

Port Angeles School District
Middle School Transition Team
Report 8
May 7, 2007

CURRENT REALITY

The Middle School Transition Team (MSTT) has met seventeen times now and is planning to meet this coming Tuesday late afternoon. As the team continues to lead and manage the transition affecting both middle schools, the focus continues to move more deeply into practical matters of the structure and content of a middle school schedule and curriculum. During the intervening time since Report 7, the team has deliberated both in work groups and as a whole team.

The work groups have studied the following topics: 1) transportation, 2) grading periods and practices, 3) clubs and ASB, 4) athletics, 5) library and highly capable program, 6) physical education and health, 7) master schedule, 8) school name and mascot(s), 9) special education, 10) music programs, and 11) shop, art and technology. *It should be noted that any staff member, even if they were not seated on the MSTT, can participate in a work group.*

A decision was made early on to thoughtfully and conscientiously review the research on effective middle level practices and the developmental needs of middle level students, particularly those in the 10-15 year age range. Each of the work group proposals that come to the larger MSTT must address this research and its implications. Further, with regard to processing the transition significant work continues on the effective management of transitions in general.

As a reminder, the text the team is using in its focus on the content of middle level developmentally appropriate needs is the National Middle School Association position paper, *This We Believe*. This text enables us to deeply understand the research on effective middle level practices. The text with which the team is working with in its guidance of the transition process is *Managing Transitions*.

Attendance is high at the team meetings and the conversation has been spirited, thoughtful and honest. The team evaluates each meeting on both content and process effectiveness, and endeavors to be as effective as possible in meeting ambitious work plan expectations. While dealing with topics of significant interest, decidedly strong opinions are shared; the team is maintaining a generally respectful climate. Where there is not immediate consensus, the team engages in collaborative work to resolve the challenge. Interestingly, several of the more recent deliberations and reports have resulted in unanimous affirmative votes. This is a credit to the quality of work the staff work groups are engaged in and the research focused on in regards to the appropriate developmental characteristics for middle level children.

The team members acknowledge that no one person or special interest group will get all they want in this design process. The goal is to work hard to provide students and staff what they need within the fiscal constraints necessitating this transition work.

Communication continues to be carefully and thoughtfully structured. Students and parents presented their communication plans and will continue to keep the team up-to-date with artifacts of this process. Internal staff communication continues to occur within stated expectations (see Appendices A and B).

Appendices to this report are:

Appendix A, Talking Points, Wednesday, April 25, 2007

Appendix B, Talking Points, Wednesday, May 2, 2007

Appendix C, Room Assignment Map

Appendix D, Special Education Work Group Recommendation

Appendix E, Library Work Group Recommendation

Appendix F, Middle School Athletic Program and Participation Comparison

Appendix G, Shop, Art, and Technology Work Group Recommendation

Appendix H, Upcoming Middle School Work Groups and Study Topics

ON THE HORIZON

In the intervening meeting prior to the next board report, the team will continue moving forward on its work plan. The transportation work group will refine and flesh out its recommendations at the May 8 meeting. The core content plan and delivery structure for the content areas of science and social studies will also continue to be reviewed at the May 8 meeting. The next phase of work and requisite work teams will be discussed, reviewed and recommendations will be made at the May 8 and May 22 meetings.

The transportation work group met with Jerry Eldred, the district transportation supervisor on several occasions to review transportation challenges and plans to hear a report at the May 8 meeting. Recently, the transportation work group sent a letter to middle level parents requesting information on plans for transportation for next year. The results of this survey will assist in informing the planning of the district transportation department. Further, the transportation drop-off and pick-up plans, parking and drive paths before and after school, are being studied with the anticipated traffic increase at Stevens Middle School. These results will inform the MSTT at the May 8 meeting which Jerry Eldred will be attending.

On the March 9 Learning Improvement Day (LID), the two middle school staffs met together at Stevens Middle School to do a walk through and view a tentative room assignment diagram for the four different teaching teams to be part of the new school design. Staff reviewed the process of managing endings well, as each school will have to manage this by the conclusion of this academic year. The importance of doing this well is underscored by the work of William Bridges, "The single biggest reason organizational changes fail is that no one has thought about endings or planned to manage their impact on people." Each school is currently planning their strategy for managing the "ending" at their respective sites. This work will be coming to the MSTT table at the May 8 meeting. Specific moving plans and timelines are expected to be discussed at the May 8 and May 22 meetings.

The library group will be updating the MSTT on their progress at the May 8 and May 22 meetings. This work group is also working with the elementary library staff to coordinate library transition work.

Most staffing decisions have been made for the new 7-8 middle school. Having this process completed for the moment is stabilizing for the transition work. As the unknowns become fewer, the tangibles become clearer. In the next weeks, the new middle school staff will be meeting on topics of practical importance (see Appendix H). Five Wednesday morning dates have been cleared to have these conversations, beginning with the Wednesday meeting on May 16 and running on consecutive Wednesday mornings into June.

BOARD REQUESTS

Several major analyses were requested by the board regarding the middle school transition process: an analysis of middle school athletics programming within fiscal constraints, an analysis and recommendation of the special education program plans, and analysis and recommendation regarding the other elective course program planning, an analysis and recommendation on the transition of the library program, a recommendation on requisite grading periods planned for the new 7-8 school and their impact on scheduling, particularly the elective choices and the implications for core content delivery structures. The room and assignment map is also one that required study and deliberation. The MSTT considered this data, and will continue to work through all of these topics as they match the work plan timeline.

Middle School Library Program Analysis

The MSTT reviewed the library work group proposal at its April 24 meeting. This group spent a great deal of time wrestling with what continues to evolve into an ever more complex task, that of splitting up a library's resources. An idea that guided the work of this work group comes from the following quote:

“Libraries are the key to ensuring that the divide between information rich and poor is kept as narrow as possible.”

