

Sunset Ridge Middle School: Becoming a High Performing School
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Executive Summary

Sunset Ridge Middle School opened its doors in the fall of 2005. Even before the school opened, the new staff came together in order to create a vision of what the ideal middle school would look like. We studied the research about how middle school students learn and about what structures and practices would best support the vision of the ideal school. Parents were key participants in the creation of the vision. Together, staff and parents took deliberate steps to create the ideal middle school.

As the school opened, standards of high academic success for every student were set. Educators worked to develop a laser-like focus on what skills and knowledge students should gain while they are at Sunset Ridge. They then set about doing whatever it takes to help each student achieve success. Now, students who struggle to achieve at the expected level of performance are given extra time and support whereas those who do achieve have opportunities to expand their knowledge and explore a variety of topics.

The vision is of a school where doors of opportunity are opened for each student. The school is a place where the culture and histories of individual students are respected and celebrated. Teachers work together to ensure common learning outcomes within a subject area. Participation in school activities and programs is open to all students with no “cuts” in the 7th and 8th grade. Each student is given the opportunity to explore a wide variety of subjects in order to make decisions for his or her future.

Sunset Ridge recognizes the unique characteristics of middle school students. Staff works to respond to the needs these characteristics create. Students are organized in “teams” or “houses” to create a sense of security and belonging. Teachers work together to create learning activities that make learning relevant to the real world. Subjects are not studied in isolation but are connected to answer the often asked question, “Why do I have to know this?” A culture of mutual respect and safety is established. Students are supported in positive risk taking as they learn new skills. Sunset Ridge is a school where trying is rewarded and support is given to improve.

The organizational structures of the school support the ideal middle school. Teachers, administrators, and parents work collaboratively to improve success and opportunities for students. What is best for middle school students drives the day-to-day and long-term decisions for the school. Although the vision of ideal is well defined and Sunset Ridge is well on the path to that vision, the school staff is not satisfied with the current level of implementation. As they experience success with what is currently happening, they continue to see ways to further improve and refine practices.

Sunset Ridge Middle School is located in the northwest corner of the Jordan School District (6881 West 8200 South, West Jordan, Utah.) The school currently serves about 950 7th, 8th, and 9th grade students and is growing at about 200 students per year. The school building was designed with middle school practices in mind. The classrooms are organized into cross-curricular houses and equipped with the latest instructional technology.

Program Description

Sunset Ridge Middle School has been founded with a culture of collaboration and doing whatever it takes on behalf of students. We have worked to develop a shared vision and mission statement as the school opened in order to guide our work. We adopted the criteria described by the National Forum to Accelerate Middle Level Reform as we began our work and also looked to the research of other organizations such as the National Middle School Association and Professional Learning Communities of Learning Tree. From the International Center for Leadership in Education, we implemented the “10 Key Components Fundamental to School Improvement.” We have worked to continue to improve our school by using these 10 components as a roadmap.

Key to success at the middle level is having a clear understanding of the students we serve. “Young people undergo more rapid and profound personal changes between the ages 10 and 15 than at any other time in their lives. Although growth in infancy is also very extensive, infants are not the conscious witnesses of their development” (*This We Believe*). Early adolescents may have any or all of the following characteristics:

- They eat all the time.
 - Their music is too loud.
 - They take social issues very seriously.
 - They frequently exclaim, “You don’t understand!” or “That’s not fair!”
 - They cry a lot.
 - They laugh a lot.
 - They’re sure nobody has ever felt what they’re feeling.
 - They like hanging out at home with their parents.
 - They hate hanging out at home and being with their parents.
 - They have difficulty attending to something for more than a minute at a time.
 - They are plagued with acne.
 - They are seldom satisfied with the way they look.
 - They are loyal to their friends.
 - They talk behind their friends’ backs.
 - They outgrow their clothes every few months.
 - Their voices crack when they sing in mixed chorus.
 - They want to be independent.
 - They don’t want to let go of their childhood.
 - They are willing to learn material *they* consider useful and relevant.
 - They tend to be unrealistically self-critical and are easily offended.
 - They tend to be hopeful and optimistic.
- (Knowles & Brown)

Implications for the educators who teach them are enormous and cannot be ignored. High-performing middle schools recognize that middle level students rise to the top with . . .

