

Alexandria City Public Schools

Middle School Annual Report

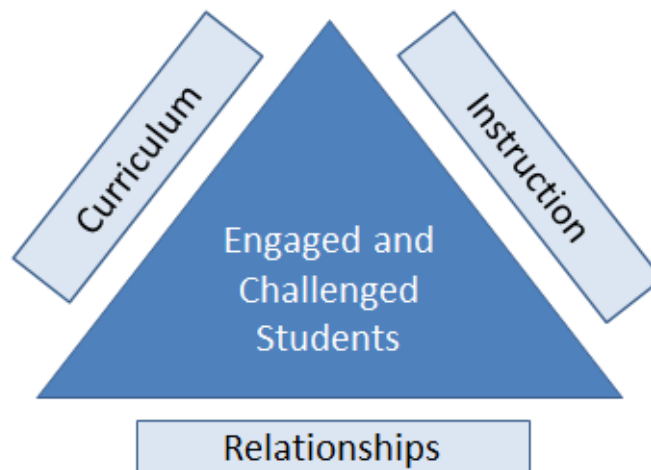
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Introduction

ACPS middle schools continue to provide students with a challenging and engaging learning environment. All middle schools have school education plans including strategic goals and action steps to improve Academic Achievement and Family Engagement for all students. Since the restructuring of ACPS middle schools, students have received more personalization, customization, and individualization to meet their academic, social, and emotional needs. Middle school teachers, principals, counselors, parents, and community organizations have collaborated to provide students with a school environment conducive for learning.

During SY2011-12, middle school leaders and teachers continued a focus on student learning through the lens of our diverse student population. Middle schools continued to have low student-counselor ratios to provide students with social and emotional services. Our middle school teachers had common planning time to collaborate and analyze student data to make informed instructional decisions in the classroom. Our middle school leadership teams continued to work with their school communities to attain strategic goals and progress monitor their action steps using the Plan-Do-Study-Act model. This report will highlight areas of success as well as areas for improvement to better serve middle school students in Alexandria City Public Schools using the ACPS Learning and Teaching Model illustrated below. Virginia Standards of Learning (SOL) and Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELL) data will be available in July 2012 and is not included in this report. An addendum to this report will be provided to the School Board.

Alexandria Learning and Teaching Model



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Curriculum

ACPS middle schools use a 21st century curriculum that is focused on helping students to become critical thinkers and problem solvers. In addition to helping middle school students acquire declarative and procedural knowledge, each unit has a focus on higher order skills to ensure students are developing critical thinking skills needed for post-secondary success: reading complex text, writing at a post-secondary level, analyzing and interpreting data, and participating in discourse across the disciplines. Key components of the ACPS curriculum have been distilled into actions that should be visible in middle school classrooms including teacher and student actions.

These basic areas include: (1) Exploration of Essential Questions; (2) Instruction for Language Acquisition; (3) Instruction in Literacy Appropriate to the Discipline; (4) Differentiated Instruction; (5) Facilitating High Levels of Student Engagement; (6) Instruction to Support the Five College Competencies; (7) Explicit Instruction; (8) Balanced Assessment (including Transfer Tasks, ACPS Criterion Referenced Tests, and (9) nationally normed screeners of Scholastic Math and Reading Inventories. ACPS middle schools implemented the version 2.0 Curriculum during SY2011-12. Instructional coaches supported middle school teachers with understanding curriculum modules each month and professional learning opportunities were provided to ensure teachers understanding of the curriculum implementation expectations.

Honors Curriculum

All middle schools will implement the ACPS Honors curriculum during SY2012-13. All middle school teachers who have been assigned Honors courses will be required to complete an Honors Teacher Prep course by June 30, 2014. ACPS' Talented and Gifted Coordinator and Professional Learning Coordinator have established modules that will be offered throughout SY2012-13 for teachers to fulfill this requirement. The ACPS Honors curriculum promotes middle school students' ability to become highly effective critical, creative, and analytical thinkers. Courses are designed to engage students in the study of challenging content organized around essential questions and rigorous, thematically-organized higher-level knowledge, skills, and processes. Reading selections in an Honors English class, for example, require students to analyze, critique, and compare complex text. Similarly, Honors math classes emphasize conceptual understanding and real- world problem solving. Additionally, all Honors courses require students to think like professionals in the content fields they are studying. For example, how would a biologist approach this problem? How would an historian address this research investigation? Perhaps most importantly, Honors students are expected to become life-long learners, capable of self-monitoring and self-expressing in response to authentic, rigorous, and engaging assessment and learning tasks. These transfer tasks require Honors students to demonstrate genuine understanding, not just recited information or mechanical duplication of a skill. Finally, the Honors sequence is closely aligned with both the IB/MYP and Advanced placement programs, ensuring students' smooth transition in college preparation coursework at the high school level.