----- **Senator Lyn Allison**

What originally seemed to be a fairly finite task is now recognized to have far more reaching implications. The two current middle school libraries must be blended into one, and the sixth grade books and materials must be disseminated to five different elementary sites. With limited support for libraries at the elementary level, much of this work is falling to the middle level library staff. As we transition to the new grade configuration, we hope to take this opportunity to improve the library at each school site to better meet the needs of Port Angeles elementary and secondary students.

The goals of this work group are to:

1. Distribute materials from the middle school sites to elementary schools to supplement each library with reading level appropriate resources with the goal of having materials processed, shelved, and available for the start of the 2007-8 school year;
2. Combine the middle level libraries to accommodate the needs of 600+ 7th and 8th graders;
3. Supplement Lincoln High School with material above the 6th grade level not needed at Stevens.

Appendix E describes the essential details necessary to realize the aforementioned goals. The MSTT supported the work group recommendation as presented in Appendix E, and has asked for an update report on the work of this group at both the May 8 and May 22 meetings.

Room Assignment Recommendation and Map

The MSTT has met to discuss the assignment of rooms for the new 7-8 Stevens Middle School. The new school room configuration was heavily dependent on the structure of the master schedule. Given the approval of the blocked team schedule, the need to assign rooms to maximize the teaming is desirable. Therefore, the rooms have been selected and assigned in four major groupings, enabling two seventh grade teams and two eighth grade teams. Elective, special and highly capable education programs have room assignments interspersed on the campus in keeping with required uses and needs of the requisite programs. An administrative proposal for this room assignment map was developed and brought to the MSTT at the April 24 meeting. This proposal was discussed and then was sent to an all-staff discussion on Wednesday morning at Stevens Middle School with staff from both current middle schools present to provide input. Their revised version of the room assignment map then came back to the MSTT at the May 1 meeting. This room assignment map (see Appendix C) is the one recommended by the MSTT for implementation. The room assignment map has been moved forward to the maintenance department for relocation planning and implementation purposes. The iterative process of this decision went through, with student, parent and staff input, strengthens the understanding and communication of best practice team placement. The room assignment decisions are all part of decision making to enable powerful teaching and learning in each of the middle school classrooms and provide our seventh and eighth grade students with the excellent programming currently available, and that which will be available in the coming year.

Middle School Special Education Program Analysis

The special education work group confirmed the last of its recommendation at the May 1 meeting. Currently, the special education programs at the two middle schools are different. At Roosevelt, the special education program is largely an inclusion program with team teaching as a method, whereas Stevens has a pull-out program for the special education coursework. The work group is recommending the structure and delivery model for the new school. Research and best practice strategies continue to be analyzed and discussed as part of the deliberation.

The MSTT has approved the recommendation of the work group with some explanation yet required. The proposal (see Appendix D) calls for “a continuum of placements, supports and ser-

vices made available for all students, but always assuming that every student's first placement is in regular education." Essentially, there would be a designated seventh grade and designated eighth grade special education teacher who would support those grade level teams specifically and then a special education teacher who would facilitate a learning lab that would serve both seventh and eighth grade students. Concerns included the effective management of a large number of IEPs, professional development for special education staff and regular education staff necessary to work in a new model for special education delivery and support, and accountability and structure for the staff in the new model. Concerns also were expressed regarding the tyranny of urgency rather than the importance of getting into the classrooms to assist students. More work needed to be done to assure these concerns are addressed, which is why the MSTT continued work on this topic again at the April 24 and May 1 meetings.

Below is a summary of the planned professional development for both regular education and special education staff that was shared at the May 1 MSTT meeting.

Linda Williams, the district's Special Education Director, discussed professional development that is being planned to take place within the first two weeks of June. This training, intended for general education and special education team members on the 7-A and 8-A Stevens teams, will provide effective strategies and adaptations that allow students to progress toward IEP goals AND access the curriculum within the general education classroom. Two materials will be used for this training. This is consistent with the recommendation the MSTT previously made.

A professional development topic and presenter being considered is: *Adaptations are Essential*, by Mark Jewell, Curriculum, Instruction, and Assessment Director in the Federal Way School District. He deals with adapting learning and assessment tasks, selecting appropriate adaptive strategies, and evaluating their effectiveness. Many examples of research based strategies in math, reading and writing will be provided.

Another professional development topic and presenter being considered is: *Connecting Systems* by Kathleen Bartlett, formerly of OSPI Teaching and Learning, currently working in the Franklin Pierce School District. She provides strategies and examples of aligning IEP goals/objectives to GLEs, with general education and special education staff planning together.

In addition, Linda pointed out that there are free online training courses on *Differentiated Instruction* on the website: www.curriculumassociates.com.

Another piece of the special education program planning included the discussion of how to place children in the teams. The special education work group made several recommendations in this regard to respond to both the program and individual student needs. It is important that each child be able to take advantage of the courses offered at the middle level. It is also important that the special education teachers have a team they are attached to. This allows collaboration with regular education staff when appropriate accommodations and modifications are necessary to design and implement. The MSTT recommends that the special education students be placed on the 7-A and 8-A teams, and the Section 504- and Title I- served students be placed on the 7-B and 8-B teams. A commitment was also made to meet the needs of individual students who desired an elective that might not be available to their respective team. This is true for a very few

singleton elective choices; e.g., seminar, leadership, orchestra, choir, etc. It is the belief of the MSTT that these special requests will be able to be accommodated.

The legal requirements and research are key factors in the planning of a special education model at the new middle school that will ensure success for special needs students in their least restrictive environment. Accountability, student needs, team recommendations, and scheduling were suggested as critical topics to address in this program implementation process. Another characteristic is the need for an evaluation of the relative effectiveness of the delivery model at the end of the year that will inform the structure and delivery model for the following year, 2008-09.

Middle School Shop, Art and Technology Program Analysis

The MSTT deliberated on this program recommendation at the April 24 meeting. This work group provided research and rationale to support the recommendation presented (see Appendix G). The MSTT deliberated on this topic and subsequently supported the proposal as recommended. In support of the work group recommendation, the MSTT chose to recommend placing art and shop as the forced choice elective opposite the physical education year long expectation on the master schedule at the seventh grade level. Each of these courses would be taught for a semester with students switching courses at the mid-year point. Technology is recommended to be a forced choice semester elective opposite the foreign language exploratory course on the master schedule at the eighth grade level. That being said, shop, art and technology are determined to each be a semester-long, forced elective choice for all seventh and eighth grade students wherever possible, unless music, leadership, or other singleton choices prohibited this. Foreign language is the fourth remaining semester course that falls into this two year exploratory elective rotation. Physical education remains the year long course as the second elective each child takes in both grades seven and eight. Again, the exceptions to this elective planning revolve primarily around the music program and other singletons unique to each grade level.

Middle School Athletic Program Analysis

The MSTT reviewed the athletic program and participation recommendations at the April 24 meeting. Amity Butler, the current president of the Port Angeles Activities Advisors' Association (PAAAA), joined the MSTT for this conversation in order that we might have a focused conversation on the specifics regarding program scope and design, and coach responsibilities, team structures and hiring plans.

The MSTT worked off of a prior report done on this topic. Extended and spirited conversation ensued as the MSTT processed this complex and important topic. The context in which the middle school athletic programs find themselves in has changed significantly, even since the fall of 2006 when the earlier draft of this recommendation was in design stage. The league in which we play our middle school sports has dramatically changed with four schools pulling out. These schools are from Vashon Island, Silverdale, North Mason and Bainbridge. This leaves just Forks, Sequim, Port Townsend, Chimacum and Port Angeles in the league for the 2007-08 school year. While this is unfortunate for the league and competitive playing opportunities, it will be an economic benefit due to lower travel costs remaining schools in the league are on the peninsula. It also raises the issue of the need for two Port Angeles varsity middle school teams to participate in each grade level to have even a five game home and away schedule. This does

necessitate a slight adjustment in the recommendations (see Appendix F) for the number of coaches desired for next year. The MSTT recommends that three additional coaching positions be retained in an effort to maintain more roster spots within the middle school athletic program. This also provides greater safety and supervision for the middle school football program. The costs attached to this recommendation are largely offset by the transportation savings resulting from losing league schools. The salient changes are within the structure of the basketball programs, volleyball program and football program. This MSTT recommendation does still cut coaching positions, and the requisite economic savings cited in Option D are still realized.

For the middle school cross country and track programs, only Queen of Angels, Sequim and Port Angeles will be competing in the abridged league plan for the upcoming year. This again will assist in budget savings as the travel costs will be significantly reduced with this new league alignment. Subsequent revisions to the league alignment could diminish savings projected here.

The MSTT believes that the coaching adjustment increase can effectively be offset by the savings in travel costs (in fact, two of the games are against ourselves and no travel costs are involved). Further, the MSTT researched the PTO budget possibilities and the respective ASB budget possibilities to assist in support of these programs. It appears there is both an interest and possible funds to assist in some collaborative way in supporting the program recommendations the MSTT is putting forward.

The student representatives on the MSTT brought forward a request to consider the addition of soccer as a possible new middle school athletic program. The MSTT discussed this request and the limited league affiliations available to us currently. No one in the current league we participate in has soccer at the middle level as an interscholastic sport. After much discussion, a recommendation was made to research the possibility of offering at least an intramural girls' soccer program for the upcoming year if there was funding and or personnel able to support the program at the building level.

With regard to the process for hiring the coaches for these programs, the MSTT discussed an interest in positions being posted with an understanding that those persons currently in middle school coaching positions would have some advantage in the process over those who might consider applying who are not currently coaching at the middle school level.

Middle School Core Content Delivery Analysis

The MSTT reviewed and discussed the various issues at play in the science and social studies instructional structure for the planned eighth grade schedule. The goal of increasing the science instructional time for both the seventh and eighth grade is being realized, but is somewhat more challenging at the eighth grade due to the need to include Washington State History in the eighth grade schedule. This is a graduation requirement for all students in the district. Several excellent proposals have come forward which each have their own embedded strengths and drawbacks. Several current factors are driving this discussion. As we endeavor to keep the focus on research and best practice strategies for middle level students, we know we have to construct a framework that is both personalized and instructionally sound. The timing of the spring science WASL is a significant factor informing this conversation.

The MSTT has not yet resolved this topic and thus is planning to continue this conversation at the meeting on May 8. MSTT members are talking with colleagues, and likely meeting outside the parameters of the MSTT whole group time, to identify several strategies we might consider as a whole group. A decision on a recommendation regarding this topic is expected to be concluded at the May 8 meeting.

CONCLUDING THOUGHTS & REFLECTIONS

The MSTT is currently on course and functioning effectively. Communication continues to be transparent and consistent with stated expectations (see Appendices A and B). Multiple work groups will continue to present their work in the upcoming weeks. As the schedule and staffing decisions become clearer, other topics will move into consideration. These will be more school-based as they include discipline policies, leadership activities, assembly planning, etc. Major program decisions are being discussed and recommended with strong support by the MSTT members. The Wednesday morning time will be a vehicle for some of these staff-wide conversations.

The middle school students, staff and parents are working hard to make this transition process work. WASL testing has been the focus for the past three weeks. Now writing and math curriculum decisions, as well as more concrete transition moving plans and building policy decisions, will surface as critical conversations.

While tensions and anxiety will remain throughout our journey, steps to mitigate those issues are being studied and thoughtfully taken. The March 9 LID was an opportunity for middle level staff and other grade level colleagues to work through topics connected to both their individual and collective feelings regarding the district's transition process. Students, staff and parents are to be commended for the hard, yet thoughtful work done thus far.

At this time in the process, it is important to continue examining the motives and big ideas underlying the design and implementation work being developed, planned and implemented. At the two most recent MSTT meetings, candid thoughts were shared with respect to whether or not the MSTT was authentically keeping the developmental needs of middle school youngsters at the forefront of the thinking and planning in the new middle school design. A concern raised, connected to the idea that the AYP and WASL content areas were being over-emphasized in the master schedule design was discussed and will continue to be discussed. The MSTT is committed to finding the right balance for both students and staff during this pivotal grade level experience. Strong, positive norms and conscientious adherence to best practice research will likely guide us through the rough waters ahead. Continuing to communicate explicitly and often will assist everyone as the two schools merge.

Appendix A

Middle School Transition Team
Talking Points - Wednesday, April 25, 2007

- Welcomes and connections were taken care of.
- Minutes from the April 10, 2007 meeting were reviewed and approved.
- The team reviewed the evaluation summary regarding the norms evaluated in the previous team meeting for the manner in which we are working. These will continue to be closely monitored and routinely evaluated as part of our practice as we relentlessly commit to being a high performing team.
- The team reviewed the status of the middle school athletic program and participation proposal. Several adjustments are being recommended to the prior draft document of the proposed middle school athletic program. Procedures to hire middle school coaches for next year were ironed out.
- The MSTT reviewed Board Report #7. This document was presented to the board the night before. The report was referred to often throughout the meeting. The different appendices offer information integral to the process.
- The MSTT reviewed the special education work group recommendations and made progress on the special education program planning. More is yet to be discussed at the May 1 meeting. Specifically, the decision to offer a continuum of services to special education students was agreed on with a learning lab as support for the regular education teaching staff. Professional development and accountability surfaced as key topics that yet needed consideration. This is planned for the May 1 meeting.
- After considerable analysis and synthesis, and spirited discussion, the MSTT affirmed library work group recommendations for the transition. It became clear as this conversation ensued that this transition was far more complex to plan and implement than earlier thought. The distribution of sixth grade materials to five elementary schools and the consolidation of two middle school libraries is clearly an onerous task. This work group will continue to update the MSTT on their progress.
- The shop/art/technology group presented their recommendation(s) at the meeting. The recommendations of this work group are consistent with the original approved master schedule draft. The shop and art semester course forced choice electives are set for the seventh grade while the technology and foreign language semester forced choice electives are set for the eighth grade year. Music and other singleton elective courses will still be an option for students who have that as an interest.
- At the meeting on May 1, we will hear about the room assignments after they have had some whole staff review at the Wednesday morning meeting on April 25. We will also deliberate on the social studies and science program integration into the master schedule at this meeting.
- MSTT members completed evaluations of the meeting which we will discuss and continue to integrate into future team planning and operations.
- A reminder that if staff want copies of the readings, they need to e-mail Michelle. Particularly, if MSTT members wish to have copies of the *Breaking Ranks* text, they need to contact Michelle.

Appendix B

Middle School Transition Team
Talking Points – May 2, 2007

- Welcomes and connections were taken care of.
- The team reviewed the evaluation summary regarding the norms evaluated in the previous team meeting for the manner in which we are working. These will continue to be closely monitored and routinely evaluated as part of our practice as we relentlessly commit to being a high performing team.
- The MSTT reviewed the special education report and recommendations and finalized the special education programming recommendation. The special education students will be scheduled into Team 7-A and 8-A, while the Title and 504 students will be scheduled into Team 7-B and 8-B. Students with special education, title or 504 supports will have their elective choices accommodated if possible even if they are on a team where this is not readily available.
- After considerable analysis and synthesis, and spirited discussion, the MSTT approved the room assignment map and requisite room assignments. Requests were made to have more clarity on the actual physical moving plans and timeline for the next MSTT meeting scheduled for this Tuesday, May 8.
- Michelle reminded the MSTT that the athletic proposal is just that, a proposal and recommendation that may yet be modified depending on the economic constraints we are struggling with as a district.
- At the meeting on May 8, we will discuss the transportation challenges and a continuation of plans to make a smooth transition with regard to transportation issues.
- The MSTT discussed the social studies and science program delivery at the eighth grade and the implications of adding content instructional time for science. The coordination between two eighth grade teams and the delivery of Washington State history instruction, with the timing of the spring science WASL at grade eight make this a dicey dilemma. Staff members are getting very creative in their thinking as we wrestle with possible solutions. If folks have creative ideas, please see your MSTT representatives and provide input as we hope to complete this decision and recommendation at the meeting on May 8.
- MSTT members completed evaluations of the meeting which we will discuss and continue to integrate into future team planning and operations.
- A reminder that if staff want copies of the readings, they need to e-mail Michelle. Particularly, if MSTT members wish to have copies of the *Breaking Ranks* text, they need to contact Michelle.

Appendix D**Special Education Proposal**

Functional Academic & RBD continue as self-contained programs with full access to the LRE (Least Restrictive Environment) upon individual needs. The Specialist of the team would partner with those program's teachers to make adjustments for success.

