CRI 2014-15 Goals and Implementation Plan for _____Middle School

School Implementation Goals (write in your own; sample topics below)
- Curriculum: implementing career guidance lessons
- Career interest inventory
- Student-led Conferences

Student Performance
- Attendance at student-led conferences
- % of 8th graders taking Algebra 1 or higher
- % of 8th grade students prepared for high school transition

NEXT YEAR IMPLEMENTATION PLAN						
			6	7	8	(9)
Curriculum Driven Advisories *Narrative description of plan:* *(E.g., We will be expanding advisory to meet daily in 2014-15 to connect with other school initiatives. All students participate in advisory where almost all certificated staff serves as advisors. Advisories meet twice per month with a goal of meeting daily. The OSPI curriculum [Career Guidance WA] addresses academic, career, personal /social development in grade level themes organized yearly by leadership team. Advisors are trained at least once a year with updates once a month in PLC's lead by coordinator and grade level leaders. Our focus will be on working with staff to ensure a smooth transition and to offer more training on new lessons. Advisories are a regular part of the school day and credit is earned as a part of the report card/transcript.)*	Advisory	Implementation Model (Advisory, Core, Combo, Other)				
		Who participates in advisory? Who serves as advisors?				
		How often do advisories meet? When (e.g., EO Tues and Thurs between 2nd/3rd period)				
		What is the duration? (e.g., 40 minutes)				
		Who facilitated lessons in advisory? (Advisor, core teacher, counselor)				
		How do you plan to utilize the new Career Guidance WA lessons?				
		Does curriculum address all three domains?				
		Are advisors trained? When? How?				
		Do students earn credit on report card/transcript?				

NEXT YEAR IMPLEMENTATION PLAN, cont.					
		6	**7**	**8**	**(9)**
Middle School & Beyond Plan/Portfolio *Narrative* *(Example: Middle School & Beyond Plan (MSBP)/Portfolios utilized the three fundamental domains of Who am I? What have I accomplished? What do I plan to do with my life? All students keep portfolios starting in middle school that will compose the High School & Beyond Plan to house four-year plan, postsecondary planning college and career goals, reflections, and work samples. Students use their portfolios to organize and assess their own work in preparation for their student-led conference and/or high school senior culminating project.)*	How are portfolios organized? (Paper/Binder-Based /Electronic)				
	Who keeps a portfolio? How are portfolios a part of the school?				
	Are portfolios are organized by the 3 ASCA domains?				
	What is in the portfolio?				
	How does portfolio connect with the HSBP?				
	Do portfolios contain goals, postsecondary plans, work samples and reflections? If not, Why?				
	Do portfolios guide student-led conferences?				
	Do students assess their work?				
Student-led Conferences *Narrative* *(Example: Conferences are held at least once a year where student and family attendance is required. Conferences are organized by the three domains leading students to explain course plans to prepare for class registration and postsecondary options. Conference satisfaction data is tallied for student, parent, and advisor.)*	What is frequency of SLC?				
	When are anticipated dates?				
	What is Length of Conference? (e.g., 20 min if 8 hrs, 24 kids)				
	Who attends the SLC? Fall? Spring?				
	Which staff members preside? (advisor, counselor, admin)				
	How are conferences integrated with registration process?				
	How do students access their SCL?				
Student-informed Scheduling *Narrative* *(Example: Students understand what is needed for career and postsecondary goals, which may change in high school. Postsecondary and/or career plans are updated each year and*	What are the registration dates?				
	Is registration connected to the SLC?				
	Do students know about their course needs and/or options?				

students choose the courses they want based on their goals. The master schedule informs the school of students' course choices. Advisory is used to explain the importance of rigorous coursework and the registration process. Additional interventions, mentoring and support is available for all rigorous and gatekeeper courses.)	Do students develop a four-year plan?				
	Do students have a say in their schedules?				
	Is the master schedule informed by students' choices?				
	Are students encouraged to enroll in gatekeeper/rigorous courses?				
	Do students receive additional interventions and support to succeed in these courses?				
Evaluation and Data Collection (Example: School collects all information required by OSPI/BERC led by a point data collection person in the school, as well as school district. In addition state and local data is used for continuous program improvement and shared with school, district and community. Information informs school of progress is used for school improvement.)	Is information collected about college & career readiness program as required by grant assurances?				
	Is there a point person for data collection? Who?				
	Does the school collect other data?				
	Is information share with stakeholders? When? By whom?				
	How is data used to for other school improvement efforts?				

Please also expand upon plans for management infrastructure growth:

Management Infrastructure Elements (What to include: Administrative support, consensus process for decision making, leadership team, staff support, planning, professional development, using data, training staff, program maintenance, program sustainability, sustain program without grant, program activities related to new concepts such as mindset, grit, etc.)	Narrative:
Connection with Guidance and Counseling Program (What to include: Is your school working toward a comprehensive guidance & counseling program? How? What resources are you using? How do you implant career guidance and/or AVID strategies in your guidance & counseling program? Is a school counselor involved in leadership of program? If no, why not?	Narrative: