

MIDDLETOWN TOWNSHIP ACTION PLAN **STUDENT ACHIEVEMENT COMMITTEE** **REPORT**

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Goals and Strategies

Goal Area: Student Achievement

Goal: *To improve student learning through the delivery of a rigorous and relevant curriculum aligned with the NJ Core Content Curriculum Standard.*

- Strategy #1:** *Provide horizontal and vertical articulation to insure uniformity and continuity of curriculum.*
- Strategy #2:** *Examine and modify the structure of the current schedules to achieve the desired curriculum objectives.*
- Strategy #3:** *Implement and evaluate varied models of delivering instruction and assessing learning.*
- Strategy #4:** *Redefine the current curriculum development model.*
- Strategy #5:** *Provide students, teachers, and parents with tools and opportunities for students to self assess and become critical thinkers and problem solvers.*
- Strategy #6:** *Develop a comprehensive variety of exploratory experiences that prepare students for their future in the global environment.*

MIDDLETOWN ACTION PLAN

Key: R - Research D - Development I - Implementing
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Goal Area: Student Achievement

Goal: To improve student learning through the delivery of a rigorous and relevant curriculum aligned with the NJ Core Content Curriculum Standards.

Strategy #1: Provide horizontal and vertical articulation to insure uniformity and continuity of curriculum K-12.

Major Activities	Staff, Resources, Timelines	Indicators of Success
<p>Assess implementation of current curricula to determine their effectiveness. Including:</p> <ul style="list-style-type: none"> Vertical scope and sequence Horizontal interdisciplinary components Curriculum Mapping R 	<p><u>May 2007:</u> Evaluation Component added to all Curriculum Guides, written after January 1, 2007. I</p> <p><u>October 2007:</u> Middle Grades Interdisciplinary Curriculum Committee completed assessment in July 2007.</p>	<ul style="list-style-type: none"> Results of staff development meeting Student performance on state, district, and teacher-made tests Focus Groups—parents, students (past & present), and teachers Completion of “Scope and Sequence” chart
<p>Conduct longitudinal studies to monitor students’ achievement. R</p>	<p><u>May 2007:</u> Year 1 of a three-year longitudinal study on the use of Connected Math in partnership with Horizon Research. I</p> <p><u>October 2007:</u> Conducted an NCLB-type review of GEPA 2003-7, completed August 2007 I</p>	<ul style="list-style-type: none"> Results of studies Results of interviews
<p>Provide time and resources that insure both horizontal and vertical articulation occur on a regular basis. D</p>	<p><u>May 2007:</u> Since April 2007, every Administrative & Board Committee Agenda, & Building-Based Meeting Agenda contains Strategic Plan reference codes on vertical and horizontal articulation. I</p> <p><u>October 2007:</u> Curricular design and implementation committees are ensuring horizontal and vertical articulation. I</p> <p>Numerous opportunities for vertical and horizontal articulation are planned for the October 22 district in-service day. I</p> <p>Building staff meetings are being used for horizontal and vertical articulation. I</p>	<ul style="list-style-type: none"> Summary report of meeting during which articulation occurs
<p>Develop curriculum models that encourage and support an interdisciplinary approach and implement differentiation of instruction. D</p>	<p><u>May 2007:</u> All curricula completed since January 2007 include activities that differentiate instruction. I</p> <p><u>October 2007:</u> Four LEADS model units completed.</p> <p><u>May 2008:</u> All middle school LEADS Units will be completed by Summer 2008.</p> <p>Interdisciplinary Language Arts/Social Services curriculum guide for grades K-5 to be completed by June 2008.</p> <p><u>August 2008:</u> IDEAL/LEADS training completed for all grades K-8, supporting literature provided K-8, and LEADS Units completed for Gr. 3-8. I</p>	<ul style="list-style-type: none"> Observed implementation of the developed curriculum models

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Strategy #1: Provide horizontal and vertical articulation to insure uniformity and continuity of curriculum K-12. (continued)