3 positions**One Learning Lab Specialist for 7th and 8th grade**

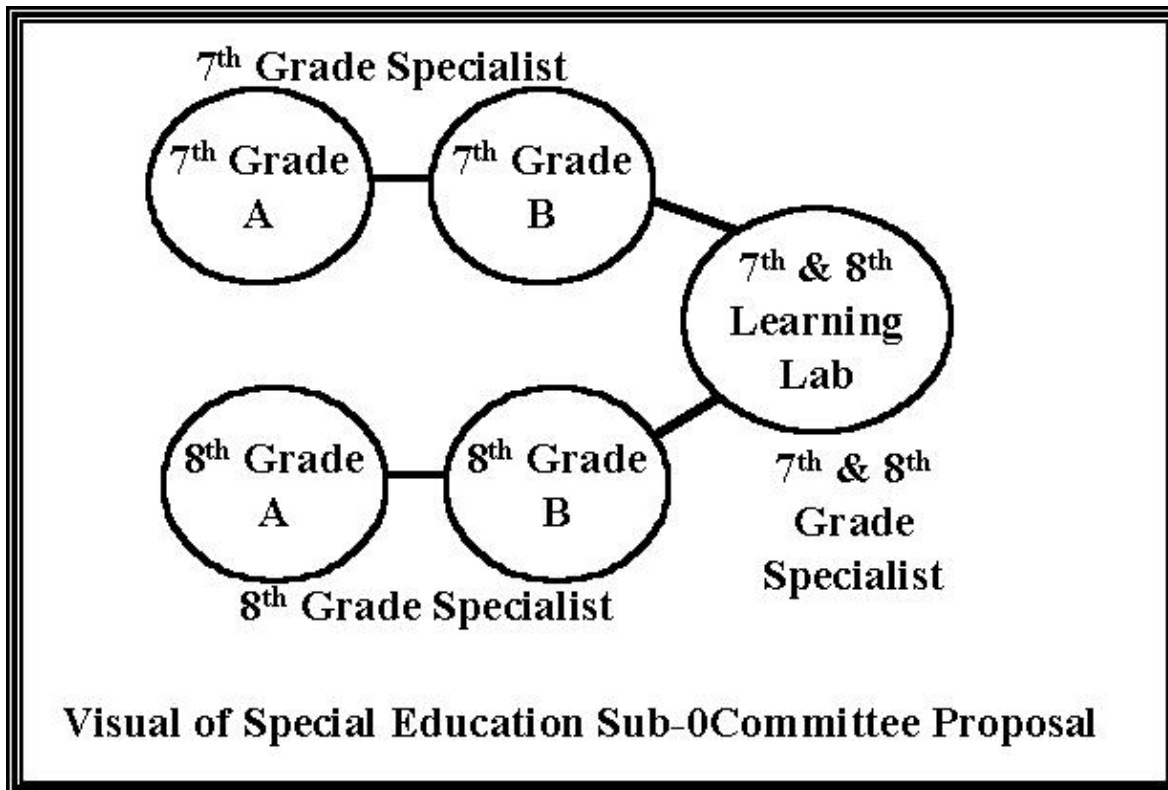
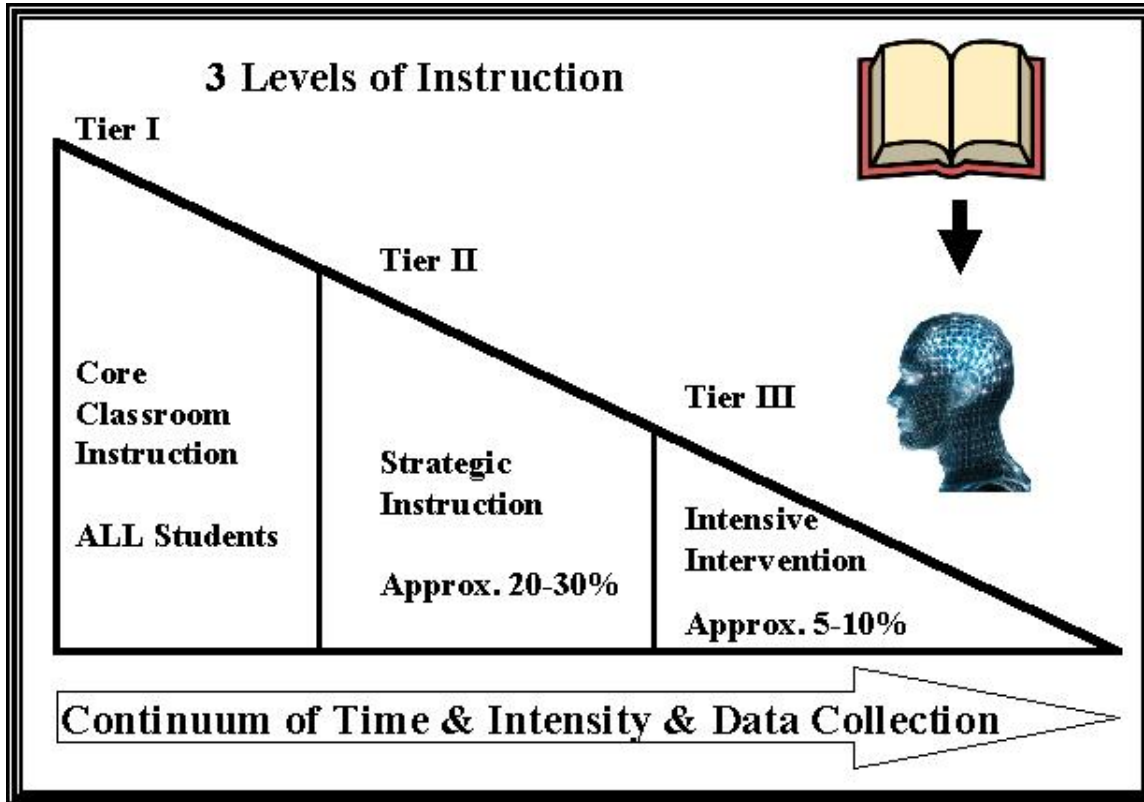
- Determination is eligibility required
- Not intended for non-producing students or behavior issues
- Read 180
- Skills Math
- Social Skills
- Study Skills

Two Specials for 7th and 8th grade each

- Roving support in all courses, determined by student population
- Access to both team planning (shared Monday and Thursday: team A, Tuesday and Friday: team B) (or possibly on day a week per team with flexibility to meet with elective/exploratory teachers)
- Pull out intensive instruction driven by IEP goals
- Collaboration with generalist to improve instruction for whole class (i.e., small groups consisting of varying ability groupings)
- Collaboration with learning lab teacher

Overall Requirements

- Intensive staff development for Regular and Special Ed together
- Monitoring of Specialist and Generalist collaboration
- Sufficient plan time for IEP writing, data collection and analysis, collaboration, skill determination, and lesson planning
- Adaptive Physical Education training
- Para/teacher planning-meeting time
- Need for teacher to be within a team and time to participate within the whole school meetings (ex: Wednesday late start)
- Schedule that allows for work completing within the school day with individualized instruction minute requirements met.
- Space to work with students appropriately with as little time lost for transport as possible. (Within classrooms; schedule for students to meet with Specialist then go to General Ed; students come to specialist instead of SSR time?)



Appendix E Library Proposal for MSTT Consideration

Task force: LeAnn McComb, Terrie Richmond, Jeanie Heikkila, Mimi Tiderman, Bryan O'Donnell, Brooke Hendry

Rationale

This task force recognizes the importance of providing a library at each school site that supplies the students and staff with print and electronic resources to support the learning in the classroom. This committee also understands that many students develop their love of literature and reading within the walls of the school library. Indeed the library provides critical, free access to the world for all students. This can be most important for disadvantaged learners.

“Libraries are the key to ensuring that the divide between information rich and poor is kept as narrow as possible.” Senator Lyn Allison

“The school library is a key, critical instrument for developing strong literacy programs, innovative curriculum, and the methods of teaching information skills. Research supports the premise that student outcomes will improve if school libraries are revitalized.” Kay Ellen Hones, director of the California Library Media Center 2000 Project.

Many students would argue that with Internet, there is not need to research in a library setting. However, this task force believes that the student's use of the Internet has increased the need for our school libraries. “Libraries as an institution and those that work in them provide the last vestige of free, open, and most importantly accurate information access. While so much is available (electronically), so much of what is available is, simply put, junk.” (Barber, 2004)

“Unfortunately, one of the great ‘urban myths’ in our schools and the wider community is that “everything” is available on the Internet. In a significant number of schools, there have been reductions in library funding, in favor of increasing the number of computers in libraries. Aging reference books are not being replaced, due to the flawed rationale that Internet access has negated the necessity for such print material.

Only 6% of web sites have educational content, according to Maureen Henninger, author of “Don't just surf the ‘net’: Effective Research Strategies (UNSW Press). Compare this with the average school library's reference collection. Every resource has been selected by an educational professional, on the basis of its contribution to teaching and learning.”(Credaro, 2002)

Our students need as much support as we can give them in books that engage their imaginations, provide new concepts and ideas to ponder, and guidance as they learn appropriate strategies to use the vast world of electronic resources.

As we transition to the new grade configuration, we hope to take this opportunity to improve the library at each school site to better meet the needs of Port Angeles students.

Appendix E, cont.

Library Proposal for MSTT Consideration

The goal of this task force for is to:

1. Distribute materials from the middle school sites to elementary schools to supplement each library with reading level appropriate resources with the goal of having materials processed, shelved, and available for the start of the 2007-8 school year
2. Combine the middle level libraries to accommodate the needs of 600+ 7th and 8th graders
3. Supplement Lincoln High School with material above the 6th grade level not needed by Stevens

Therefore, we propose the following plan:

Library Transition Plan

Both middle school libraries:

- Have building teachers pull books to follow them to their new sites
- Weed out the collection, AV equipment, etc. to make room for new materials

Roosevelt:

- Complete an inventory by April 27th
- Teacher choice stacks completed by mid May
- Extra 6th grade support materials boxed for Jefferson & Franklin
- Box up all materials that are not K-6 (except upper level AR fiction) to go to either Lincoln or Stevens
- Move several of the tall stack bookshelves over to Stevens

Stevens:

- Create design to allow for additional books & teaching station
- LeAnn McComb will visit RMS to help determine what materials should go to Stevens
- Have the old LPC site cleaned out (elementary materials still there) **
- Teacher choice stacks completed by mid May
- Extra 6th grade support materials boxed for Hamilton & Dry Creek
- Rearrange library with additional RMS stacks
- Conduct an inventory after all materials are in place

Jeanie Heikkila:

- Visit Stevens to get a sense of the collection needs (that RMS can supply)
- Help Roosevelt choose materials for Stevens
- Meet with Michelle to review plan and district (k-8) library needs
- Collect bar codes from each elementary, Lincoln & Stevens for RMS disbursement
- Process books from RMS & SMS to be located at other sites
- Visit each elementary (first two weeks of June) to meet with principal, library person and a lead reading teacher to deliver 'new' books including the need for a 'with teacher permission only!' section, explain processes, and answer questions.

Appendix E, cont.

Library Proposal for MSTT Consideration

Additional items:

- Steven's will need a large portion of whatever 'book' money is available years 1& 2 to supplement the Stevens collection since both RMS and SMS will have shared upper level materials with the elementary schools
- We propose that two para-educators assigned to library (or at least part of their days) to allow for consistency of coverage during breaks, lunch, illness, etc.
- LeAnn McComb continues (stipend) to work extra days to complete ordering, weeding of collection, organizing, setting policies, etc.
- Create/designate a 'go to' elementary library person for be available for other educational assistants, new hires, parent volunteers, etc. to be able to call with question, concerns, etc. **
- Hold quarterly meetings with all elementary library staff to problem solve, share effective strategies, discuss success ways to use parent volunteers, express needs, etc. **

** Items and suggestions to be communicated to the elementary transition team

What a school thinks about its library is a measure of what it thinks about education."

--Harold Howe, former U.S. Commissioner of Education

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Appendix F Middle School Athletics - Program and Participation Comparison

| 03 - 06 TOTAL BOTH MIDDLE SCHOOLS | | | | | 07 STEVENS ATHLETICS - NO Program Add | | | | |
|-----------------------------------|---------------|--------------|--------------|------------|---------------------------------------|--------------|--------------|------------|-----------|
| M/F | Total # | 3 Yr. Ave. | Roster Spots | Total # | Total # | Roster Spots | Roster Spots | Total # | |
| | MS Teams | Participants | Available | MS Coaches | MS Teams | Available | Lost | MS Coaches | |
| B | FOOTBALL | 2 | 60 | 80 | 4 | 1 | 40 | 40 | 2 |
| G | VOLLEYBALL | 4 | 52 | 52 | 4 | 2 | 26 | 26 | 2 |
| B | CROSS COUNTRY | 2 | 25 | 40 | 2 | 1 | 20 | 20 | 1 |
| G | CROSS COUNTRY | 2 | 20 | 40 | 2 | 1 | 20 | 20 | 1 |
| B | BASKETBALL | 4 | 52 | 52 | 4 | 2 | 26 | 26 | 2 |
| G | BASKETBALL | 4 | 50 | 52 | 4 | 2 | 26 | 26 | 2 |
| B/G | TRACK | 2 | 118 | 150 | 6 | 1 | 75 | 75 | 3 |
| TOTALS | | 20 | 377 | 466 | 26 | 10 | 233 | 233 | 13 |