- LESS whole-class, teacher-directed learning.
- LESS student passivity: sitting, listening, receiving, and absorbing information.
- LESS prizing and rewarding of silence in the classroom.
- LESS classroom time devoted to fill-in-the blank worksheets, workbooks, and other seat work.
- LESS time spent reading textbooks and basal readers.
- LESS attempt by teachers to thinly “cover” large amounts of material in every subject area.
- LESS rote memorization of facts and details.
- LESS stress on competition and grades in school.
- LESS tracking and ability grouping.
- LESS special pull-out programs.
- LESS use of reliance on standardized tests.

Middle level students rise to the top with . . .

- MORE experiential, hands-on learning.
- MORE active learning, with all the attendant noise and movement of students doing, talking, and collaborating.

- MORE emphasis on higher-order thinking.
- MORE deep study of a smaller number of topics.
- MORE time devoted to reading whole, original, real books and nonfiction materials.
- MORE responsibility transferred to students for their work: goal setting, record keeping.

The National Forum to Accelerate Middle Level Reform has defined 37 criteria of high-performing middle schools. The criteria fall into four domains: Academic Excellence, Social Equity, Developmental Responsiveness, and Organizational Structures and Programs. Academic excellence must be the goal for each and every student. This dispels the perception that middle schools are just about helping kids feel good about themselves. Social equity requires that doors of opportunity are opened for each and every student regardless of individual circumstance. Developmental responsiveness requires effective middle schools to clearly understand the unique characteristics of early adolescent learners and respond appropriately to those characteristics. Of course, the organizational structures and programs should support the other three domains. Leadership should be shared; staff should work collaboratively; and decisions should be research based and data driven.

High-Quality Curriculum and Instruction

At Sunset Ridge, all students are expected to meet high academic standards. The School Leadership Team, consisting of all department chairs, collaboratively worked to develop a schoolwide letter of disclosure. The purpose of the disclosure is to set high academic standards for each and every student in every class in the school. Students are held to a standard of “total quality work” and are given multiple opportunities and support to revise their work until the standard is met. Special education students are included in the regular education classes (except for math) in order to give them equal access to the curriculum. Special education teachers work in the classrooms to give the students additional support and make appropriate accommodations. Every student has an adult advocate through our Teacher Advisory program. Grade checks and opportunities to complete missing work are conducted during Teacher Advisory. Teachers work together to regroup students who need additional support for work completion during these make-up days.

Curriculum, instruction, and assessment are aligned with high standards. All teachers must follow the Utah State Core Curriculum. Language arts, social studies, math, and science have collaboratively developed curriculum maps. Departments work to ensure a common curriculum regardless of the individual teacher. Some departments have participated in vertical teaming with the high school in order to ensure a smooth transition from year to year. These same subjects are developing common assessments at the course level in order to quickly assess student progress and adjust instructional practice.

The staff recognizes the importance of middle level students being engaged in their learning. Teachers strive to make connections between the content areas and the real world. For the purpose of creating learning experiences that combine subjects for relevance, teachers are organized into interdisciplinary teams and given common planning time. The staff is beginning to adopt the International Center for Leadership in Education’s Rigor/Relevance Framework in order to help students meet the school’s Desired Result for Student Learning: the ability to apply prior knowledge to new and unpredictable situations through problem solving skills. Other Desired Results for Student Learning include the following: Students will communicate effectively through reading, writing, listening, creating, and speaking. Students will demonstrate positive character development that leads to responsible citizenship. Students will demonstrate basic knowledge and learn individual skills that support future learning. Students will develop skills to work effectively with others. We are in the process of developing rubrics of assessment for these skills. These desired results give an interdisciplinary purpose to every class in the school. The school is continually working to enhance our cross-curricular experiences.

Instructional practices include a variety of teaching and learning strategies. Teachers work in collaborative teams by grade and by academic department to evaluate and share effective instructional

practices focused on the curriculum map standards. Data from the common assessments help in the sharing of effective instructional practices.

Teachers use a variety of methods to assess student performance and maintain a collection of students' work. Teachers assess through projects, cooperative learning activities, peer review, traditional paper and pencil, presentations, and performance tasks. In many cases, rubrics clearly define the performance expectations allowing students to assess their own and others' work. In addition to classroom notebooks, students and teachers work together to create a portfolio of work that students present to parents during student-led conferences twice each year. Teachers are beginning to be very reflective of the quality of student assignments. We are beginning to question whether each assessment indicates mastery or merely compliance with teacher demands.