Major Activities	Staff, Resources, Timelines	Indicators of Success
Provide staff development that will promote interdisciplinary delivery of differentiated instruction. D	<p><u>May 2007:</u> LEADS - Staff Development, May 17 and May 24, 2007. Summer camps, weeks of July 9 & July 16 – 50 teachers each. I</p> <p><u>October 2007:</u> LEADS training in all three middle schools held September 4th and 5th. Course offerings for CEU's starting November 2007. I</p> <p><u>January 2008:</u> Three new elementary courses offered for CEU's were begun to support the Elementary Literacy initiative.</p> <p><u>August 2008:</u> IDEAL Summer Camps attended by over 70 teachers in grades K-3 and LEADS Summer Camps attended by a total of 91 teachers in grades 4-8. I</p>	<ul style="list-style-type: none"> ▪ Design and implement a comprehensive plan of evaluation
Incorporate opportunities for administrator/teacher collaboration on instructional strategies. D	<p><u>May 2007:</u> Writer's Workshop for teachers (May 29, 30, 31, June 5, 6, 7) and administrators (June 18, 21, 22). Lead training, May 2007. Proposed pilot cluster schedule for Thorne Middle School in December 2006. I</p> <p><u>October 2007:</u> On October 22nd, administrators will lead/attend teacher in-services. I</p>	<ul style="list-style-type: none"> ▪ Evaluation of collaborative meetings.
Investigate research-based curricular innovations applicable to Middletown Schools, e.g.-- <ul style="list-style-type: none"> ▪ Block scheduling ▪ Teaming ▪ Integration of Exploratories ▪ Advisor-advisee ▪ Multi-age ▪ Pre-kindergarten / Extended kindergarten ▪ etc. R 	<p><u>May 2007:</u> LEADS is a research –based model that will be implemented in consecutive periods for 2007 – 2008. Early Launch to Learning Initiative (ELLI) will be implemented in 2007 – 2008 at New Monmouth School to provide an integrated preschool class for typical students with disabled students. I</p> <p><u>October 2007:</u> Investigating new delivery model of instruction and support services in the elementary schools. (IDEAL) I</p> <p><u>January 2008:</u> Interim superintendent began visiting elementary schools in December to develop actual schedules for support services that implement inclusive instruction as delivered through the IDEAL model.</p> <p>The “Gifted and Talented Task Force” formalized recommendations to change the delivery of instruction from a pull-out to an in-class model through the use co-teachers in grades four and five. At the middle school level, G&T Language Arts will be replaced with a 7th and 8th grade Honors program. In the sixth grade, students will be challenged through implementation of the LEADS program.</p> <p><u>May 2008:</u> New plan for provision of Academic Assistance Services K-12 was developed and submitted to Title 1 Monitors for implementation in September 2008. More in-class Academic Assistance will be provided in Title I Schools, due to the increased needs of the students, so teachers designated as serving Academic Assistance will only be assigned there.</p> <p>Curriculum Committee explored and selected a new World Language methodology called Total Physical Response Storytelling (TPRS), in which elementary World Language teachers, one assigned to each building, will be trained. One teacher will be designated in each elementary school as the co-teacher for gifted and talented services, to be implemented in September 2008.</p> <p>Two new Reading Specialists are being hired so all 12 elementary schools will have a Reading Specialist to lead literacy initiatives in that building.</p> <p><u>August 2008:</u> Co-teaching model being implemented in September for Academic Assistance, G&T, and in-class support. I</p>	<ul style="list-style-type: none"> ▪ Results of study group reports; data from school visitations

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Strategy #2: Examine and modify the structure of the current schedules to achieve the desired curriculum objectives K-12

Major Activities	Staff, Resources, Timelines	Indicators of Success
<p>Identify structures to support the implementation of curricular changes that are adopted. For example</p> <ul style="list-style-type: none"> ▪ Block ▪ Integration ▪ Teaming ▪ Exploratory ▪ Advisor-advisee R 	<p><u>May 2007:</u> Consecutive periods in the middle schools. Scheduling done by Assistant Principals and Guidance Counselors Spring 07 for implementation in 2007 – 2008 school year. I</p> <p><u>October 2007:</u> Investigating new delivery model of instruction and support services in the elementary schools. (IDEAL) I</p> <p><u>August 2008:</u> Co-teaching model being implemented in September for Academic Assistance, G&T, and in-class support. I</p>	<ul style="list-style-type: none"> ▪ Reports based on visitations to evidence-based programs & structures that were successfully implemented: <ul style="list-style-type: none"> ▪ Block ▪ Integration ▪ Teaming ▪ Exploratory ▪ Advisor-advisee
<p>Analyze, update, and utilize reports such as the Secondary Ad-Hoc Committee Report, the Middle States Reports, etc. in the context of the most currently available NJ State Report Card Data. R D</p>	<p><u>October 2007:</u> Presentation to Board committee on October 23 regarding recommendations utilizing reports. I</p> <p><u>August 2008:</u> Analysis of state testing data being completed for elementary, middle, and high school levels to use in planning staff development and curriculum revision D</p>	<ul style="list-style-type: none"> ▪ Preparation of revised charts, reports and possible additional on-site visit reports
<p>Provide for articulation among teachers of the same grade level and content areas. D</p>	<p><u>May 2007:</u> Summer 2007 camps in LEADS model for middle grade teachers.</p> <p>Investigations Workshop for teachers in grades K-5, Summer 2007.</p> <p>Writer's Workshop training by grade level for elementary teachers, 5/07. I</p> <p><u>October 2007:</u> Numerous opportunities for vertical and horizontal articulation are planned for the October 22 district in-service day. I</p>	<ul style="list-style-type: none"> ▪ Improved performance in curricular outcomes ▪ Improved outcomes on tests and other measures ▪ Periodic updates of articulation meetings

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Strategy #2: Examine and modify the structure of the current schedules to achieve the desired curriculum objectives K-12. (continued)

Major Activities	Staff, Resources, Timelines	Indicators of Success
<p>Conduct an assessment to determine teaching/instructional needs to implement curricular changes with potential schedule implications. R</p>	<p><u>October 2007:</u> DRA2 assessments ongoing K-8. I</p> <p>District is conducting a self-assessment of all special education programs and services taking input from all stakeholders, to be submitted to the Board 1/2008. I</p>	<ul style="list-style-type: none"> • Results of needs assessment completed by staff • Minutes of conferences between Middletown staff & staff of successful evidence-based programs
<p>Implement a revised student schedule-- e.g. , flexible block scheduling that supports project-based learning, differentiated instruction, technology infusion, mentor-novice relationships, and curricular and co-curricular programs based upon student needs, talents and interests. D</p>	<p><u>May 2007:</u> Consecutive periods schedule in middle schools, 2007 – 2008 I</p> <p><u>May 2008:</u> Elementary principals are implementing a new schedule for 08-09 that includes:</p> <ul style="list-style-type: none"> ▪ A two hour, integrated Language Arts/Social Studies Block ▪ A one-hour Mathematics Block ▪ A one-hour Science Block, but will alternate with ILA/SS; World Language / Library depending on the grade level. ▪ Spanish will be delivered in one forty (40) minute and one twenty (20) minute session over the six-day cycle. ▪ Co-Teaching through an in-class model be provided for Resource, G&T and Academic Assistance. <p><u>May 2008:</u> Back to back scheduling of all English and History classes in grades 9-11 for 2008-09. Implement a Revised Staff Schedule.</p> <p><u>May 2008:</u> Collaborative planning will occur before student arrival 8:40 – 9:00 a.m. or during TPP. Collaborative planning will be scheduled for elementary, middle and high school teachers who have in-class resource – one period per week at secondary level and 20 minutes per 6-day cycle minimum at elementary level.</p>	<ul style="list-style-type: none"> • Improved attendance • Decrease in disciplinary referrals • Student interview feedback • Involvement in co-curricular activities
<p>Implement a revised staff schedule e.g. flexible block scheduling that allows for integrated instruction, inter- and intra-departmental planning, effective allocation of instructional time, delivery of effective guidance services, and enhanced staff/student relationships. D</p>	<p><u>May 2007:</u> Consecutive periods schedule in middle school, 2007 – 2008 I</p> <p><u>August 2008:</u> New elementary schedules completed for all 12 schools that include 2-hour blocks for integrated Language Arts and Social Studies, 1-hour blocks for Science and for Mathematics with co-teaching for all services provided through an in-class model.</p>	<ul style="list-style-type: none"> • Teacher, guidance counselor & administrator feedback from focus groups

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Strategy #2: Examine and modify the structure of the current schedules to achieve the desired curriculum objectives K-12. (continued)

Major Activities	Staff, Resources, Timelines	Indicators of Success
Examine the start and end time in relation to total length of the day and research on age appropriateness. R		<ul style="list-style-type: none"> Feasibility Report
Provide structure that allows for enhanced relationships---e.g., student/teacher, student/student, etc. D	<p><u>May 2007:</u> Proposed a cluster schedule for Thorne Middle School that included advisor – advisee. Bottlecappers(ongoing). Transition Project in both high schools since September of 2007. Dare to Dream Student Leadership Conference, May 21, 23 and May 24, 2007. I</p> <p><u>October 2007:</u> LEADS three-tiered instructional model supports and extends math instructional paradigm. Math model extended to grade eight effective September 2007. I</p> <p>Transition Project students from both high schools attending “Day of Tolerance” conference at Brookdale on October 19th. I</p>	<ul style="list-style-type: none"> Referrals Evaluate the success of the structures— i.e., advisor/advisee program through attendance, participation in co-curricular activities (bottlecappers, guidance programs, peer mediation, etc.)
Analyze the district’s long-range facilities plan regarding an extended kindergarten program. R	<p><u>October 2007:</u> The “Kindergarten Plus” program will be implemented in all six Title I schools by the beginning of the second marking period.</p> <p><u>May 2008:</u> Expand the “Summer Reading Program” for exiting Kindergarten and exiting First Graders to a full, 6 week summer program. I</p> <p><u>August 2008:</u> Summer program expanded as planned above (105 hours total) and includes a math literacy component. I</p>	<ul style="list-style-type: none"> Recommendation regarding the efficacy of an extended kindergarten program

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Strategy #3: Implement and evaluate varied models of delivering instruction and assessing learning K-12.

Major Activities	Staff, Resources, Timelines	Indicators of Success
<p>Determine current staff awareness of varied assessment models and instructional delivery models appropriate for effective schools including:</p> <ul style="list-style-type: none"> • Block • Integration • Teaming • Etc. <ul style="list-style-type: none"> • Exploratory • Advisor-advisee • Multi-age <p style="text-align: right; margin-right: 50px;">R</p>	<p><i>May 2007:</i> LEADS training on May 17 and May 24, 2007. I</p> <p><i>October 2007:</i> Training of Middle Grades Interdisciplinary Curriculum Committee on comparative subgroup analysis and subcluster analysis during summer 2007. I</p> <p><i>May 2008:</i> IDEAL / LEADS Training: 2/5/08 and 2 days in April and May for all elementary staff. Summer trainings in planning stages. IDE Consultants Training for High School Cohorts in April/May 2008 on teaming and PBL's for English/History/Sp. Ed., Math/Science/Sp. Ed.</p>	<ul style="list-style-type: none"> • Completion of staff survey and minutes of appropriate grade level meetings
<p>Document and evaluate all methods of assessment used within the district, in schools visited by the Secondary Ad-Hoc Committee and in other high performing schools. R</p>	<p><i>October 2007:</i> Continuing training and implementation of performance-based assessment for mid-term and final exams at the high school level and at the elementary and middle school levels. I</p> <p><i>August 2008:</i> Learnia pre- and post-assessments implemented at the middle school level and in the Middle School Summer Program. I</p>	<ul style="list-style-type: none"> • 2004-2005 Report
<p>Incorporate “best practices” and capitalize on the expertise of current staff to provide professional development in assessment and instructional models appropriate for effective schools including:</p> <ul style="list-style-type: none"> • Block • Integration • Teaming • Etc. <ul style="list-style-type: none"> • Exploratory • Advisor-advisee • Multi-age <p style="text-align: right; margin-right: 50px;">D</p>	<p><i>May 2007:</i> Post and select five staff members from different middle schools, representing different subjects and disciplines, to develop curricular alignment for interdisciplinary thematic planning starting Summer 2007 for 100 hours each teacher. Reading Specialists to provide coaching on “Balanced Literacy” model in elementary school for 2007 – 2008 I</p> <p><i>October 2007:</i> October 22nd district staff in-service day. I</p> <p><i>May 2008:</i> TPRS Training for World Language Teachers on June 4th, 5th and 10th, 2008. Gifted and Talented Co-Teaching Training on June 12, 2008.</p> <p><i>August 2008:</i> Summer Professional Development in Literacy and Mathematics facilitated by district staff with expertise in instructional models involved. I</p>	<ul style="list-style-type: none"> • Workshop/seminar agendas • Evaluation of workshops and seminars. • Creation of a long-range staff development plan based on needs assessment