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Middle School Summer Reading Project

ACPS middle school English Language Arts Honors courses are designed for highly motivated, independent learners who are ready to accept higher levels of challenge, have a strong interest in English Language Arts, demonstrate the ability to link new knowledge to prior knowledge quickly and possess the necessary time management and task commitment skills to perform consistently at an advanced level while producing quality work. Students in English Language Arts Honors will: 1) develop critical analytic and interpretive skills in literature and nonfiction; 2) increase their proficiency with narrative, persuasive and informational writing; 3) develop linguistic literacy; 4) research and analyze information; and 5) refine their oral communication skills. Building reading stamina and increased independence and interest in texts over the summer will be critical for students' success. During the summer 2012, middle school students will complete a Middle School 2012 Summer Reading Project. This project will be part of students' first-quarter grade in sixth, seventh and eighth grade English Language Arts Honors courses. Students in standard level English Language Arts will receive extra credit for completing the project. However, it will be a requirement for all middle school students in Summer 2013.

Middle school students will read two (previously unread) books from the Newbery Medal Winners or Honors List and complete two "Responses to Reading" selected from list of eighteen higher order thinking "Responses to Reading" assignments. Also, students will read one additional book and complete an additional "Response to Reading" assignment. As part of the Middle School Summer 2012 Reading Project, students are responsible for writing a reflection about a visit to a museum exhibit or cultural activity. There are no limitations in terms of specific places or events to attend. Students' brief reflection statements should address how the experiences impacted or changed them. Students are also asked to attach some evidence such as a picture, program or brochure that they attended. Students will study the theme of change in their middle school English Language Arts classes during SY2012-13. As students select and read their summer reading books, they are encouraged to consider the following essential questions: (1) How does change affect us as human beings?; (2) To what extent is change universal?; and (3) How can influences such as society, peers and the media change and shape individuals?

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Instruction

Middle School Professional Learning Plans

During SY2011-12, middle school teachers participated in Content Learning Team (CLT) meetings 2- 3 times per week to discuss the following: (1) student data including Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), Criterion Referenced Tests (CRT), Transfer Task, quarterly grades, and discipline; (2) professional learning opportunities including conceptual knowledge of mathematics, student engagement, language acquisition, literacy, and differentiation; and (3) instructional strategies facilitated by instructional coaches. ACPS middle schools have participated in numerous professional learning opportunities to train teachers on instructional strategies to meet the needs of all students.

All middle schools collaborated with Dr. Virginia Rojas to implement successful strategies for English Language Learners. Specifically, Dr. Rojas worked with teachers to model instructional strategies and identified areas of strength/weakness for meeting the needs of ELL as well as conducted classroom observations to provide teachers feedback on instructional strategies for ELL. All middle schools collaborated with Dr. Lisa Dieker to implement effective inclusive practices as well. Dr. Dieker worked with general education and special education teachers on effective co-teaching models and practices as well as instructional strategies that will increase student achievement for students with special needs. Furthermore, middle schools on the Francis C. Hammond campus collaborated with Denise Holiday on making good instructional decisions using student achievement data in the classroom and Plan-Do-Study-Act model. All middle schools will begin working on the initial implementation of Plan-Do-Study-Act model in classrooms beginning in SY2012-13.

All middle schools have collaborated with the ACPS Office of English Language Learners to provide professional learning opportunities on Kagan Strategies for middle school teachers. Kagan strategies increase student engagement in all middle school classrooms and provide teachers with effective strategies to incorporate in their daily lessons. Representatives from the Office of ELL conducted selected classroom observations to provide feedback on implementation of Kagan strategies in middle schools. Middle schools will continue to use Kagan strategies to address the student engagement focus in ACPS classrooms.