| 07 STEVENS ATHLETICS - PROPOSED | | | | | | | |
|---------------------------------|---------------|-----------|--------------|--------------|-----------|---------------|-----------------|
| | Total # | Team | Roster Spots | Roster + / - | # Coaches | Coaches + / - | Coaches + / - |
| | Teams | Structure | Available | from Current | Required | from Current | 07 No Prog. Add |
| B | FOOTBALL | V & V | 60 | -20 | 4 | 0 | 1 |
| G | VOLLEYBALL | V,V,V,V | 56 | 4 | 4 | 0 | 2 |
| B | CROSS COUNTRY | V/JV | 20 | -20 | 1 | -1 | 0 |
| G | CROSS COUNTRY | V/JV | 20 | -20 | 1 | -1 | 0 |
| B | BASKETBALL | V, V, V,V | 48 | -4 | 4 | 0 | 1 |
| G | BASKETBALL | V, V, V,V | 48 | -4 | 4 | 0 | 1 |
| B/G | WRESTLING | CO-ED | 40 | 40 | 1 | 1 | 1 |
| B/G | TRACK | CO-ED | 100 | -50 | 4 | -2 | 1 |
| TOTALS | | | 392 | -74 | 23 | -3 | 7 |

| COST COMPARISON - 07 RECOMMENDED to 06 - 07 PROGRAM | | | | | | |
|---|---------------|------------|----------------------|-----------|--------------------|--------------------------------------|
| 2007 PROPOSED | # Coaches | Coach Cost | # Teams | Equipment | Transportation | Cost |
| | Change | Change | Change | Needs | Change | To Implement |
| B | FOOTBALL | 0 | \$ | 0 | \$ | -\$ (2,319.66) \$ (2,319.66) |
| G | VOLLEYBALL | 0 | \$ | 0 | \$ | -\$ (2,319.66) \$ (2,319.66) |
| B | CROSS COUNTRY | -1 | \$ (2,200.00) | -1 | \$ | -\$ (1,159.83) \$ (3,359.83) |
| G | CROSS COUNTRY | -1 | \$ (2,200.00) | -1 | \$ | -\$ (1,159.83) \$ (3,359.83) |
| B | BASKETBALL | 0 | \$ | 0 | \$ | -\$ (2,319.66) \$ (2,319.66) |
| G | BASKETBALL | 0 | \$ | 0 | \$ | -\$ (2,319.66) \$ (2,319.66) |
| B/G | WRESTLING | 1 | \$ 2,500.00 | 1 | \$ 1,000.00 | \$ 2,319.66 \$ 5,819.66 |
| B/G | TRACK | -2 | \$ (6,050.00) | -1 | \$ | -\$ (2,319.66) \$ (8,369.66) |
| TOTAL | | -3 | \$ (7,950.00) | -2 | \$ 1,000.00 | \$ (11,598.30) \$ (18,548.30) |

| TRANSPORTATION COSTS - 2006-2007* | | | | | | |
|-----------------------------------|------------------|------------------|----------------|-----------------|-----------------|------------------|
| SCHOOL | MILEAGE (BUS) | DRIVER | SERVICE | MEAL (AVERAGE) | FERRY | TOTAL COST |
| NORTH MASON | 195 | 9.5 | 0.5 | \$ 10.00 | | |
| TOTAL | \$ 382.20 | \$ 184.44 | \$ 8.82 | \$ 10.00 | | \$ 585.46 |
| BAINBRIDGE | 160 | 9.5 | 0.5 | \$ 12.00 | | |
| TOTAL | \$ 313.60 | \$ 184.44 | \$ 8.82 | \$ 12.00 | | \$ 518.86 |
| VASHON | 195 | 11 | 0.5 | \$ 10.00 | \$ 59.90 | |
| TOTAL | \$ 382.20 | \$ 227.76 | \$ 8.82 | \$ 10.00 | \$ 59.90 | \$ 688.68 |
| KLAHOWYA | 165 | 9.5 | 0.5 | \$ 10.00 | | |
| TOTAL | \$ 323.40 | \$ 184.44 | \$ 8.82 | \$ 10.00 | | \$ 526.66 |

*Prepared by Pupil Transportation Staff Based on May 2007 Costs

Appendix G Exploratory Classes at a New Stevens Middle School 2007- 08

This is a brief introduction to what the exploratory classes will be at Stevens. They will consist of Art, Technology, and Technology Engineering (Shop). It was not known who would be teaching these classes until the week before Spring break and what the curriculums would be. The following pages give a brief explanation of their disciplines and how their program will be a key to the overall development of the student.

It has been explained that the Art and Technology Engineering classes will dominate the seventh grade, while Technology and Foreign Language programs will dominate the eighth grade.

Technology Engineering

This program is designed to provide the student with an opportunity to apply the skills learned in the academic areas, by using the hands on approach. The program that we are offering is very exciting; including the philosophy of “doing is understanding.” In fact, the entire curriculum has been designed with the philosophy in mind, along with supporting the other academic disciplines. The instructor is an edutainer, which is to educate and entertain at the same time. Not only is the Engineering class introducing problem solving ideas and construction phases, but students are writing and using technology to demonstrate their learning. We offer the following Engineering Modules.

Introduction

The introduction Engineering class has been designed around an introduction problem solving process. The students will be applying this process to several technical problems that require the student to design and build a solution. There are several module units to choose from and two major projects, ranging from transportation, aviation, construction, and energy.

- | | | | |
|----|---------------------|----|-------------------------------|
| 01 | Robotics | 09 | Metals |
| 02 | Electricity | 10 | Woods |
| 03 | Solar Energy | 11 | Plastics |
| 04 | Magnetic Levitation | 12 | Gliders |
| 05 | Bottle Rockets | 13 | Flight Simulators |
| 06 | Mouse Trap Vehicles | 14 | Printing |
| 07 | Laser | 15 | Computer Design |
| 08 | Small Gas Engines | 16 | Computer Functions (Building) |

Plus the two major building projects:

- 01 Bridge Construction
- 02 Safety Egg Vehicle

Appendix G, cont. Exploratory Classes at a New Stevens Middle School 2007- 08

The Advance Engineering class has been designed around a high level of advance problem solving processes. The student will be applying this process to several technical problems that require the student to and build the solution. There are several module units, ranging from aviation, design construction, boat construction, race vehicles design, and electrical energy.