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Strategy #3: Implement and evaluate varied models of delivering instruction and assessing learning K-12. (continued)

Major Activities	Staff, Resources, Timelines	Indicators of Success
Train teachers, principals, and parents in the implementation and evaluation of “best practices” in both current and new curricula. D	<p><u>May 2007:</u> LEADS training, May 17 & 24, 2007, middle school teachers. Writer’s Workshop training May 29, 30, 31, and June 5, 6, 7 (elem.) I</p> <p><u>October 2007:</u> Multiple professional development opportunities—i.e., Investigations, LEADS, Writing Workshop, etc.—offered. I</p> <p><u>January 2008:</u> The district has provided a comprehensive array of professional development activities to support the changes in Language Arts instruction at the elementary level as documented by the “Chronology of Support Given to Elementary Teachers Related to Elementary Language Arts”. Similar professional development opportunities have been provided to support the middle school interdisciplinary model for instruction. Additionally, beginning in October through February, the elementary guidance counselors have been developing a plan for incorporating Social Emotional Learning in the elementary classrooms.</p> <p><u>May 2008:</u> Parent Information Council (PIC) Presentations on G&T Model and World Language Delivery Model – TPRS.</p> <p><u>August 2008:</u> Three days mandatory training on the TPRS method for all elementary Spanish teachers completed in June, two days mandatory training to support IDEAL/LEADS initiatives at the elementary level completed from May to June, ongoing “Teaching American History” staff development for the fifty district participants through June, summer training of turnkey trainers by IDE Consultants on using PBL’s, ten two-hour workshops taken by approximately 50 participants each on “Teaching Children with Autism and other Developmental Disabilities”, and summer training offered in IDEAL/LEADS, <i>Investigations</i> Math, and constructivist methods of teaching Algebra. I</p>	<ul style="list-style-type: none"> • Lesson Plans • Teacher Evaluations • Staff development feedback • Feedback from Parent Information Sessions
Participation in New Jersey Performance Assessment Association (NJPAA) or similar program. D	<p><u>May 2007:</u> Expanded from one middle school involved in 2005-2006 to one middle school and seven elementary schools for 2006 – 2007, based on informational meeting on May 16, 2007 I</p> <p><u>October 2007:</u> One teacher from each high school will participate in four-day NJPAA workshop on using performance assessment in science. I</p> <p><u>January 2008:</u> Teachers and administrators were trained beginning in December 2007 in using an online formative assessment, LEARNIA, that will be implemented in January.</p>	<ul style="list-style-type: none"> • Participation in program
Continue to develop alternative assessments. D	<p><u>May 2007:</u> Midterms and finals in Humanities at the high school level are now performance-based 2006-2007. I</p> <p><u>October 2007:</u> Cont. to develop alternative assessments, training ongoing. I</p>	<ul style="list-style-type: none"> • Degree to which teachers effectively use alternative assessments
Conduct staff development and parent information sessions on the delivery of differentiated instruction. D	<p><u>May 2007:</u> IDE trainings on differentiating instruction in high schools expanded to middle school cohort with training to be completed in June 2007. LEADS training. I</p> <p><u>October 2007:</u> Staff training: 9/24, 10/10, and 10/22. Parent information sessions: PIC on 10/9, middle school PTA’s, October 2007. I</p> <p><u>January 2008:</u> The Pupil Services department began providing training from November to January on specialized methods of instruction for students with disabilities through funding from the Autism Grant.</p>	<ul style="list-style-type: none"> • Teacher-created and district-provided materials used to facilitate differentiated instruction

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Strategy #3: Implement and evaluate varied models of delivering instruction and assessing learning K-12. (continued)

