

Goal 1: Increase literacy proficiencies for all middle level students.

Measurable Progress Indicator: Increase proficiency levels for all students in grades 5-8 in reading comprehension, from the Iowa Assessment, and reading, from NWEA scores.

Improve individual student writings throughout the middle school years using the 6-Trait Writing Assessment rubric for classroom work.

Goal	Action Steps	Timeline	Resources	Report Progress to Board
Students will be required to re-take all reading assessments that are failed in the classroom.	The general and special education teachers will re-teach portions of tests for students who have failed.	Entire 2012-2013 school year	General ed teachers Special ed teachers Building principal AEA personnel Empowerment instructor Paraeducators	Monthly board meetings- building principal will report how many students have failed classroom assessments and the action steps which were taken by each instructor
Students are required to take additional courses/activities to enhance reading scores in addition to the regular reading course taken by all students in grades five through eight.	Continue with silent reading at each grade level, SCR at 7 th grade, and Fusion for below-proficiency readers	2012-2013 school year	Reading instructors Special ed teachers Building principal Empowerment instructor Paraeducators	Annual report to the board to inform them about the required reading courses at the middle school level.
Students will build their writing skills, moving from high quality paragraph writing to a research paper.	Smooth transition of paragraph writing in fifth grade to a full research paper in eighth grade. Display more student writings on bulletin boards and newspapers. Peer help from high school writing mentors.	2012-2013 school year	General ed teachers Special ed teachers Building principal Empowerment instructor AEA personnel Paraeducators High school instructors Local newspaper	Highlight writing samples at monthly board meetings. Share outstanding writings throughout the school year.

	Highly encourage correct writing mechanics/sequencing for all writings, including journal entries.			
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Goal 2: Increase science proficiency scores based on the Iowa Assessment.

Measurable Progress Indicator: The percentage of students scoring at the proficient level and above on the Iowa Assessments science assessment will increase by 7% for the 8th grade students using their proficiency percentage as 7th graders of 66.1% as a benchmark for this improvement. (2012-2013 8th grade science goal=73.1)

Goal	Action Steps	Timeline	Resources	Report Progress to Board
Students will be required to re-take all science assessments that are failed in the classroom.	The general and special education teachers will re-teach portions of tests for students who have failed.	Entire 2012-2013 school year	General ed teachers Special ed teachers Building principal AEA personnel Empowerment instructor Paraeducators	Monthly board meetings- building principal will report how many students have failed classroom assessments and the action steps which were taken by each instructor

Goal 3: Increase proficiency scores at all grade levels for special education students.

Measurable Progress Indicator: The special education students will improve overall proficiency scores in reading, math, and science.

Classroom scores will be improved throughout the 2012-2013 school year.

Goal	Action Steps	Timeline	Resources	Report Progress to Board
Special education students will be required to re-take all assessments that are failed in the classroom.	<p>The general and special education teachers will re-teach portions of tests for students who have failed.</p> <p>Include SpEd students in more classroom discussions to stretch their thinking and encourage collaboration</p>	Entire 2012-2013 school year	<p>General ed teachers Special ed teachers Building principal AEA personnel Empowerment instructor Paraeducators</p>	Monthly board meetings- building principal will report how many students have failed classroom assessments and the action steps which were taken by each instructor
Accommodations will be implemented with fidelity for all special needs students.	<p>Teach paras skills for accommodations</p> <p>Allow for observation time for learning accommodations</p> <p>Determine specific accommodations for individual students</p> <p>Collaboration between GenEd and SpEd teachers will be required to best meet the needs of the SpEd students</p>	2012-2013 school year	<p>General ed teachers Special ed teachers Building principal AEA personnel Empowerment instructor Paraeducators</p>	Conversation with building principal and superintendent as needed