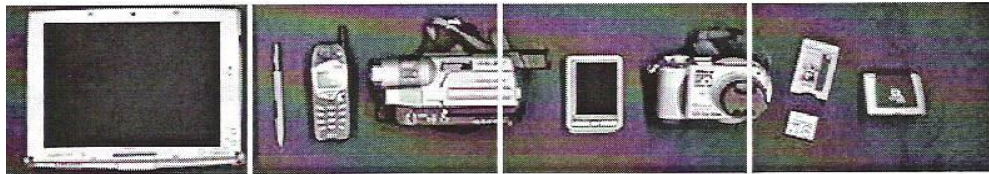
| | | | |
|----|--------------------|----|------------------------|
| 01 | Hot Air Balloons | 07 | Cardboard Boats |
| 02 | Rockets | 08 | Powered Gear Vehicles |
| 03 | Towers | 09 | House Framing |
| 04 | Robotic Arms | 10 | Cranes |
| 05 | Co2 Vehicles | 11 | Design Electrical Unit |
| 06 | Dream House Design | 12 | Power Boats |

Academic Areas

- Reading - reading various information on module units
- Math - reading measurements / subtraction and adding, & problem solving
- Science - problem solving, formulas, understanding the technical process
- Writing - writing short essays about the process
- Technical - Digital photographing
- Art - Design and creative process

Appendix G, cont. Exploratory Classes at a New Stevens Middle School 2007-08

DLiteracy.org "Developing Digital Literacy"



Improving Education Through The Use of Technology

Start Here: The foundation for the student portfolio consists of the following technology units.

- | | | | |
|-------------------------|------------------------|-----------------------|-----------------------|
| 01. Personal Expository | 09. Hobbies and Clubs | 17. Physical Fitness | 25. Honors and Awards |
| 02. Skills Evaluation | 10. Basic Letterhead | 18. Legal Issues | 26. References |
| 03. File Management | 11. Business Letter | 19. PC Hardware | 27. Instruction Video |
| 04. Typing | 12. Thank You Letter | 20. Computer History | 28. Performance Video |
| 05. Personal Journal | 13. Internet Library | 21. Resume | 29. Web News Report |
| 06. Digital Literacy | 14. Digital Photos | 22. Cover Letter | 30. Video News Report |
| 07. HTML | 15. Graphic Arts | 23. Work Experience | 31. Featured Student |
| 08. Reading and Writing | 16. Budget Spreadsheet | 24. Community Service | 32. Video Documentary |

Information Links: Create an information section on your portfolio homepage and include the following links.

- | | | | |
|-----------------|----------------------|---------|----------------|
| 01. Grades Link | 02. Academic Journal | 03. SLP | 04. Transcript |
|-----------------|----------------------|---------|----------------|

Academic Areas: Students can expand their portfolio by completing the following enrichment units.

| | | | |
|--|--|--|---|
| <p><u>Art</u></p> <p>01. Value Change</p> | <p><u>Engineering Tech</u></p> <p>01. Tech Project</p> | <p><u>Grammar</u></p> <p>01. Grammer Units 02. Spelling Units</p> | <p><u>Health Fitness</u></p> <p>00. Fitness Units 01. Training Contract 02. Cardio Training 03. Heart Rate 04. Nutrition 05. Strength Training 06. Team Sports 07. Individual Sports 08. Mile Run</p> |
| <p><u>Math</u></p> <p>01. Math Project</p> | <p><u>Media Technology</u></p> <p>01. Short Story 02. Story Drawings 03. Short Story Video 04. Storyboarded Video 06. News Introduction 10. Video Documentary 11. Movie Production 12. Web Video Contest 13. Tech Leadership</p> | <p><u>Music</u></p> <p>01. Performance Video</p> | <p><u>Reading</u></p> <p>01. Short Stories 02. Biography 03. Poetry 03. PDA eBooks</p> |
| <p><u>Science</u></p> <p>01. Science Project</p> | <p><u>Social Studies</u></p> <p>01. Web Research 02. PowerPoint 03. Research Video 04. GPS 05. GIS</p> | <p><u>Writing</u></p> <p>00. Writing Units 01. Reading Scores 02. Letter of Rec 03. News Article</p> | <p><u>Presentations</u></p> <p>01. Hobby 02. Self-Introduction 03. Academic 03. Professional</p> |

Appendix H Upcoming Middle School Work Groups and Study Topics

Student Handbook
Discipline & Reward System
Staff Handbook
Keys
Transition
 Classrooms
 Furniture
 Technology
Mission, Believes, Vision
Site Team Document
 Team Leaders/Site Team
Office Duties
 Counselor and John
 Secretary staff
Para Schedule
Book Orders
KCDA
Coaches
Stipend positions
ASB officers
 Summer Training AWSP
 ASB Constitution
PTO & ASB
 Offices
 Fundraising

Grade Level/Department
 Team Building
 Curriculum Alignment
 Assessment
 Homework Policy / team rules
 CQI Process
 Notebooks for recording team meetings
 Staff Development for Inclusion Model

Skyward Grade Book

SNS/Announcements

Important Dates
 Back to School Night
 Grading Dates
 Concerts
 Drug Free Week

Appendix H, cont. Upcoming Middle School Work Groups and Study Topics

Important Dates

Red Ribbon Week

Assemblies

WASL Prep Theme

Parent Conference Format

School Shirt/Sweatshirt

PE Uniform

Student Assistant Team Schedule

Bus Supervision & Location

Fire Drill Re: map

Library Move

Management

CSIP and Staff Development

Transition Activities

Student

Parents

Staff

Registration Organization – Reg. August 22nd

Wednesday Late Starts (Schedules)