The school provides students time to meet rigorous standards. Sunset Ridge has adopted the philosophy of "learning as the constant with time and support as the variable" (DuFour). "Total quality work" and RISE (Remediate, Improve, Stretch, and Excel) allow students to work until they have achieved the learning objective. They also allow students who have achieved the objective to participate in stretch learning activities. These are accomplished through whole-school flex scheduling and grade level flex scheduling. We have begun to implement a schoolwide pyramid of interventions in order to provide systemwide support for students who are struggling. Support is given through the Teacher Advisory class. Parents are informed of academic progress through an online grade program, parent contacts outlined in the pyramid of interventions, and student-led conferences. Small grade level teams of teachers are consistently contacting parents as a group when they have concerns for student performance.

Leadership

Leadership at Sunset Ridge is shared through the School Leadership Team of administrators, teachers, and parents. When the topic is appropriate, students are also invited to participate. As the school opened, the entire staff and many parents met to describe what kind of school they would like Sunset Ridge to be. We literally drew a picture of what the ideal school would look like. We reviewed the research about the components of high-performing middle schools. We then listed the structures and practices that would be essential in our school if we were to reach the ideal. From that list, we have set out toward the ideal school. Our vision was developed collaboratively and based on current research. We defined five Desired Results for Student Learning which are life skills that bring a common purpose to every class. They have been previously listed.

The school mission statement was developed to give direction and purpose to the work of the adults in the school community. We have made the paradigm shift from teaching to learning. We now focus on what students know and the skills and attributes they have gained because we were their teachers. We hold core values of collaboration, equal access, rigor and relevance, middle-level best practice, and inclusion of families in the school community. We strive every day to help parents trust us with their children, increase communication, and make our school the parents' school of choice. Our goal is more students doing better work.

The shared mission has gone far beyond posters in the classroom to infusion in the daily work of the school. Decisions regarding the allocation of school resources, including time, money and personnel, are made based on our shared vision of the ideal school and the mission statement: *Ensure academic excellence, developmental responsiveness, and social equity in order to educate our students to be productive citizens in their changing world.*

Relationships and Parent-Community Involvement

From the very beginning, we have worked to develop positive relationships with our students, understand their development, and implement policies and practices that will best serve them. Each student attends a Teacher Advisory class where the teacher serves as an adult advocate for the student. This facilitates student learning. Teachers are trained in the developmental needs of early adolescent

learners. This is a common topic in professional development and collaboration meetings. The school is organized into small learning communities. In the 7th and 8th grade, students are members of an integrated team for English, science, and U.S. history. This small learning community focuses on developmentally responsive instructional practices, cross-curricular activities, our pyramid of interventions, and respectful relationships.

Before school begins each year, a 7th grade orientation day is provided to help students with the transition to middle school. They meet their teachers, locate their classrooms, learn about the lunchroom and common areas, and how to access school services. We also have a Newcomer's Club for new move-ins. The school accesses the services of outside agencies for individual students when the need arises, for example Jordan Family Education Center, Valley Mental Health, JAMS (alternative school), Services for At-Risk students, court mediation, and truancy intervention.

Students have opportunity for voice—posing questions, reflecting on experiences, developing rubrics, and participating in decisions. Student-led conferences facilitate students participating in meta-cognition and reflection on their learning and progress. Students often review the work of peers. As the school opened, students had a voice in the choice of school name, school colors, and school mascot. They continue to be included in discussions centered on Desired Results for Student Learning and school improvement. Student officers survey the school in order to make decisions regarding activities and charitable fund raisers.

The school has extended the school community to include families. Families are partners in their children's education. They are involved at every level of school improvement. Families participate in student-led conferences twice during the year. Attendance at the conferences is above 90%. During 7th-grade orientation, families are invited for a special parent session to answer questions and provide information. Families are invited to a Back-to-School Night prior to the beginning of the year. Families have access to student progress through the online PowerSchool program. Students carry and use a daily planner that serves as a communication tool between teachers and home. Parent surveys inform the school of their perceptions of effectiveness of school programs. Sunset Ridge has a very active PTSA and School-Community Council group. All program implementation is approved through these two groups. A parent representative serves on the School Leadership Team. The school pyramid of interventions involves parents early and often in order to help each student be successful. Parents are team members for SEOPs, 504 Plans, and IEPs. Parents are involved in the collaborative culture of the school through participation on focus groups and special committees. The school improvement plans (CSIP and Land Trust) are approved and overseen by the parent groups. The community is engaged in providing resources and support. A large number of parents volunteer more than 400 hours of service each quarter.