Major Activities	Staff, Resources, Timelines	Indicators of Success
Create enrichment curriculum based on the students' interest, talents and instructional needs. D	<p><i>May 2007:</i> Elementary G & T and Project SAIL staff worked with consultant on the philosophy of Enrichment/G&T Curriculum. I</p> <p><i>October 2007:</i> Elementary science enrichment activities being developed by committee I</p> <p><i>May 2008:</i> Integrated Language Arts / Social Studies Committee is developing a strand of activities / materials for advanced learners as part of LEADS elementary model, to be implemented in Sept. 2008, through co-teaching model in the regular classroom, instead through a pull-out model.</p> <p><i>August 2008:</i> New HS elective entitled "Civics Leadership" implemented as of September 2008. I</p>	
Investigate the degree to which technology is used in each curricular area and the reasons. R	<p><i>October 2007:</i> Core area activities integrated into tech curriculum K-5. Middle Grades Interdisciplinary Curriculum Committee conducted investigation 6-8, summer '07.</p> <p><i>May 2008:</i> The Director of Technology has begun working with the staff to oversee the implementation of the "NJ Technology Assessment for Proficiency and Integration" (NJTAP-IN) process recommended by the State Department of Education for assessing NJCCS 8.1, Computer and Information Literacy. I</p>	<ul style="list-style-type: none"> • Inventory of technology utilization
Provide resources and staff development for teachers and administrators for the infusion of technology across the curriculum. D	<p><i>May 2007:</i> Workshop with computer teachers and elementary teacher representatives on Technology Infusion, 5/16/07. I</p> <p><i>October 2007:</i> Training on use of available technology in K-8 mathematics provided as part of Investigations training during the summer 2007 and previously in middle schools (Geometer's Sketchpad, etc.) Sibelius 4 software purchased for secondary music teachers to enhance their program.</p> <p><i>May 2008:</i> IDE Consultants Training for infusion of Technology through Problem-Based Learning for elementary, middle and high school teachers. I</p> <p><i>August 2008:</i> Implementing wireless environment in high schools and 4th/5th grade classrooms, providing 170 mini-notebook computers for gr. 4/5, purchasing 77 document cameras (10 per high school, 7 per middle school, and 3 per elementary school) and 35 SmartBoards.</p>	<ul style="list-style-type: none"> • Staff development feedback • Implementation of the use of technology in the classroom
Maintain and analyze individual and cohort studies to monitor student progress. D	<p><i>May 2007:</i> Purchased software to provide a cohort analysis of all state testing beginning with the data from the 2006 – school yr. I</p> <p><i>October 2007:</i> Research beginning on standards-based report cards at the elem. level.</p> <p><i>August 2008:</i> Learnia pre- and post-assessments implemented at the middle school level and in the Middle School Summer Program. I</p>	<ul style="list-style-type: none"> • Documentation of modifications based upon reports
Revise district tests, report cards, progress reports and grading system to reflect student performance in relation to district curriculum— e.g., explore standards-based report cards, project based assessments, portfolios and electronic portfolios, etc. D	<p><i>May 2007:</i> Electronic portfolios for elementary students have begun in gr. 1-5 through the "Computers" specials.</p> <p>Curriculum AP's were provided with the data from 2005-2006 and 2006 – 2007 to correlate marking period grades with mid-term and final grades. I</p> <p><i>May 2008:</i> Completed creation of a standards-based report card for kindergarten and multi-age students to be used during the 2008-2009 school year. Begun in-service of staff and research necessary to develop standards-based report cards for grades 1 to 5.</p>	<ul style="list-style-type: none"> • Revision of tests, report cards, progress reports, and grading system • Feedback from parent and students as the effectiveness of changes made

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Strategy #4: Redefine the current curriculum development model K-12.

