state/national standards while engaging students in the discovery/inquiry processes. <p>3. Incorporate the use of technology into the projects using mobile computing devices (i.e. laptops, handheld devices, digital cameras, electronic probes) to allow for students and teachers to extend their learning beyond the classroom</p> <ul style="list-style-type: none"> • Teachers and students will use information and communication technologies to collaborate, construct knowledge and provide solutions to real-world problems. • Teachers and students use research-based strategies in all subject areas to improve academic achievement through technology. • Teachers, parents, and students have access to relevant technologies, tools, resources and services for individualized instruction 24/7. • Work with curriculum staff to incorporate Technology Applications TEKS and related skills into core content and enrichment areas to include bilingual/ESL and Special Education training. <p>4. Provide on-going, content-specific training for teachers to integrate technology into the curriculum.</p> <p>5. Form a school cadre to coordinate/facilitate the development of interdisciplinary learning goals and instructional practices across departments and teams.</p> <ul style="list-style-type: none"> • Organize teams to define student-learning goals in terms of higher order thinking. • Create interdisciplinary Teacher Teams who work together to implement project-based curriculum across content areas with emphasis of depth over breath of coverage, and provide them with common planning times. <p>6. Use backwards planning in designing units, specifically designing lessons and units as modeled by Grant Wiggins and Jay McTighe, and other leaders in formative assessment.</p> <p>7. Campus technology plans will outline actions to ensure a comprehensive plan is in place for teaching the Technology Applications TEKS through the core curriculum. Campus tech plans are aligned with State and District Technology Plans.</p>				

Action Plan

Strategy Number: 2

Plan Number: 7

Date: 5/1/08

STRATEGY: We will implement a rigorous, relevant, world-class curriculum and strategically organize professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.

SPECIFIC RESULT: Create integrated, exploratory electives on every campus to extend core learning in order to reinforce study skills and teamwork, and to provide opportunities to constructively explore and discover students' talents, interests, and aspirations.

Person Responsible		Assigned To:	Starting Date:	Due Date:	Completed Date:
#	ACTION STEP				
	<p>1. Create new, relevant elective exploratory courses beyond music, athletics, foreign language, and art <u>such as</u> - Creative Writing, Video Production, Robotics, Comic Books as Literature, Forensic Science, Ecology Save the Planet, Native Plants and Animals, Film as Literature.</p> <ul style="list-style-type: none"> Use heterogeneous grouping in all electives including ELL and SpED populations. <p>2. Design and implement technology connections classes:</p> <ul style="list-style-type: none"> Rework the current semester keyboarding class to include teaching word processing, spreadsheet preparation, and electronic presentation creation, designing graphs & charts, and editing photos. In addition, the class should teach students how to gather data from blogs. Other applications of technology classes – robotics, graphic design, electronics, digital imaging and multimedia. <p>3. Consider flexible scheduling options.</p>				

Action Plan

Strategy Number: 3

Plan Number: 1

Date: May 5, 2008

STRATEGY: We will develop a comprehensive plan in partnership with outside resources and agencies to support the needs of students and families in order to increase student attendance, family involvement and reduce barriers to learning.

SPECIFIC RESULT #1: Identify internal resources and developed external funding to support 5 pilot "Full Service" Family/Community Resource Centers (FCRC) on

middle school campuses that are developed through collaborative partnerships with existing neighborhood organizations, community members, parents, youth and businesses.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<p>1. Partner with an outside agency to develop/recommend 2-3 models of FCRCs that are based on best practices of existing national model “community schools”. Models developed/recommended will be based on size, population demographics and will offer elements to be personalized by schools.</p> <p>2. Identify funds to contract with an outside agency to develop/recommend 2-3 models of FCRCs that are based on best practices of existing national model “community schools”. Models developed/recommended will be based on size, population demographics and will offer elements to be personalized by schools.</p> <p>3. Identify AISD department staff to be primary contact for the development of the FCRCs on AISD Middle School Campuses.</p> <p>4. Identify a team of community members to work with AISD point person to develop internal and external funding strategies to support a plan to fund and sustain 5 “full service” FCRCs and to</p>				

<p>fund ongoing technical assistance for the development of the initiative by an outside agency.</p> <p>5. Develop support literature and website information for the initiative that can be used to promote the FCRC initiative to potential external funders and to raise awareness about the FCRCs as school/community resources.</p> <p>6. Create a standard process/criteria by which schools may elect to work toward developing a FCRC, Ex:</p> <ul style="list-style-type: none"> a. Appoint a lead person to explore formation of FCRC at each campus. b. Engage with parents, neighborhood/community leaders to form a Community/School Alliance Advisory Team that includes representative youth. c. “Map” existing internal and external resources that support the school; conduct a needs assessment. (See additional Action Plans for this process.) <p>7. Develop criteria that a school/neighborhood collaboration must meet in order to be called a FCRC.</p> <p>8. Develop 3 stages of FCRCs that demonstrate sustainable levels of the model that FCRCs may aspire to depending on</p>				
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<p>available space, resources, and funds.</p> <p>9. Encourage all middle schools to develop FCRCs or elements of FCRCs.</p> <p>10. Hold a District information session to orient middle school staff representatives and their neighborhood leadership to the vision of the FCRCs and the benefits that include:</p> <ul style="list-style-type: none"> a. decrease in chronic absenteeism, b. decrease in family mobility, c. significant increase in parent engagement, d. increase in neighborhood and community awareness and support, e. improved academic performance, f. improved teacher/staff morale and g. reduction in staff stress, h. healthier, safer neighborhoods. <p>11. Provide implementation policy and procedures, training/coaching, and technical assistance to the District and individual schools as needed and described in contract.</p> <p>12. Develop the FCRC initiative will work with a District representative to establish an application process for schools to request District support for the</p>				
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<p>development of a “full service” FCRC.</p> <p>13. Through the submission of project proposals in Fall 2008, select 2 middle schools for pilots.</p> <p>14. Allocate a full classroom size space for campuses selected for the “full service” FCRC model.</p> <p>15. Implement a pre-post comprehensive evaluation plan that measures and tracks community/neighborhood involvement, impact on absenteeism rates, and family mobility.</p> <p>16. Hire a Director of each of the 2 selected and funded FCRC campuses; selection team will include the school principal, neighborhood/community representative, and parent representative.</p> <p>17. Select three additional FCRCs from proposals solicited by the District. The 3 new pilot FCRCs will have access to community reflection and evaluation reports from the first two pilots in order to take advantage of “lessons learned”.</p> <p>18. Make an FCRC summary outcomes report available to the community at large, each participating neighborhood, parents and teachers at each</p>				
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	<p>school.</p> <p>19. Work with existing school partnerships and programs to streamline services by reducing duplication, increasing collaboration, and leveraging resources for the school.</p> <p>20. Design an evaluation plan for all FCRCs.</p>				
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Action Plan