All middle school teachers collaborated with middle schools principals to establish Professional Learning Plans (PLP) aligned with the school's areas of focus. All PLPs are connected to school education plans with expected student outcomes as well as professional learning for teachers. Also, teachers used extended learning days to participate in professional learning opportunities and many teachers used their personal time on the weekends to participate in professional learning with their middle school colleagues. During SY2012-13, we will refine the PLP using the Plan-Do-Study-Act model.

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Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is a system to prepare ACPS middle and high school students in the academic middle for four-year college eligibility. It has a research proven track record in bringing out the best in students, and in closing the achievement gap. The middle schools on the Francis C. Hammond campus adopted some of the principles of the program, AVID, for all students to increase student achievement through organization, student discourse, and study skills. During the 2011-12 school year; FCH students used the AVID notebook for daily organization; FCH teachers incorporated Socratic seminars during daily instruction to promote student discourse; and FCH students used two column notes during instruction.

Both middle school campuses have implemented recruitment efforts to increase enrollment in AVID courses. FCH1 and GW2 have shown significant increases in enrollment from SY2010-11 to SY2011-12. One of the division's priorities for middle schools is to increase academic achievement and college preparedness for Hispanic and Black students. Currently, a significant number of Black and Hispanic students are enrolled in the AVID course as their elective. Tables A and B below outline the actual number of students enrolled in the AVID course from 2009-12 at both middle schools campuses and both high school campuses as well as a breakdown of student enrollment by ethnicity.

Table A – Number of Students Enrolled in AVID Course by School from 2009-12

School	2009-10	2010-11	2011-12	Grand Total
Francis C. Hammond 1	28	19	28	75
Francis C. Hammond 2	27	31	28	86
Francis C. Hammond 3	25	23	23	71
George Washington 1 MS	20	36	23	79
George Washington 2 MS	14	28	46	88
T. C. Williams High School		33	67	100
T.C. Williams - Minnie Howard Campus		57	56	113
Grand Total	114	227	271	612

Table B – Number of Students Enrolled in AVID Course by Ethnicity from 2009-12

Ethnicity Description	2009-10	2010-11	2011-12	Grand Total
American Indian/Alaskan		2	1	3
Asian/Pacific Islander	8	13	12	33
Black/Not of Hispanic Origin	64	128	156	348
Hispanic	29	61	85	175
White/Not of Hispanic Origin	13	23	17	53
Grand Total	114	227	271	612

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Next year, each of the three AVID sites will continue to have AVID in grades 7-12, as they continue their quest to stay within the already designated *certification* status. For certification, sites must show that they have achieved a “1” or higher in each of the 11 Essentials from AVID Center. As we move to create mature programs for next year, year four of this program should be focusing on increase and retention of enrollment, significant focus on instructional delivery according to the AVID standards and newly designed ACPS curriculum: Specific objectives include:

- Development of a strong and consistent site team, who will take part in the AVID Summer Institute in Philadelphia, PA on July 29-August 1, where six members per team will be allotted the opportunity to train in a particular strand depending on their team role.
- Inclusion of AVID Strategies into individual school education plans, which aligns with ACPS Learning and Teaching Competencies.
- Development, implementation and refinement of AVID Curriculum Guides, which are currently being written and due to be completed by August 1, 2012.
- Inclusion of quarterly professional development for AVID elective teachers as a means for consistent curriculum development and reflection during the pilot year.
- Focus on a robust recruitment plan across the division, which will begin in December 2012 and will include entire site teams.
- Writing of AVID Policy Handbook to include the following: (1) Requirement of no less than four field trips per school year, with minimally two being college related; (2) Attendance to two local college fairs, with middle schools being required to attend one; (3) Development of one or more fundraising and leadership opportunity for AVID program support; (4) Institutionalization of the ACPS Division-Wide AVID Day in February as means for supporting the recruitment process; (5) Development of a Mentor Program for each AVID student.
- Exploration of a possible pilot to include a second semester 6th grade AVID cohort at one middle school site.