Major Activities	Staff, Resources, Timelines	Indicators of Success
Compare, contrast and evaluate different models of curriculum development based on established criteria. R	<p><i>May 2007:</i> Template developed and implemented for curricula completed and approved at 5/2007 Bd .Mtg. I</p> <p><i>October 2007:</i> Include evaluation of integrated as well as separate subject models as of summer 2007. I</p>	<ul style="list-style-type: none"> Report in terms of progress toward criteria
Implement a new research-based curriculum development process including a standardized template for curriculum development. D	<p><i>May 2007:</i> Template developed and implemented for curricula completed and approved at 5/2007 Bd. Mtg. I</p> <p><i>October 2007:</i> Middle Grades Interdisciplinary Curriculum Committee began developing an interdisciplinary curriculum for grade 6 summer 2007 as well as pilot units for gr, 7 & 8.I</p> <p><i>August 2008:</i> Interdisciplinary curriculum model expanded to the elementary level. I</p>	<ul style="list-style-type: none"> Implementation of the new curriculum process Creation and utilization of a standardized template
Design curriculum that provides opportunities for integrated learning. D	<p><i>May 2007:</i> Summer 2007 committee for middle school curriculum alignment and integrated thematic planning. I</p> <p><i>October 2007:</i> LEADS interdisciplinary units 6-1, 6-2, 7-1, and 8-2 completed.</p> <p><i>May 2008:</i> Aligned curricula completed for English 9 with World History; English 10 with US History I and English 11 with US History 2.</p> <p><i>August 2008:</i> Interdisciplinary curriculum model utilized for grades 3 to 8. I</p>	<ul style="list-style-type: none"> Implementation and evaluation of the new curriculum model
In-service teachers and administrators on the new curriculum development process and utilization of standardized templates. D	<p><i>May 2007:</i> Since Jan. 2007 curriculum administrators have been trained & are working with the new curriculum development process and are turnkey training the teachers on curriculum committees in its utilization. I</p> <p><i>October 2007:</i> Middle Grades Interdisciplinary Curriculum Committee in-serviced on writing interdisciplinary units, summer 2007. I</p> <p><i>August 2008:</i> Elementary and middle school committees trained in use of interdisciplinary model for curriculum development. I</p>	<ul style="list-style-type: none"> Staff development feedback Newly written curriculum

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Strategy #5: Provide students, teachers, and parents with tools and opportunities for students to self assess and become critical thinkers and problem solvers K-12.

Major Activities	Staff, Resources, Timelines	Indicators of Success
Increase student and parent awareness of varied learning styles/ hemispheric dominance/gender learning issues and methods of determining their own learning style and hemispheric dominance. D	<p><u>May 2007:</u> Distributed training material on learning styles to all principals at Administrative Council meeting on 5/3/07. I</p> <p><u>October 2007:</u> Gender learning issues addressed during LEADS summer camp (day 5) and on October 22nd in-service day. I</p>	<ul style="list-style-type: none"> • Completion of self-assessment including but not limited to: <ul style="list-style-type: none"> • Learning styles inventory • Hemispheric dominance inventory • Student grades
Expose students to models of authentic/alternative assessment appropriate for subject area. May include but not be limited to self-assessment that utilizes understanding of rubric requirements; problem solving methodology; presentation skill development; and verbal communication skills for explaining knowledge of subject. D	<p><u>May 2007:</u> Mid-term and final exams in HS Humanities classes. Connected math assessment in middle schools. IDE Portal PBL Rubrics. I</p> <p><u>October 2007:</u> Plans are being made for our high school students to participate in the online performance assessment the state is field testing in mathematics in Feb.</p>	<ul style="list-style-type: none"> • Implementation of skills and use of rubric models. • Samples of completed student self-assessments
Explore opportunities to provide problem-based differentiated and relevant learning experiences based on student interest. R	<p><u>May 2007:</u> Purchase annual subscriptions for IDE Portal, Performance-Based Learning Units for all secondary teachers, renewed 6/ 2007. I</p> <p><u>October 2007:</u> LEADS curriculum incorporates Project-Based Learning (PBL) experiences for grades 6 through 8. Elementary teachers who worked with Marian Leibowitz last year on PBL are being offered a follow-up course to develop activities and to work with Ms. Leibowitz in their classrooms. I</p> <p><u>August 2008:</u> Training by IDE Consultants in the use of PBL's expanded to include more high school teams during the spring of 2008. I</p>	<ul style="list-style-type: none"> • Observation of differentiated learning experiences • Sharing of products of problem solving • Compilation of sample problem solving activities • Evidence in terms of lesson plans

MIDDLETOWN ACTION PLAN

Key: R - Research
D – Development
I - Implementing

Goal Area: Student Achievement

Goal : To improve student learning through the delivery of a rigorous and relevant curriculum **aligned with the NJ Core Content Curriculum Standards.**

Strategy #5: Provide students, teachers, and parents with tools and opportunities for students to self assess and become critical thinkers and problem solvers K-12. (continued)