Students are provided with opportunities to develop citizenship skills in the community. Students participate in a variety of character and citizenship lessons through Teacher Advisory and Desired Results for Student Learning across the curriculum. The SOAR program promotes character development (Service, Opportunity, Academics, and Respect/Responsibility). Students prepare for their roles in society by participating in Reality Town. Reality Town uses the resources of the community as students make this connection. Work-Based Learning uses the community as a classroom through field trips and guest speakers. The school has an Incident Command System that has been coordinated with supporting agencies. The local police and fire departments use the building for training sessions in order to prepare for a crisis situation. They provide ongoing support and educational opportunities for our students.

Best Practices to Share

1. Teaming Structure

Teaming and collaboration takes place at three levels: whole school, grade level cross-curricular, and departments. Teaming structure and activities can be seen in Appendixes 1 and 2.

2. Pyramid of Interventions

Our first attempt at a Pyramid of Interventions can be found in Appendix 3. The keys to a successful pyramid are collaborative creation and ability to follow through systemwide. We are still learning about this but are committed to keeping learning the constant, with time and support the variables.

3. Student-Led Conferences

- Students are involved in student-led conferences twice a year.
- The entire school is involved in the process, but Teacher Advisory (TA) is an integral part of the process.
- Students collect artifacts for their portfolio and organize them in their TA classes.
- Students role-play and practice presenting their portfolios to one another.
- Students present their portfolios to their parents in the TA classroom. The TA teacher acts as a facilitator during the conferences.

Details of student-led conferences can be obtained by contacting Principal Catherine Jensen at: catherine.jensen@jordan.k12.ut.us or at
Sunset Ridge Middle School
6881 West 8200 South
West Jordan, Utah 84088
(801) 412-2475

4. 10 Key Components Fundamental to School Improvement Worksheet

Sunset Ridge Middle Efforts are found in Appendix 3. This worksheet should be used to accurately describe “current reality” and make plans for improvement. We used this as we were moving toward a collaborative time model. We use it often to reflect on our current practice.

5. “TQW” (Total Quality Work)

Total quality work is expected on all work and from all students. TQW includes

- ON TIME
- FOLLOWS DIRECTIONS—fulfills assignment as outlined.
- LEGIBLE—uses a whole sheet of paper, pencil or pen, typed when required.
- NEAT—free of smudges, scribbles, stains, wrinkles, and spiral edges.
- EDITED—error free, complete sentences, specific details, vivid word choice.
- When ILLUSTRATED—large, bold, full color, detailed.
- When PERFORMANCE-BASED—positive attitude, active participation, accurate, appropriate.
- BEST EFFORT!

Work that is not total quality will be returned to the student with a chance to meet total quality work guidelines. Students must bring this assignment up to quality standards by a deadline established by the teacher, or it will fall into the late work category.

6. RISE (Remediate, Improve, Stretch, Excel)

- Specific days are set aside each quarter as RISE days.

- These RISE days occur in a variety of formats. They may be set up as an individual classroom activity, a small-team intervention, a grade level collaboration, or as a schoolwide event.
- On RISE days, students are able to get additional support to achieve learning objectives.
- Students are given the opportunity to make up missed or absent work.
- Students are able to adjust work to meet total quality work (TQW) standards
- These days also allow students to participate in stretch learning and exploration activities.

Appendix 1
Sunset Ridge Middle School Team Structure 2006–07

GRADE LEVEL

<u>7th grade</u>	<u>8th grade</u>	<u>9th grade</u>
Team Leader—Tania Kenney	Team Leader—Paula Williams	Team Leader—Sandy Rudert
Team A--Tiffany Cooke*	Team A—Paula Williams*	Team A—Sandy Rudert*
Jeremy Jones	Linda Richmond	Chantal Moesinger
Melissa Little	Rob Robertson	Dan Ashbridge
Tania Kenney	Eva Serr	Team B—Paula Williams
Amanda Burke	Team B—Colleen Edgely*	Linda Richmond
Team B--Patti Hendricks*	Matthew Emerson	Math/Sci—Patty Lambdin+
Patty Lambdin	Dean Pepper	Richard Statler*
M. Escossio	Teresa Grimes	Kody Jeffery (A)
B. Stephens	Encore—Austin Wallace	Rob Robertson+
Daniel Aguirre	Natalie Rudel*	Encore--Don Findlay
Encore—James Nance	Krystal DeJesus	Lynn Imlay
Kristi Johnson	Travis Young	Angela Dugdale
Rita Osborne		Sherrie Cornia
Karen Hawkes		Chantal Moesinger
Jenny Ellsworth		