Strategy Number: 3
Plan Number: 2
Date: May 5, 2008

STRATEGY: We will develop a comprehensive plan in partnership with outside resources and agencies to support the needs of students and families in order to increase student attendance, family involvement and reduce barriers to learning.

SPECIFIC RESULT: Create a District level staff external partnership team that will promote and maximize the effective recruitment, review, assignment, and assessment

of external resources that support family involvement and reduce barriers to student learning at the middle school level.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<p>1. Appoint a team led by a District administrator, community liaison, and middle school campus representative authorized by the District to serve as the “External Partnership Development Team”.</p> <p>2. Meet at least 2-3 times/semester to explore resource development and emerging grant or other opportunities to provide resources for middle school initiatives that have the potential to increase student attendance, family involvement and reduce barriers to learning.</p> <p>3. Team will set goals at the beginning of each year and conduct research into areas of opportunity.</p> <p>4. Serve as a conduit for grant information, community businesses that may be interested in sponsoring initiatives, national and international evidence-based programming, etc.</p>				

Action Plan

Strategy Number: 3

Plan Number: 3

Date: May 5, 2008

STRATEGY: We will develop a comprehensive plan in partnership with outside resources and agencies to support the needs of students and families in order to increase student attendance, family involvement and reduce barriers to learning.

SPECIFIC RESULT: Develop an annual plan and protocol for engaging the neighborhood, faith-based organizations, youth serving organizations, volunteers and businesses to ensure a productive support system for each school.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<p>1. Contract with an outside agency to develop a community engagement training for campus teams to include the principal or asst. principal, parent, teacher and student representative.</p> <p>2. Require a training session for schools that have limited involvement with the neighborhoods and community surrounding the school.</p> <p>3. Develop a handbook and best practice toolbox for connecting with the surrounding community, honoring diversity and creating inclusive environments and encouraging neighborhood members, organizations, and businesses to get involved with their neighborhood school.</p> <p>4. Amend the current personnel standards by which AISD staff are evaluated to include community outreach and engagement as part of their assessment.</p> <p>5. Adjust 1 of the 3 paid days of training before the semester starts for a 2 hours session to brainstorm on the ways in which teachers and administrators (and students) can know the community</p>				

	better, engage with the community in authentic and efficient ways.				
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Action Plan

Strategy Number: 3
Plan Number: 4
Date: May 5, 2008

STRATEGY: We will develop a comprehensive plan in partnership with outside resources and agencies to support the needs of students and families in order to increase student attendance, family involvement and reduce barriers to learning.

SPECIFIC RESULT: Conduct an annual needs assessment of the school and asset map of the internal and external resources available within the boundaries of the school and neighborhood community.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<p>1. Hire an outside individual or organization to:</p> <p>a.) Develop a user-friendly web-based tool that may be used as a template by all schools to create an asset map of physical resources, human resources (volunteers, engaged community members), faith-based organizations, community centers, businesses, recreational areas, on and off campus after-school activities centers for youth, safe houses, current school partners that offer after school programs, mentoring, adopters, etc.) Web-based tool will be accessible from District Website.</p> <p>b.) Develop school needs assessment survey templates that allow schools to personalize the survey questions to different audiences: ex: teachers, students, school professional and non-professional staff, parents, community partners. The needs assessment surveys will be distributed annually by each campus to representative school/community stakeholders to determine perceived needs of the school by stakeholders. The needs assessment survey templates will be accessible from the District's website.</p>				

2. Designate a point person on campus to administer the school needs assessment and identify current available resources. For campuses that establish a Family/Community Resource Center (FCRC), the Director of the FCRC would be responsible for coordinating the asset mapping and needs assessment for the campus. If no FCRC, the principal may appoint the Asst. Principal or other staff member to coordinate the effort.

3. Recruit a team of members from community, parents and teachers, students and other school staff to review the survey results and prioritize the list of needs and expectations. Goals, strategies and resources needed for the coming year to maximize student success, attendance, family involvement and reduced barriers to learning will be identified.

4. Communicates on bi-annual basis to the group the progress made to engage the identified needed resources.

5. Examine school-specific needs assessment data and school-specific resources to determine additional resources needed for each campus.