Major Activities	Staff, Resources, Timelines	Indicators of Success
Train teachers, principal, and parents to identify different learning styles and to develop instructional and assessment strategies based on those learning styles. D	<i>October 2007:</i> On 9/24, approximately 100 staff members were trained by National Reading Styles consultant on the Carbo Recorded Book method & associated reading strategies. I	<ul style="list-style-type: none"> Staff Development Feedback Lesson Plans Sample Assessments Formal and informal observations Feedback from Parent Info Sessions
Provide the resources necessary to increase student access to technology. D	<p><i>May 2007:</i> 3 Yr. Technology Plan addresses increased student access to technology. I</p> <p><i>October 2007:</i> Major technology purchased district-wide 6/ 2007 including laptops, wireless network, document cameras, & SmartBoards. I</p> <p><i>August 2008:</i> Wireless environment created at both high schools and in all district classrooms – grades 4 and 5, providing 170 mini-notebook computers for gr. 4/5, purchasing 77 document cameras (10 per high school, 7 per middle school, and 3 per elementary school) and 35 SmartBoards.</p>	<ul style="list-style-type: none"> Increased funding for technology
Partner with businesses, and other community organizations that can provide the training and internships that will better prepare students to handle real-world situations. D	<p><i>May 2007:</i> Partnerships with AVAYA, Riverview & Bayshore Hospitals evaluated 6/2007 I</p> <p><i>October 2007:</i> New partnerships established, ex: Brookdale Community College and the Middletown Arts Center. I</p> <p><i>August 2008:</i> New internships established in cooperation with district cafeteria and district maintenance departments.</p>	<ul style="list-style-type: none"> Creation of inter- and intra- school partnerships
Create opportunities within the classroom, within the school, among the schools, and at home for relevant learning and leadership experiences. D	<p><i>May 2007:</i> Project-based methodologies have culminated in numerous displays of student work throughout 2006-2007. I</p> <p><i>October 2007:</i> Exploring the possibility of offering a new HS elective to develop peer leadership among students for 2008-9. In cooperation with the YMCA, New Monmouth and Nut Swamp elementary schools are offering programs after school and Thorne and Bayshore middle schools have begun "Leaders Club" programs during the school day. I</p> <p><i>May 2008:</i> Civic Leadership Course, written and approved by BOE at May 2008 Meeting. I</p> <p><i>August 2008 :</i> Implementing Civic Leadership course in both high schools September 2008.</p>	<ul style="list-style-type: none"> Displays of students' work Student Leaders Service projects
Create a database for purposes of monitoring student and program needs. R D	<p><i>October 2007:</i> Survey and analysis conducted and utilized in reorganization of HS co-curricular activities.</p> <p><i>May 2008:</i> New clubs planned based on data analysis, including Pep Band at HS North; Dance Team at HS North; Model UN at HS North and South; Jazz at HS South; Peer Mediation at all 5 Secondary Schools.</p>	<ul style="list-style-type: none"> Changes in program offerings based on data

MIDDLETOWN ACTION PLAN

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Strategy #6: Develop a comprehensive variety of exploratory experiences that prepare students for their future in the global environment K-12.

Major Activities	Staff, Resources, Timelines	Indicators of Success
Conduct multi-grade, multi-ability student focus groups to analyze, update and modify the results of the student surveys—e.g., the Secondary Ad-Hoc Committee survey, etc. R		<ul style="list-style-type: none"> Updated report
Research exploratory offerings in other school districts. R	<p><i>May 2007:</i> Gifted and Talented Task Force visits to other districts September 2007. I</p> <p><i>October 2007:</i> HS Social Studies teachers visit Howell HS to learn about Peer Leadership elective. I</p> <p><i>August 2008:</i> Implementing Civic Leadership course in both high schools September 2008.</p>	<ul style="list-style-type: none"> Report on data gathered
Determine alternate methods of offering exploratory courses that students cannot fit into their schedule. R		<ul style="list-style-type: none"> Report on data gathered
Maintain a multi-year database of enrollment and student performance in all courses. D	<p><i>May 2007:</i> By the October 22nd 2007 in-service all teachers will be provided with state test data by roster. I</p>	<ul style="list-style-type: none"> Creation of an updated database
Provide the funding and resources necessary to allow for the development of a comprehensive program, including activities beyond the regular school day—e.g., early and/or late busing. D	<p><i>May 2007:</i> “Kindergarten Plus” to be implemented starting September of 2007 by the Reading Specialists. I</p> <p><i>October 2007:</i> “Kindergarten Plus” program implemented in Title I elementary schools by 2nd marking period. I</p>	<ul style="list-style-type: none"> Funding included in budget