Research for Better Teaching – Skillful Teacher

Middle school teachers are encouraged to participate in Skillful Teacher training conducted by RBT International Consultant, Dr. Fran Prolman. Dr. Prolman collaborates with middle school principals on effective teaching practices and identifying good pedagogy as well as strategies to provide effective feedback to teachers on classroom observations including improvement plans, informal observations, and formative observations. Also, ACPS middle school instructional coaches collaborate with teachers using the Map of Pedagogical Knowledge as the framework for pedagogy in the classroom. A total of 98 middle school teachers have received Skillful Teacher I training from 2010-12. The FCH campus has proposed a campus-wide pilot Skillful Teacher training with Dr. Prolman for SY2012-13. Table C below outlines the number of middle school teachers that have received schools disaggregated by each middle school for the SY2010-11 and SY2011-12.

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Table C – Number of Teachers Attended Skillful Teacher I Training from 2010-12

School	2010-11	2011-12	Grand Total
Francis C. Hammond 1	19	6	25
Francis C. Hammond 2	10	4	14
Francis C. Hammond 3	10	2	12
George Washington 1 MS	18	7	25
George Washington 2 MS	10	12	22
Grand Total	67	31	98

IB Middle Years Programme

Over the past two years, ACPS has provided professional learning for 200+ sixth – tenth grade teachers, school counselors and administrators on the International Baccalaureate Organization’s Middle Years Programme (MYP). All middle schools are currently candidacy schools. Each middle school campus has a MYP coordinator that works with teachers on strategies to implement the Areas of Interaction (AOI) and IB learner profile in daily lessons. A group of middle school teachers and administrators have visited MYP schools in Fairfax County, Prince William County, and the District of Columbia. The MYP coordinators on FCH and GW campuses administered a pre-assessment (September 2011) and post-assessment (June 2012) to middle school faculty/staff members to determine their knowledge and understanding of IB MYP.

George Washington Middle School Campus - There were significant increases in the number of teachers who have received IB training, both school-based training offered by coordinators and training by the International Baccalaureate Organization. Over twenty GWMS staff members will attend Category 2 training in August 2012, so the number of staff members with official IB training will increase for SY2012-13. The knowledge level of the GW staff with regards to IB MYP has increased significantly. At this point ninety-seven percent of the staff has some to strong knowledge of IB MYP, up from sixty-one percent at the start of the year. Staff members have increased familiarity with the IB Mission Statement. Currently eighty-four percent of the staff states they can articulate the Mission Statement somewhat or very well, up from fifty-nine percent at the start of the year. There was a dramatic rise to sixty-eight percent in the number of teachers using the IB MYP unit planner this year.

An increasing number of staff members have accessed the OCC; however, over half the staff has not accessed the site. The number of teachers who have written interdisciplinary IB units has nearly tripled, but still represents only a third of all GW teachers. Sixty-six percent of teachers indicate that they sometimes or frequently integrate the Learner Profile into their work with students, up from forty-four percent at the start of the year. In September 2011, over fifty percent of teachers indicated that they seldom or never integrate the Areas of Interaction in their work with students; however, in June 2012 there were twenty-five percent of the staff with nearly one fifth saying they integrate frequently. Seven out of ten middle school teachers seldom or never provide opportunities for service learning. There was little change in teachers’ perceptions on the

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school accommodating, accepting, and reflecting on cultures represented in the school; the school's communication with the community in other languages than English; and the school providing resources in other languages than English.

Francis C. Hammond Middle School Campus - The data indicates that a far larger number of teachers have received IB training at the Hammond campus. There was an increase of teachers who received school-based training as well as official IB training. Twenty Hammond staff members will also attend Category 2 training in August 2012, so the number of staff members with official IB training will increase for SY2012-13. The knowledge level of the Hammond staff with regards to IB MYP has clearly increased dramatically. At this point ninety-six percent of the staff has some to strong knowledge of IB MYP. Staff members are better versed in the IB Mission Statement. Currently eighty-three percent of the staff states they can articulate the IB Mission Statement somewhat or very well. There was a dramatic rise to sixty-one percent in the number of teachers using the IB MYP unit planner this year.

A large number of staff members have accessed the OCC as well. A larger number of teachers have written interdisciplinary IB units than previously and far more teachers indicate that they sometimes or frequently integrate the Learner Profile into their work with students. This is an increase of twenty-six percent. More teachers indicate that they sometimes or frequently integrate the Areas of Interaction into their work with students with an increase of fifteen percent. However, thirteen percent more teachers said they seldom integrate the Areas of Interaction into their work with students.