	<p>6. Examine all middle school needs assessments data and school-specific resources to determine additional resources needed for middle schools.</p> <p>7. Annually re-evaluate school needs assessment process and school asset mapping process.</p>				
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Action Plan

Strategy Number: 3
 Plan Number: 5
 Date: May 5, 2008

STRATEGY: We will develop a comprehensive plan in partnership with outside resources and agencies to support the needs of students and families in order to increase student attendance, family involvement and reduce barriers to learning.

SPECIFIC RESULT: Ensure that a comprehensive youth services mapping (YSM) system that identifies support services and resources available for students is accessible by Internet for each middle school.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Create a technical assistance plan for AISD staff on utilization of the YSM and how outreach will be conducted to the school community. 2. Create and translate into multiple languages a "How To" manual for utilizing the already designated YSM families. 3. Conduct a comprehensive training for AISD staff on utilization of the YSM. 4. Conduct a comprehensive training for AISD Student Support Services staff on the utilization of the YSM system that includes training on how to train others on the YSM 5. Conduct a comprehensive training for lead middle school				

	<p>counselors on how to use the youth services mapping system with school staff and parents.</p> <ol style="list-style-type: none">6. Conduct a comprehensive training for Parent Support Specialist Coordinators on how to use the youth services mapping system with parents.7. Create an education outreach plan for each middle school based upon guidelines outlined in the AISD technical assistance plan for the YSM for teachers and parents to raise awareness and increase utilization of the YSM.8. Implement the YSM system education outreach plan.9. Assess and update the YSM system education outreach plan annually as needed.10. Assess and update annually the YSM system technical assistance plan as needed.11. Annually conduct as evaluation of relevance and usage of YSM.				
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Action Plan

Strategy Number: 3
 Plan Number: 6
 Date: May 5, 2008

STRATEGY: We will develop a comprehensive plan in partnership with outside resources and agencies to support the needs of students and families in order to increase student attendance, family involvement and reduce barriers to learning.

SPECIFIC RESULT: The District will create a web-based common tool tied to a searchable database for potential service providers to request permission for serving students or adults on school campuses.

Person Responsible					
ACTION STEP		Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none"> 1. Create a template for gathering profile info on each organization that includes client targets, proposed or offered services, number of students affected, desired service outcomes, identified source of funding organization has to support their service, length of intended service, space needed, time of day, days of the week services are rendered, names of key personnel to be on school campus on a regular basis, contact information for those individuals, completed criminal record background checks through APIE for all staff or volunteers to be serving students on campus, etc. 2. Dedicate a staff person from each campus or the Director of the Family/Community Resource Center to manage the requests from service providers to provide services to their campus. Requests will be 				

	<p>processed, reviewed for required information and a decision will be made by the Principal and/or FCRC Director whether to authorize the provider's request. If the partnership is approved, an MOU will be signed by the authorized school and organization representatives and kept on file at the school.</p> <p>3. Link with already existing APIE database to create a directory of persons participating in external organizations for verification purposes and determine if background or criminal checks are needed or have been done.</p>				
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Action Plan

Strategy Number: 3
 Plan Number: 7
 Date: May 5, 2008

STRATEGY: We will develop a comprehensive plan in partnership with outside resources and agencies to support the needs of students and families in order to increase student attendance, family involvement and reduce barriers to learning.

SPECIFIC RESULT: Utilize annual evaluation tools such as AISD's current climate survey as a means for a continuous quality improvement (CQI) process to measure parent and student engagement and satisfaction with their middle school.

Person Responsible		Assigned To:	Starting Date:	Due Date:	Completed Date:
ACTION STEP					
	1. Conduct outreach efforts appropriate to each school to increase the number of respondents on the AISD school climate survey with special attention to parents who do not speak English. 2. Distribute and analyze The AISD School Climate Survey in a timely manner so that it measures impact for the current year. 3. Identify a school-based team that includes parents and community members responsible for this CQI process. 4. Examine the past 2 years of data on school climate and identify at least one goal for school improvement. 5. Identify indicators for parent and student engagement/satisfaction from current district annual				

	<p>climate survey that correspond to their goal and set improvement goals for each indicator.</p> <ol style="list-style-type: none"> 6. Share goal and how it will be measured (relevant indicators) with school community. 7. Develop strategies and corresponding activities to reach their goal that correlate with current parent engagement efforts. 8. Implement identified activities and conducts simple evaluation of each activity to measure its' success. 9. Evaluate strategies at the end of the year. 10. Evaluate school climate survey indicators yearly to assess achievement of their goal. 11. Share progress towards goal with the school community. 				
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Action Plan

Strategy Number: 3

Plan Number: 8

Date: May 5, 2008

STRATEGY: We will develop a comprehensive plan in partnership with outside resources and agencies to support the needs of students and families in order to increase student attendance, family involvement and reduce barriers to learning.

SPECIFIC RESULT: Create and expand opportunities for parent and family involvement on each campus.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
	<p>1. With the assistance of the ACPTA, develop a handbook of best practices for increasing parent and family involvement for distribution to middle school campuses.</p> <p>2. Gather a group of parents and staff, including CAC members, PTA members, the Parent Support Specialist from each campus to review recommendations for parent and family involvement and will develop a plan that will include:</p> <ul style="list-style-type: none"> a. Growth of the PTA b. Parent leadership training c. Volunteer/Fundraising opportunities d. Family Nights e. Health Promotion Events f. Community service opportunities g. Tutoring/Mentoring h. Adult education opportunities <p>3. Improve communication with parents, using means that are relevant to the needs of their campus community. This may include improved translation services for teachers, use of radio and TV, simplifying written communications,</p>				

<p>and keeping parent contact information up-to-date.</p> <p>4. Improve communication with local community members. This may include:</p> <ul style="list-style-type: none"> a. distribution of a bilingual campus newsletter to the community b. attendance at local community meetings c. inviting community leaders for campus events and conversations d. community-wide dinners e. service learning projects for students in the community f. use of radio and TV to publicize campus events g. use of signage around school to inform the community of campus events and positive news h. formation of a support group made up of community members (beyond the CAC) to support the campus <p>5. Improve the climate for parents and families on each campuses, providing a friendly welcome, simplified processes for volunteering, and a person/place for parents and families to connect with on campus</p> <p>6. Use the annual climate survey as a means of evaluating the success of parent and family involvement on their campuses.</p>				
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Action Plan

Strategy Number: 4
 Plan Number: 1
 Date: 5/1/08

STRATEGY: We will promote healthy life styles and safe learning environments at every middle school to ensure that students are fit, healthy, and ready to learn.

SPECIFIC RESULT: Establish a Functioning Wellness Committee to oversee implementation of Coordinated Approach To Child Health (CATCH) Program.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Recognize multiple solutions for individual campus needs 2. Create central location that provides resources, programs, and organizations that can be utilized 3. Designate individuals to be involved on the committee 4. Offer program like PBS, Love and Logic, Capturing Kids Hearts and others to schools so a program can be crafted to tailor meet their needs				

Action Plan

Strategy Number: 4
Plan Number: 2
Date: 5/1/08

STRATEGY: We will promote healthy life styles and safe learning environments at every middle school to ensure that students are fit, healthy, and ready to learn.

Specific Result: Utilize all eight interrelated components of the Coordinated School Health Program (CHSP), through the District's CATCH program or similarly approved program.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none">1. Form campus wellness teams on each campus.2. District will provide staff support, training and resources to ensure implementation of the CATCH program.3. Establish evaluation process to determine ongoing needs and impact of the program.				

Action Plan

Strategy Number: 4

Plan Number: 3

Date: 5/1/08

STRATEGY: We will promote healthy life styles and safe learning environments at every middle school to ensure that students are fit, healthy, and ready to learn.

Specific Result: Create and maintain a safe learning environment in all middle schools.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Identify programs that can be included in advisory consistent with PBS and through-out the campus including teachers and administrators to address problems such as: <ul style="list-style-type: none"> • Bullying • Cyber conduct • Gangs • Inappropriate behavior • Campus based issues 2. Implement PBS through out the campus. 3. Provide staff with a framework for maintaining safety and security at all times.				

Action Plan

Strategy Number: 5
 Plan Number: 1
 Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Train teachers, administrators, and staff at every middle school to integrate, model, and reinforce the AISD Character Education Touchstone using the PBS process with 100% fidelity to the model.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none"> 1. Establish PBS Guidelines for Success based on the AISD Touchstone for each campus. 2. Define behavior expectations based on the campus Guidelines for Success for all staff and students in all common areas. 3. Create a consistent school-wide reinforcement system to recognize students and staff for demonstrating the Character Education Touchstone. 4. Provide middle school administrators awareness training on the PBS process and on the AISD Character Education Touchstone (duration: 1-1/2 hours). 5. Assist middle schools new to PBS / Character Education in the Readiness Process to form 				

	<p>campus teams that will monitor the implementation of Character Education on their campuses.</p> <ol style="list-style-type: none">6. Assist the middle schools that are identified as PBS campuses in revising and strengthening their PBS / Character Education processes.7. Train all middle school staff on the AISD Character Education toolkit and implementation process.8. Provide yearly training of the AISD Character Education toolkit and implementation process.9. Complete implementation of PBS process with 100% fidelity to the model over the 2009-2011 school years.				
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Action Plan

Strategy Number: 5

Plan Number: 2

Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Implement advisories in 6th through 8th grades at all middle schools to assist students in developing life-long social skills reflected in the AISD Character Education Touchstone.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Create a uniform Advisory Character Education curriculum. 2. Use culturally relevant and diverse examples for each Touchstone trait (i.e. diverse ethnicities, religions, intellectual and physical capacities and socio-economic statuses). 3. Address adolescent social and emotional development issues through <u>Life Skills</u> and <u>Why Try?</u> social skills curricula. (We know that advisory will include other elements and topics; we have included only those that address Character Education.) 4. Train all middle school staff on the advisory curriculum.				

Action Plan

Strategy Number: 5
 Plan Number: 3
 Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Integrate the AISD Character Education Touchstone and life-long social skills into all curricula and all classroom routines and procedures.

Person Responsible					
#	ACTION STEPS	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Educate middle school staff about existing Character Education lesson plan resources available on the AISD website and other websites and the <u>Why Try?</u> and existing <u>Life Skills</u> curricula. 2. Provide AISD Touchstone posters for all classrooms. 3. Create an interactive bulletin board on the AISD Character Education website for teachers to share lesson plans and lessons integrating Character Education and social skills into all curricular areas, as well as classroom routines and procedures. 4. Revise IPGs to reflect the integration of Character Education and social skills into subject-area curricula, making sure that curriculum staff is trained on the AISD Touchstone.				

Action Plan

Strategy Number: 5
 Plan Number: 4
 Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Assure the implementation, fidelity and success of the campus Character Education Program by holding principals accountable.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<p>1. Provide each campus principal with a copy of the <u>2007 National Schools of Character: Award Winning Practices</u> booklet from the Character Education Partnership to be shared with their PBS / Character Education team.</p> <p>2. Create and submit for approval a campus-wide Character Education plan (template provided in on-line Character Education Toolkit).</p> <p>3. Encourage each campus to follow the district Character Education framework and to create a unique Character Education program that meets specific needs for their population.</p> <p>4. Monitor implementation progress of Character Education plan at the campus level on a monthly basis and adjust as needed.</p> <p>5. Revise campus administrators' evaluation to include successful Character Education implementation.</p>				

	<p>6. Monitor each campus' progress in implementing Character Education on a quarterly basis at the district level.</p> <p>7. Provide sufficient staff dedicated to Character Education to serve on the PBS staff in Student Support Services to ensure successful Character Education and Service Learning implementation.</p>				
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Action Plan

Strategy Number: 5
 Plan Number: 5
 Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Establish Service Learning at every middle school.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Train administrators, staff, and students on the critical aspects of Service Learning during the fall semester. 2. Provide information about the critical aspects of Service Learning to families via newsletters, websites, seminars, PTA meetings, etc. 3. Structure opportunities for all students to research, design, and participate in Service Learning projects with assistance from staff and families so that the character traits in the AISD Touchstone are internalized. 4. Structure at least three school-wide Service Learning opportunities on each campus related to the following: <ul style="list-style-type: none"> a. campus-wide needs; b. city-wide needs; and c. local community needs. 5. Provide sufficient staff who will provide technical support and training, assist each campus in establishing Service Learning, keep accurate records of all projects, and expand collaborative partnerships with community resources using the Legacy of Giving model.				

	This person will work in collaboration with the PBS staff as well as the A Legacy of Giving staff.				
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Action Plan

Strategy Number: 5
 Plan Number: 6
 Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Develop and implement a communication plan about Character Education topics for all families.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Provide, through appropriate district personnel, basic framework information regarding Character Education that can be used in communication to families. 2. Use or create a school newsletter to discuss Character Education Touchstone and suggestions for how to reinforce it at home. 3. Put campus-specific Character Education information on individual campus websites. 4. Publicize opportunities for Service Learning so that families can participate in those projects. 5. Offer seminars during the fall and spring (at minimum) to families to assist them in extending and reinforcing the Touchstone at home and in their children's interactions in the community. 6. Provide English classes to non-				

	<p>English-speaking families on individual campuses at different times of the day (look at the Allison Elementary model).</p> <p>7. Redesign the AISD Character Education website to reflect the values, attributes and goals of our proactive approach. It should be positive, helpful and engaging.</p> <p>8. Engage local adolescent specialists (i.e.: doctors, psychologists, nutritionists) to inform the larger community about adolescent cognitive and social development issues and questions, and provide tools for addressing them using various communication venues (i.e. AISD cable, AISD Character Education website, family newsletters, family seminars, etc.).</p>				
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Action Plan

Strategy Number: 5

Plan Number: 7

Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Develop and implement a communication plan about Character Education topics for all community partners.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
	<p>1. Create a readable, eye-catching pamphlet for business partners that lists the Character Education Touchstone and illustrates ways in which businesses can support Character Education and Service Learning (this may be done in conjunction with the AISD Communications Department).</p> <p>2. Refer businesses to the Character Education website for further information and resources.</p> <p>3. Provide posters with the Character Education Touchstone designed by students for use at the business sites of our Partners in Education.</p> <p>4. Engage Capitol Metro in displaying the Character Education Touchstone trait of the month on city buses.</p> <p>5. Partner with local television and radio stations to provide AISD students with opportunities to create and broadcast Public Service Announcements based on the Character Education Touchstone.</p>				

Action Plan

Strategy Number: 5

Plan Number: 8

Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Develop and implement a communication plan about Character Education topics for all youth program providers.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Provide PBS training to all Youth Program Providers. 2. Refer Youth Program Providers to the Character Education website. 3. Introduce Youth Program Providers to Service Learning (see Specific Result 5.5). 4. Create a readable, eye-catching pamphlet that highlights the Character Education program and offers resources for Youth Program Providers (this information would also be on the website). 5. Use ACCESS evaluation tools to measure the successful integration of Character Education Touchstone and PBS practices in Youth Programs.				

Action Plan

Strategy Number: 5

Plan Number: 9

Date: May 1, 2008

STRATEGY: We will integrate, model, reinforce, and assess the character attributes established in the AISD Character Education curriculum: *Respect, Responsibility, Courage, Self-Discipline, Caring, Fairness, Honesty, Integrity, Perseverance, Trustworthiness.*

SPECIFIC RESULT: Assess program implementation and achievements by using existing assessment tools: SASI data, academic achievement data, Climate Survey, The League Tools, PBS evaluation tools such as ACCESS, the Character Education rubric, discipline, attendance, completion rates, and the student self-assessment Likert scale.

Person Responsible		Assigned To:	Starting Date:	Completed Date:	Resources:
ACTION STEP					
	<p>1. Submit a quarterly report to the Associate Superintendent for Middle Schools from each campus PBS / Character Education team highlighting implementation progress and achievements including the following data:</p> <ul style="list-style-type: none"> a. Discipline data b. Academic achievement data c. Attendance data d. Climate surveys from staff, students and parents e. Service Participation Tools (The League) f. PBS Evaluation tools g. Character Education rubric h. Completion / passing rates i. Student self-assessments <p>2. Create a district-wide bi-annual report compiled from the campus quarterly reports to show the efficacy of district Character Education implementation.</p>				

ACTION PLAN

Strategy Number: 6

Plan Number: 1

Date: May 6, 2008

Strategy: We will design middle level learning environments that foster relationships and smaller learning communities addressing such issues as facility use, staff organization, career exploration, and project-based learning.

Specific Results: Build a master schedule that promotes interdisciplinary teaming, professional learning communities, and includes heterogeneous grouping of students in such a way that each group reflects the demographics of the campus.

Person Responsible					
#	<u>ACTION STEP</u>	Assigned To:	Starting Date:	Completed Date:	Resources:
1	Hire teachers who value working with the middle school student age group and have strong relationship skills and content competence.				
2	Group staff into interdisciplinary teams who will work with a common group of no more than 150 students as our form of smaller learning communities				
3	Assign teachers trained in special education practices or strategic interventions to support each interdisciplinary team to R.T.I. efforts and inform instructional process				
4	Implement common planning times for teacher teams				
5	Build small learning communities to reflect the SES, racial, ethnic, and gender student demographics of the school and ensure that all major groupings of students reflect the demographics of the school as a whole				
6	Implement project-based				

	learning and interdisciplinary units across core courses				
7	Incorporate career connections into the academic lessons through the use of on-line resources, community resources, guest speakers, field trips, and curriculum supplements				

ACTION PLAN

Strategy Number: 6

Plan Number: 2

Date: May 6, 2008

Strategy: We will design middle level learning environments that foster relationships and smaller learning communities addressing such issues as facility use, staff organization, career exploration, and project-based learning.

Specific Results: Create a positive school climate of care that prioritizes, rewards, supports and expects positive student and teacher behavior and builds upon students' and teachers' strengths.

Person Responsible					
#	<u>ACTION STEP</u>	Assigned To:	Starting Date:	Completed Date:	Resources:
1	Group staff into interdisciplinary teams who will work with a common group of no more than 150 students as our form of smaller learning communities				
2	Implement common planning times for teacher teams				
3	Reserve one planning time each week for student/teacher interaction				
4	Schedule teacher-student interaction times so that at least half of all interactions are positive recognitions each week				
5	Identify staff development opportunities that train teachers to recognize positive behaviors in students				
6	Adopt the PBS model on campus				
7	Use interdisciplinary lessons to reinforce character traits from the AISD Character Education guide				

ACTION PLAN

Strategy Number: 6

Plan Number: 3

Date: May 5, 2008

Strategy: We will design middle level learning environments that foster relationships and smaller learning communities addressing such issues as facility use, staff organization, career exploration, and project-based learning.

Specific Results: Invigorate middle school communities by promoting involvement and pride in neighborhood schools.

Person Responsible					
#	<u>ACTION STEP</u>	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Survey school communities to help determine identity of each school				
2	Gather student input concerning interests and career goals to help determine school identity/concept				
3	Analyze survey results and student input data to determine school concept and identity, and to provide community input.				
4	Submit school concept and identity to middle school office.				
5	Align identity of each school to career explorations within interest of the community				
6	Partner with external organizations and /or businesses to foster stronger community relationships and strengthen career exploration opportunities that support the school identity.				
7	Identify course offerings that match the identities of each campus				

Action Plan

Strategy Number: 6
Plan Number: 4
Date: 5-01-08

STRATEGY: We will design middle level learning environments that foster relationships and smaller learning communities addressing such issues as facility use, staff organization, career exploration, and project-based learning.

SPECIFIC RESULT: Establish facility needs to support middle level education.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none">1. Take inventory of current facility needs2. Identify facility needs to support the middle level education plan3. Develop a long range facility plan for middle schools				

ACTION PLAN

Strategy Number: 6

Plan Number: 5

Date: May 6, 2008

Strategy: We will design middle level learning environments that foster relationships and smaller learning communities addressing such issues as facility use, staff organization, career exploration, and project-based learning.

Specific Results: Establish a Boy's Leadership Academy

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
1	Identify task force members composed of representatives from AISD and community members				
2	Determine school philosophy				
3	Identify potential funders				
4	Hire principal				
5	Hire staff				
6	Identify staff development topics to prepare staff for working in the academy				
7	Identify Students				

ACTION PLAN

Strategy Number: 6

Plan Number: 6

Date: May 5, 2008

Strategy: We will design middle level learning environments that foster relationships and smaller learning communities addressing such issues as facility use, staff organization, career exploration, and project-based learning.

Specific Results: Create demonstration classrooms in four core areas.

Person Responsible					
#	<u>ACTION STEP</u>	Assigned To:	Starting Date:	Completed Date:	Resources:
1	Create middle school demonstration classrooms in all content areas to provide staff development opportunities district wide				
2	Create strategic intervention model for at risk students and in support of social/emotional education				
3	Hire demonstration teachers and support staff				
4	Engage university professors and researchers to provide staff development				

ACTION PLAN

Strategy Number: 6

Plan Number: 7

Date: May 6, 2008

Strategy: We will design middle level learning environments that foster relationships and smaller learning communities addressing such issues as facility use, staff organization, career exploration, and project-based learning.

Specific Results: Identify and implement curriculum materials and planning guides to better align middle school student advocacy programs with high school student advocacy programs.

#	<u>ACTION STEP</u>	Assigned To:	Starting Date:	Completed Date:	Resources:
1	Assess current student advocacy component on each middle school campus				
2	Convene a team of teachers and other invested staff to design a culturally and contextually relevant advocacy program				
3	Identify and implement curricular materials and planning guides that enhance advocacy programs aligned with high school advocacy programs				
4	Fund and provide campus level ongoing professional development to assure strong student advocacy programs that support relationship building (between student peers, between students and teachers, and between teachers and community) and that support social and emotional learning				
5	Provide ongoing professional development				
7	Assign one adult to support each student's academic and personal development using				

	research based, social and emotional learning curriculum resources that reflect the identity of the school.				
8	Reorganize staffing patterns to approximately 15-1 ratios during advocacy.				
9	Fund and provide campus level ongoing professional development to assure strong student advocacy programs that support relationship building (between student peers, between students and teachers, and between teachers and community) and that support social and emotional learning.				
10	Incorporate use of the Individual Academic Career plan (IACP) into the advocacy program				

Action Plan

Strategy Number: 7
 Plan Number: 1
 Date: 5-01-08

STRATEGY 7: We will identify and implement effective academic support and interventions for underachieving students.

SPECIFIC RESULT: Establish an alternative middle school to meet the needs of students who do not succeed in the traditional middle school environment.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Due Date:	Completed Date:
	1. Solicit community input. 2. Identify facility. 3. Establish a partnership of local agencies, universities and community groups to support the learning community. 4. Develop the vision and mission for the campus. 5. Appoint principal to design non-traditional model. 6. Hire instructional leadership and support. 7. Develop eligibility guidelines and enrollment limits. 8. Hire Staff. 9. Identify curricular models to address needs of non – traditional students. (Virtual Learning, Distant Learning				

	<p>Labs, Service Learning etc.</p> <p>10. Provide on- going staff development on non-traditional models, adolescent development, and working with the non-traditional students.</p> <p>11. Purchase instructional technology (Hardware and software and site licenses) appropriate to ensure a world-class facility.</p> <p>12. Implement academic and social interventions to foster strengths in students e.g. Solution Focus intervention.</p> <p>13. Implement an assessment for learning modes to monitor student progress towards standards.</p>				
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Action Plan

Strategy Number: 7
 Plan Number: 2
 Date: 5-01-08

STRATEGY 7: We will identify and implement effective academic support and interventions for underachieving students.

SPECIFIC RESULT: Create and implement a co-teaching inclusion model in the core subject areas.

Person Responsible					
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	1. Select 3 at least three pilot schools. 2. Obtain <i>voluntary</i> co-teacher teams at each pilot school. 3. Provide initial summer and on-going follow-up professional development and planning for the pilot school co-teach teams. 4. Ensure the number of Special Education students does not exceed 40% in each co-teach classroom 5. Schedule common planning and preparation periods for co-teach teacher teams <u>during the school day</u> . 6. Require district personnel from the areas of reading,				

	<p>math, and special education to visit the pilot co-teach classrooms.</p> <p>7. Require district personnel from the areas of reading, math, and special education to provide feedback and evaluation to the visited co-teach classrooms.</p> <p>8. Schedule meetings for all pilot co-teach teams in the district on staff development days to share ideas and concerns.</p> <p>9. Evaluate the piloted co-teach inclusion model.</p> <p>10. Based on evaluation data, make a recommendation to expand, revise, or abandon the co-teach inclusion model.</p>				
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ACTION PLAN

Strategy Number: 7

Plan Number: 3

Date: May 14, 2008

Strategy 7: We will identify and implement effective academic support and interventions for underachieving students.

Specific Result: Implement a systematic intervention process that supports students' success in literacy, mathematics, and science instruction in middle schools.

Person Responsible					
#	<u>ACTION STEP</u>	Assigned To:	Starting Date:	Completed Date:	Resources:
	<p>1. Identify research based effective models that outline a systematic intervention process that is timely and targets specific student needs, such as Defour's Pyramid of Intervention or RtI three tier framework.</p> <p>1. Provide professional development to middle school teachers and administrators on applying a systematic process to identify students' needs, programmatic gaps, and curricular changes to design effective interventions.</p> <p>2. Identify the largest student population who would qualify under the term "underachieving" using quantitative data. What do the student profiles that emerge suggest?</p> <p>3. Analyze the current intervention strategies, programs, and materials that are in place to determine gaps in services and their level of effectiveness in meeting students' needs (look at the outcomes).</p>				

	<p>4. Collect and analyze quantitative and qualitative data, including student work and formative and summative assessment results to develop and implement interventions aligned with campus needs' and best practice.</p> <p>5. Create a flow chart of what systematic steps are necessary for students' success based on researched "best practice".</p> <p>6. Develop non-negotiable intervention guidelines that are flexible and relevant to supporting effective and explicit intervention programs.</p> <p>7. Support learning communities compromised of middle school educators who are interested in identifying effective interventions and implementing preventive instructional practices in a systemic manner by securing necessary resources (time, materials, etc).</p> <p>8. Provide on-going systematic performance monitoring of students and implement the use of common assessments to ensure consistency across classrooms.</p> <p>9. Develop the document that describes the steps of support available to students who are underachieving and distribute to campus.</p> <p>10. Create models of intervention pyramids at</p>				
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	<p>each middle school and share these collectively with each other to allow for sharing successful strategies across campuses.</p> <p>11. Create a model mathematics and science classroom on each campus.</p> <p>12. Set up a network (cluster meetings, distance learning, blogging, shared folder) for all mathematics and science teachers to share ideas</p>				
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Action Plan

Strategy Number: 7
 Plan Number: 4
 Date: 5-01-08

STRATEGY 7: We will identify and implement effective academic support and interventions for underachieving students.

SPECIFIC RESULT: Provide after-school programs that promote student interest as well as academic achievement in each middle school.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
1.	Identify areas of interest for developing after-school programs.				
2.	Allocate district funding for each middle school to establish an after-school program.				
3.	Include after-school programs in all MS Campus Improvement Plans				
4.	Implement campus-specific after-school programs at each middle school.				
5.	Provide ongoing opportunities for communication among school leadership, community and program leaders (meetings, newsletters, e-mail, blogging, etc.)				
6	Increase participation in co-curricular and academic enrichment opportunities				

7.	outside of the classroom. Create a district After-school Advisory Consortium that will garner resources for sustaining the campus after-school programs.				
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Action Plan

Strategy Number: 7

Plan Number: 5

Date: 5-01-08

STRATEGY 7: We will identify and implement effective academic support and interventions for underachieving students.