DEPARTMENT

<u>Language Arts</u>	<u>Social Studies</u>	<u>Science</u>
Sandy Rudert*	Linda Richmond*	Richard Statler*
Paula Williams	Dan Ashbridge	Rob Robertson
Matthew Emerson	Colleen Edgely	Patty Lambdin
Tiffany Cooke	Jeremy Jones	Melissa Little
Patty Hendricks	Mark Escossio	Dean Pepper
Jennifer Ellsworth		
Krystal DeJesus		

<u>Math</u>	<u>Fine Arts</u>	<u>CTE</u>
Tania Kenney*	Don Findlay*	Karen Hawkes*
Eva Serr	Krystal DeJesus	Travis Young
Daniel Aguirre	Angela Dugdale	Kristi Johnson
Teresa Grimes	Rita Osborne	
Kody Jeffery	Jenny Ellsworth	

<u>Physical Education</u>	<u>Foreign Language</u>	<u>Special Education</u>
Wyatt Bentley*	Natalie Rudel*	Kara Moss*
Sherrie Cornia	Mark Escossio	Amanda Burke
James Nance	Austin Wallace	Chantal Moesinger

Library Media—Lynn Imlay* Counseling—Randy Tree*, Becky Stephens

*Indicates Team Leader

+Indicates meeting with a different team for small teams.

Grade Level Teams meet under the direction of the grade level team leaders. They work on cross-curricular activities, extra support for struggling students, and stretch activities for successful students.

Small Teams center on the core curriculum. They may meet as a very small team or as grade level core teams. They also work on academic interventions for their students.

Encore teachers meet as departments during small team meetings.

Departments meet to ensure common curriculum, assessments, and vertical articulation.

All collaboration meetings should focus on the three guiding questions:

1. What should students know?
2. How will we know when they know it?
3. How will we respond when they don't?

Planning and scheduling will be a natural result of answering the three guiding questions. Planning and scheduling should only take place after consideration has been given to the questions.

Appendix 2 Possible Teaming Activities

<u>Whole-School Team</u> (DRSL-Driven)	<u>Cross-Curricular Team</u> (Grade Level-Driven)	<u>Subject-Specific Team</u> (Data-Driven)
Protocols	Learning styles assessment	Learning styles assessment
Assessment	Protocols	Protocols
Data analysis	Common philosophy and implications	Common philosophy and implications
Vision statement	Goal setting	“Think, do and be” Identification
Desired results for student learning (DRSL)	Standards and expectations	Goal setting
Schoolwide disclosure	Curriculum outlining	Curriculum mapping
Total Quality Work	Curriculum collaboration/integration	Curriculum development
Professional development needs assessment	Pyramid of interventions	Common assessments
Community involvement plan	Individual student concerns	Data analysis -student -teacher
Systemic focus groups	Flexible schedule activities	Traditions
Traditions	Traditions	Celebrations
Celebrations	Celebrations Team Teen Council Team newsletter Brag sheets Showcase/Presentations Evaluations	Brag sheets Showcase/Presentations Evaluation