More teachers indicated that they sometimes or frequently integrate the Learner Profile into their work with students; however the seventy-one percent of teachers seldom or never provide opportunities for service learning. There was very little growth in teachers' perceptions on the school accommodating, accepting, and reflecting on cultures represented in the school; the school's communication with the community in other languages than English; and the school providing resources in other languages than English.

During SY2012-13, the Middle Years Programme (MYP) in grades sixth - tenth across the division will be working towards authorization goals described in the IB Program Standards and Practice. Schools will be meeting objectives in relation to the IB requirements for authorization as stated in the Guide to School Implementation: Middle Years Programme. Goals outlined for next year include:

- Development of a Master schedule to include eight subjects areas that all students are required to participate in for fifty or more hours across the continuum of each of the five years of the MYP.
- Inclusion of MYP Action Plan Objectives into individual school education plans to serve as the means for planning when reinforcing the ACPS Learning and Teaching Competencies.
- Participation official IB MYP Category 1 & 2 training in August 2012 for staff members teaching in the eight subject areas who have not attended training thus far.

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- Year-long and unencumbered imbedded professional development time included in each school's collaborative planning time schedule for MYP Coordinators to further teacher development, in conjunction with ACPS curriculum development training.
- Collaborative MYP unit development, implementation and refinement as a means for instructional planning across the entire year.
- Development and implementation of a Community and Service Plan, to include grade level initiatives in which all students are required to participate, which are connected to the areas of interaction.
- Continuation of ACPS Measurement Topic and MYP Criteria through vertical articulation meetings each quarter with representatives from each of the eight subject areas in grades 6-10.
- Development of staff, student, and parent knowledge related to MYP's educational beliefs and values by including evening parent workshops and student training.
- Visitation from the ACPS official MYP Consultant assigned to deliver feedback regarding progress made for authorization standards during the early part of school year.

Response to Intervention (RtI)

During SY2011-12, all ACPS middle schools used the RtI framework to provide strong instructional supports that met the needs of all students using a systematic method. The RtI goal for SY2011-12 was to have eighty percent of middle school students in Tier 1, or eighty percent of middle school students successful with the ACPS curriculum guides with no additional support. With eighty percent of students in Tier 1, we aspired to have fifteen percent in Tier 2 and five percent in Tier 3. Students who would benefit from Tier 2 and Tier 3 intervention were provided additional instructional support at least 3 times per week to prevent academic failure or delay through more frequent progress monitoring and research proven intervention programs such as Read180, Systems 44 and I Can Learn. RtI liaisons from each middle school collaborated with the division RtI coordinator on a monthly basis to participate in professional learning on data analysis and progress monitoring. All middle schools demonstrated an increase in the number of Tier 1 students in both Reading and Math from the Fall 2011 administration to Spring 2012 administration.

Scholastic Reading Inventory- SRI is a computer adaptive assessment designed to measure how students read literature and expository text of varying difficulties. The assessment self-adjusts its reading level in response to the student's reading ability. Students do not have to have prior knowledge of reading material to take the assessment. GW1 was the only middle school to maintain eighty percent or higher for sixth grade students in Tier I throughout SY2011-12 for Reading. FCH2, GW1, and GW2 increased the percentage of students in Tier 1 to at least eighty percent in multiple grade levels for Reading from the Fall 2011 administration to Spring 2012 administration. The following comparative tables outlines the percentage of students in Tiers 1, 2, and 3 by grade level from the Fall 2011 to Spring 2012.

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Table D – Percentage of Students in Tiers 1, 2, and 3 by School for Fall and Spring (SRI)

School	Tier 1		Tier 2		Tier 3		80% in Tier 1?	
6th Grade								
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
FCH1	77	75	9	13	14	12	No	No
FCH2	68	83	22	8	10	9	No	Yes
FCH3	68	72	21	22	10	6	No	No
GW1	81	84	12	7	7	10	Yes	Yes
GW2	78	80	11	7	11	14	No	Yes
JH	36	58	27	19	36	23	No	No
7th Grade								
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
FCH1	65	74	16	13	19	14	No	No
FCH2	62	71	15	8	23	21	No	No
FCH3	71	76	17	16	13	7	No	No
GW1	76	80	11	7	14	12	No	Yes
GW2	72	82	16	10	13	8	No	Yes
JH	54	60	8	24	38	16	No	No
8th Grade								
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
FCH1	68	78	17	7	14	15	No	No
FCH2	77	80	11	10	11	10	No	Yes
FCH3	68	76	22	18	9	6	No	No
GW1	77	80	13	13	10	7	No	Yes
GW2	69	75	19	16	13	9	No	No
JH	69	71	15	21	15	7	No	No