SPECIFIC RESULT: Develop and implement effective instructional systems for English Language Learners.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none"> 1. Establish a transition model for English Language Learners from elementary to middle school. 2. Create a research-based instructional teaching model in all core areas. 3. Train all teachers in transitional and instructional models. 4. Communicate expectations in transitional and instructional models. 				

ACTION PLAN

Strategy Number: 8

Plan Number: 1

Date: May 5, 2008

Strategy #8: We will create and implement effective transition programs for students entering and exiting middle school.

Specific result: Implement a transition camp for incoming students new to middle school, and coordinate a transitional program with high schools.

	Person Responsible				
	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none"> 1. Designate a district transition coordinator. – Middle School Office 2. Provide template for transition programs, which includes core elements. – District Transition Coordinator (see Appendix A) 3. Prepare middle school transition sample program timeline and budget template. – District Transition Coordinator (draft provided – Appendix B) 4. Present requirement of Transition Program to all middle school principals – District Transition Coordinator 5. Select a transition program campus coordinator. – Campus Principal 6. Conduct district wide campus coordinators orientation meeting. – District Transition 				

Coordinator

7. Create campus transition team. – Campus Principal/Campus transition program coordinator.
8. Assess local campus needs for transition program components. – Campus Transition Team, CAC, Teachers, Students, Administrator
9. Conduct district-wide campus coordinators meeting to share needs assessments and program implementation ideas. – Middle School Office/coordinator
10. Draft local campus transition program plan and budget. – Campus Transition Team
11. Present budget, program plans w/core elements, and daily schedule. - Local Campus Transition Coordinator
12. Review and approve budget, program plan w/core elements, and daily schedule – District Transition Coordinator.
13. All middle schools implement a transition to middle school program for incoming students– Campus Transition Team

ACTION PLAN

Strategy Number: 8

Plan Number: 2

Date: May 5, 2008

Strategy: We will create and implement effective transition programs for students entering and exiting middle school.

Specific result: Implement a comprehensive transition protocol for students who enter middle school after school begins.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none"> 1. Designate a district transition coordinator. –Middle School Office 2. Provide template for transition programs that includes core elements. – District Transition Coordinator (see Appendix A) 3. Prepare middle school transition sample program timeline and budget template. – District Transition Coordinator (draft provided – Appendix B) 4. Present requirement of Transition Program to all middle school principals – District Transition Coordinator 5. Select a transition program campus coordinator. – Campus Principal 6. Conduct district wide campus coordinators orientation meeting. – District Transition 				

	<p>Coordinator</p> <p>7. Create campus transition team. – Campus Principal/Campus transition program coordinator.</p> <p>8. Assess local campus needs for transition program components. – Campus Transition Team, CAC, Teachers, Students, Administrator</p> <p>9. Conduct district-wide campus coordinators meeting to share needs assessments and program implementation ideas. – Middle School Office/coordinator</p> <p>10. Draft local campus transition program plan and budget. – Campus Transition Team</p> <p>11. Present budget, program plan w/core elements, and daily schedule. - Local Campus Transition Coordinator</p> <p>12. Review and approve budget, program plan w/core elements, and daily schedule – District Transition Coordinator.</p> <p>13.All middle schools implement a transition through middle school program for students– Campus Transition Team</p>				
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ACTION PLAN

Strategy Number: 8

Plan Number: 3

Date: May 5, 2008

Strategy #8: We will create and implement effective transition programs for students entering and exiting middle school.

Specific result: All middle schools will host an informal open house, in addition to Back-to-School Night and New Student Orientation, for new and returning students prior to the first day of school.

Person Responsible					
#	ACTION STEP	Assigned To:	Starting Date:	Completed Date:	Resources:
	<ol style="list-style-type: none"> 1. Designate district-wide Middle School Open House Middle School Office 2. Communicate to campus principals the date, designated hours of operation (8 AM to 7 PM), and program content for Open House (Appendix A). – Middle School Office 3. Include Open House date, hours of operation, and employee attendance expectations in welcome back letter to employees Campus Principal 4. Create the Open House plan/structure using the campus administrators, counselors, and other support staff Campus Principal 5. Advertise the Open House date and time (Spanish/English) at AISD elementary schools, middle 				

	<p>schools, local businesses, community organizations, and faith-based institutions,– AISD District Communications Office</p> <p>6. All middle schools will host an <i>informal</i> open house, in addition to Back-to-School Night and New Student Orientation, for new and returning students prior to the first day of school</p>				
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Appendix A
Core Elements for Transition Programs

The following core elements must be included in your transition program plan.

- 1) Promote Local Campus Culture and Pride
 - a. Academic Expectations
 - b. Behavior Expectations
 - c. School Song/Fight Song
 - d. Traditions and History
- 2) Positive Relationships – student to student across grade levels and student to adult in a safe and nurturing environment
- 3) Social Skills
 - a. Effective Communication
 - b. Conflict Resolution
 - c. Coping with Anxiety/Anger
 - d. Working Cooperatively
 - e. Encouraging, respect, and appreciation of diversity
- 4) Organizational Skills
- 5) Goal setting
- 6) High School Shadowing (8th grade)
 - a. Visit campus
 - b. Meet students
 - c. Coordinate with vertical team
- 7) Positive decision making
- 8) Academic Reinforcement
 - a. Providing an academic preview of 9th grade curriculum
- 9) Parent Orientation and Participation
- 10) Incorporation of Technology
- 11) Team Building for all participants
- 12) Enrichment Activities – TBD locally