Appendix 3
10 Key Components Fundamental to School Improvement Worksheet

10 Key Components	Examples of Evidence	Use of Collaborative Time
<p>1. Create a culture that embraces the belief that all students need a rigorous and relevant curriculum and all children can learn.</p>	<ul style="list-style-type: none"> ✓ Every student has an adult advocate through Teacher Advisory. ✓ Regular performance checks are conducted for each student. ✓ Individual student needs and education plans are developed in cooperation with teachers, parents, and students 	<ul style="list-style-type: none"> ✓ Teachers meet to discuss individual student achievement and needs. ✓ Time for pyramid of interventions. ✓ Teacher advocate uses time to develop plans for the individual.
<p>2. Use data to provide clear unwavering focus to curriculum priorities.</p>	<ul style="list-style-type: none"> ✓ CRT data from last spring is available to inform and guide instruction. ✓ Common assessments are being developed in each subject. ✓ Assessments are being evaluated for their value as learning activities. 	<ul style="list-style-type: none"> ✓ Teachers review, disaggregate, and disseminate data. ✓ Teachers develop subject level assessments collaboratively. ✓ Teachers review assessments for their learning value.
<p>3. Set high expectations that are monitored; then hold both students and adults accountable for students' continuous improvement in the priorities identified in #2.</p>	<ul style="list-style-type: none"> ✓ All students are expected to meet TQW or total quality work. ✓ Learning is becoming the constant with time and support the variables. ✓ Teams meet regularly to discuss the progress of individual students. ✓ A schoolwide pyramid of interventions is being developed to ensure the success of each and every student. ✓ An inclusion model allows access to the regular curriculum for all students regardless of ability. 	<ul style="list-style-type: none"> ✓ Collaborative TQW ✓ Collaboration on students needing pyramid of interventions. Plan strategies. ✓ Collaborative analysis of student work. ✓ Collaboration and refinement of pyramid of interventions. Special education teachers collaborating with regular education teachers as members of the team.
<p>4. Create a framework to organize curriculum that drives instruction toward both rigor and relevance.</p>	<ul style="list-style-type: none"> ✓ Teachers actively work to map curriculum based on state and local priorities. ✓ All teachers meet with colleagues to examine best practices. ✓ All teachers are learning to teach literacy skills through their content areas. ✓ Extra support is given for 7th grade students reading substantially below grade level. 	<ul style="list-style-type: none"> ✓ Collaboration on curriculum "big rocks," addressing "What should students know? How will we know when they know it? and, How will we respond when they don't?" ✓ Share best instructional practices ✓ Professional development time for teaching literacy skills. ✓ Collaboration on individual student reading skills and needs.
<p>5. Provide students with real-world applications of the skills and knowledge taught in the academic curriculum.</p>	<ul style="list-style-type: none"> ✓ Instruction is moving toward application of content knowledge to real-world situations through cooperative learning, projects, hands-on activities, and presentations. ✓ Teachers are organized in 	<ul style="list-style-type: none"> ✓ Interdisciplinary team meetings centered on cross-curricular instruction.

	<p>interdisciplinary teams to create learning experiences that combine subjects for relevance to the real world.</p> <ul style="list-style-type: none"> ✓ Assessments are being developed to ensure value to the curriculum and to be used as learning activities. 	
6. Create multiple pathways to rigor and relevance	<ul style="list-style-type: none"> ✓ Teachers provide choices to students in order to accommodate learning style. ✓ Student learning is the focus in a paradigm shift from teaching to learning. ✓ Teachers are becoming more skilled at differentiated instruction. 	<ul style="list-style-type: none"> ✓ Collaborations on meeting individual student needs and implementation of intervention strategies. ✓ Professional development on differentiated instruction.
7. Provide sustained professional development focused on the improvement of instruction.	<ul style="list-style-type: none"> ✓ All professional development is aligned with our improvement plan. ✓ Teachers share best practices through collaboration meetings. ✓ The culture of collaboration is well developed. 	<ul style="list-style-type: none"> ✓ Refine the process of collaboration. ✓ Time for professional development minilessons.
8. Obtain and leverage parent and community involvement successfully	<ul style="list-style-type: none"> ✓ Parents are viewed as an essential part of the educational team. ✓ Data on parent involvement is tracked. ✓ Parent groups have input on school improvement efforts and programs implementation. 	<ul style="list-style-type: none"> ✓ Time for team meetings with parents
9. Establish and maintain a safe and orderly school	<ul style="list-style-type: none"> ✓ A school code of conduct focuses on individual responsibility to ensure that positive discipline consequences are intended to correct negative behavior rather than punish. ✓ Reward programs are being developed. 	<ul style="list-style-type: none"> ✓ Time to collaborate on individual education and reinforcement plans.
10. Offer effective leadership development for administrators, teachers, parents, and community.	<ul style="list-style-type: none"> ✓ Allocation of all resources is determined by its value in promoting increased student achievement. ✓ A School Leadership Team consists of administrators, teachers, and parents. 	<ul style="list-style-type: none"> ✓ Appropriate use of the most valuable resource of time in helping students achieve.

Each of the ten key components requires time for teachers, administrators, and parents to meet together in order to meet the goals. We hope to have collaborative time to refine our practices in order to have more students doing better work and make our school the parents' school of choice.

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