Scholastic Math Inventory – SMI is a computer adaptive assessment designed to measure students’ math ability through Algebra I. The assessment provides a quantile score for students to assist teachers with making informed instructional decisions as well as appropriate math placement for students. SMI is aligned with the Common Core Standards and is a low stakes assessment. All middle schools had an increase in Tier I students for mathematics during SY2011-12. FCH2, GW1, and GW2 maintained eighty percent or higher for sixth grade student in Tier 1 throughout SY2011-12 in mathematics. FCH1, FCH3, GW1 and GW2 increased the percentage of students in Tier 1 to at least eighty percent in multiple grade levels from the Fall 2011 administration to Spring 2012 administration. The following comparative table outlines the percentage of students in Tiers 1, 2, and 3 by grade level from the Fall 2011 to Spring 2012.

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Table E - Percentage of Students in Tiers 1, 2, and 3 by School for Fall and Spring (SMI)

School	Tier 1		Tier 2		Tier 3		80% in Tier 1?	
6th Grade								
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
FCH1	67	81	15	8	18	12	No	Yes
FCH2	83	84	10	9	6	7	Yes	Yes
FCH3	71	82	9	13	20	6	No	Yes
GW1	81	85	11	9	8	6	Yes	Yes
GW2	81	84	10	7	9	8	Yes	Yes
JH	52	54	14	15	33	31	No	No
7th Grade								
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
FCH1	64	70	17	20	19	9	No	No
FCH2	64	72	18	17	18	11	No	No
FCH3	67	80	14	8	19	12	No	Yes
GW1	78	87	15	6	7	7	No	Yes
GW2	75	90	15	4	10	6	No	Yes
JH	43	68	29	24	29	8	No	No
8th Grade								
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
FCH1	67	75	15	10	19	15	No	No
FCH2	74	77	15	14	19	9	No	No
FCH3	60	76	16	17	24	7	No	No
GW1	74	85	14	9	11	6	No	Yes
GW2	61	79	21	15	18	6	No	No
JH	44	62	33	23	22	15	No	No

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Relationships

Individualized Achievement Plans (IAP)

All ACPS middle school students have worked collaboratively with teachers, counselors, administrators, and parents to develop IAPs. These IAPs were intended to be progress monitored by content area teachers, counselors, and students throughout the year. During SY2011-12, IAPs captured the student's unique interests, aspirations, learning strengths, and challenges. IAP collaborative teams established at minimum long and short term post-secondary, English Language Arts, Mathematics goals. Also, this year our middle schools differentiated the approach for IAPs and reflected goals in Social Studies, Science, Electives, and other areas. The action steps in the IAP lead to goal attainment and progress was documented to identify goal mastery. IAPs were aligned with the divisions Five College Competencies, targeted skill development, and supported successful completion of transfer tasks.

For SY2011-12, the expectation at all middle schools was to have a Pre-IAP conference and IAP meeting with all incoming 6th graders and newly enrolled 7th and 8th graders. In addition, all existing IAPS for grades 7th and 8th were progress monitored and/or revised. However, there is not consistent documentation to support progress monitoring in STAR Express since teachers did not have access until mid-year. The following Table represents the number and percentage of completed Pre-IAP conferences and IAPs.

Table F – Number and Percentages of IAPs and Pre-Conferences for SY2011-12

School	*Total Students receiving a new IAP	Pre-Conferences Completed	% of Pre-Conferences Completed	IAPs completed	% of IAPs Completed
FCH1	162	162	100%	162	100%
FCH2	165	165	100%	165	100%
FCH3	163	163	100%	163	100%
GW1	162	162	100%	162	100%
GW2	172	172	100%	172	100%

For SY2012-13, the middle schools have proposed to implement Individual Career and Academic Plans (ICAP) that will contain a postsecondary career pathway based on student interests and talents. Academic goals will be established in content areas for students that may need additional support in order to be successful in achieving their postsecondary goals. Through feedback gathered from focus groups including secondary students, teachers, counselors, and community partners, the following parameters are proposed:

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- All 6th-12th grade students will have an Individual Career and Academic Plan.
- ICAPs will be created with a holistic approach based on individual student needs.
- The plan is student driven and created via a collaborative team to include a counselor, teacher, parents/guardians and student.
- ICAPs are established using the end-in-mind philosophy.
- Long-term post-secondary career goal(s) related to career clusters will be established using results from the career assessments and learning style inventories.
- Annual short term goals with action steps will be aligned to the long-term post-secondary career goals.
- The ICAP is a living document which will be periodically updated to meet the changing interests and aspirations of students.
- On-going professional development and supports will be provided to teachers, administrators and counselors.
- All secondary schools will include an advisory period in their master schedule in order for goals to be more frequently monitored.
- All parents/guardians, teachers, and students will have access to view the ICAP.

Middle School Open Enrollment Honors Courses

Over the past three years, ACPS middle schools have made intentional efforts to increase Honors course enrollment for Black and Hispanic students. Middle school counselors have contacted parents regarding their child’s academic potential and ability to be successful in Honors courses. Also, middle school counselors and teachers recommended Black and Hispanic students for Honors courses who demonstrated high academic potential through SOL scores, quarterly grades, and other assessments. Last summer, all students who met the division requirements for success in Honors courses (450 SOL and A/B grades) was recruited through personal phone calls, emails, and letters to enroll in Honors courses for SY2011-12. Due to the efforts of middle school counselors and administrators, Black and Hispanic student enrollment in one or more Honors courses have increased twenty percent from SY2009-10 to SY2011-12. Support systems have been established and implemented at both middle school campuses to provide academic support for students who are novice to the rigorous demands of Honors courses. Table outlines the percentage of students in a specific Ethnicity group enrolled in one or more Honors courses.

Table G – Percentage of Students taking (1) or more Honors Courses from 2009-12 by Ethnicity

Ethnicity	SY2009-10	SY2010-11	SY2011-12
American Indian/Alaskan	48%	43%	26%
Asian/Pacific Islander	51%	52%	54%
Black/Not of Hispanic Origin	35%	37%	55%
Hispanic	25%	27%	45%
Native Hawaiian	0%	33%	100%
White/Not of Hispanic Origin	70%	67%	75%

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Middle School Recruitment and Middle School Prep

During SY2011-12, middle schools have increased recruitment efforts by hosting “Walk-through Tuesdays” each month for prospective families to visit middle school classrooms and showcasing the middle school experience. The middle school counseling department conducted Ambassador training for middle school students who demonstrated good communication skills and character. These training sessions included school tours, parent questioning techniques, and communication skills. A middle school newsletter was generated in the Fall 2011 and Spring 2012 to highlight the accomplishment of our middle school students as well as middle school initiatives.

All middle schools hosted a Fall and Spring Open House for prospective families to get an overview of our middle school program as well as meet teachers, PTA, students, and administrators. In April 2012, all rising sixth graders received their middle school assignment including their course request verification form, and Middle School Prep information. In June 2012, rising sixth grade students visited their assigned middle school to tour the building, meet the administrative team and visit classrooms.

The Middle School Prep Program will provide all rising sixth graders an opportunity to meet with sixth grade teachers and tour the building as well as receive their assigned textbooks and lockers. Middle School Prep Program participants will be acclimated to the middle school experience through informational sessions with school faculty/staff. These sessions may include the following topics: Understanding Individualized Achievement Plans (IAP) and Academic & Career Plans, MYP Basics, Bullying Prevention, and Study Skills. Students will be able to purchase physical education uniforms as well. Middle School Prep will be held August 13-14. This year, prospective students were requested to submit their intent to participate in the Middle School Prep program to record our enrollment. Also, the IT department established a section in the Student Information System, StarExpress, to tag students who have confirmed their attendance. Almost fifty percent of all middle school students have already enrolled in Middle School Prep for August 2012. The following table illustrates the number of student that have enrolled in Middle School Prep as of May 2012.

Table H – Number of Prospective Sixth Graders Enrolled in Middle School Prep

School	Registered for MS Prep	2012 6th Grade Enrollment
GW1	103	220
GW2	89	212
FCH1	79	160
FCH2	90	166
FCH3	92	163

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