

Middle School Improvement Plan Report
March 2007

School Name **Thayer J. Hill Middle School**

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Principal Michael Raczak

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Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	1001	835	895	903
% White	75.2	70.5	66.0	62.5
% Black	9.1	11.1	11.3	10.0
% Hispanic	5.2	4.3	6.4	6.0
% Asian/Pacific Islander	10.1	13.8	14.3	18.6
% Native American	0.4	0.2	0.2	0.1
% Multi-racial			1.8	2.9
Low Income rate	2.9	3.0	6.6	7.0
Limited English Proficient Rate	2.8	3.5	3.9	2.9
Chronic Truancy Rate	0.2	0.0	0.3	0.2
Mobility Rate	6.1	7.6	8.0	8.9
Attendance Rate	96.6	96.3	95.2	95.8
% Parent Contact	100	100	100	100
Average class size grade 6	28.2	21.1	24.8	29.0
Average class size grade 7				29.6
Average class size grade 8	29.3	25.8	26.7	28.8
Minutes per day teaching reading	87	87	87	87
Minutes per day teaching math	44	44	44	44

**THAYER J. HILL MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2006-2007**

Goal One

All students will meet or exceed reading performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

Present Level of Performance

A. ISAT/IMAGE/IAA

Based on March 2006 assessment data, 90.3% of students met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

The following table summarizes reading achievement performance by subgroup:

			% M/E	Student Count
			White	93.4
Black	74.2	62		
Hispanic	72.3	47		
Asian/Pac	92.0	143		
Native Am	100	<10		
Multiracial	91.0	22		
LEP	47	15		
IEP	49	92		
FRL	63	46		

B. Curriculum-Based Measurement

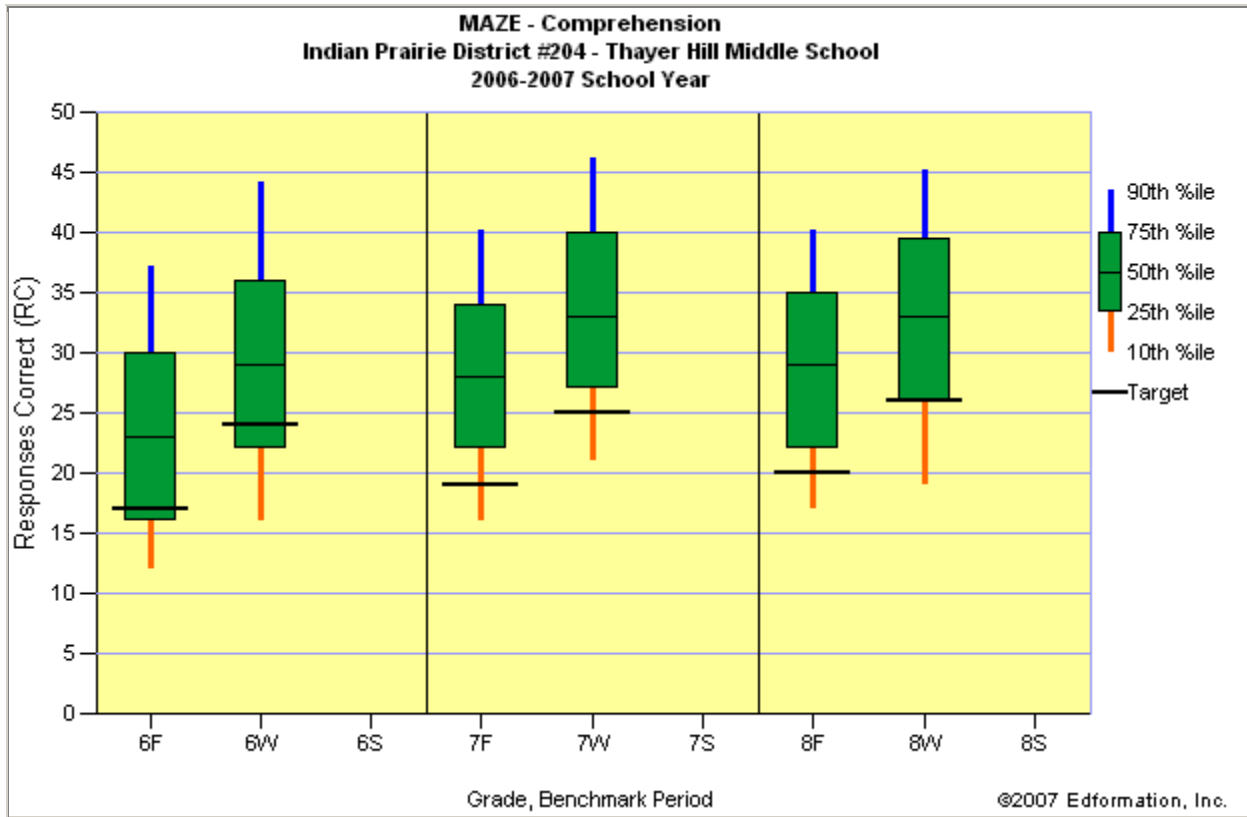
District performance standards in the area of reading achievement correspond to the approximate national median or 50th percentile rank at each grade level for each benchmark period.

Based on September 2006 data, 82% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on January 2007 data, 77% of students met or exceeded district performance standards on a general outcome measure of reading.

Based on May 2007 data, ___% of students met or exceeded district performance standards on a general outcome measure of reading.

AIMSweb® Growth Chart



Goal Two

All students will meet or exceed mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

Present Level of Performance

A. ISAT/IMAGE/IAA

Based on March 2006 assessment data, 90.5% of students met or exceeded Illinois standards in the area of mathematics achievement across the sixth through eighth grades.

The following table summarizes reading achievement performance by subgroup:

Subgroup Math Performance			% M/E	Student Count
			White	93.4
Black	65	62		
Hispanic	75	47		
Asian/Pac	92.3	143		
Native Am	100	<10		
Multiracial	100	22		
LEP	33	15		
IEP	51	94		
FRL	52	46		

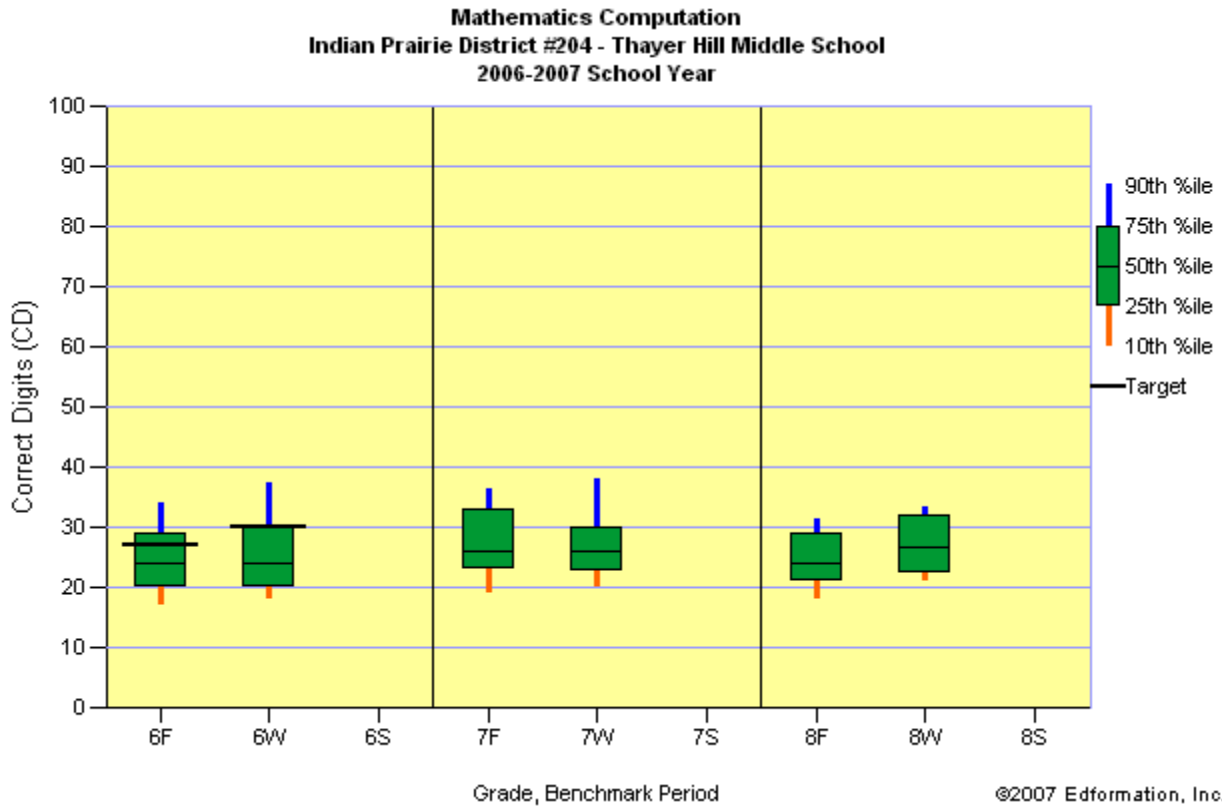
B. Curriculum-Based Measurement

District performance standards in the area of mathematics computation correspond to the approximate national median or 50th percentile rank at grade six for each benchmark period.

Based on September 2006 data, 37% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on January 2007 data, 27% of students met or exceeded district performance standards on a measure of mathematics computational fluency.

Based on May 2007 data, ___% of students met or exceeded district performance standards on a measure of mathematics computational fluency.



Action Plan for Improved Learning

Goal 1: All students will meet or exceed reading performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

1. Objective – Area of Focus: To implement a school-wide curricular based measurement – problem solving system that measures reading comprehension three times per year.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Administer and score the AIMSWeb MAZE curricular based measure in September, January, and May.	September, January, May	Michael Raczak, Brad Verthein	AIMSWeb
Conduct staff development training to assist staff with analyzing data in order that Level 2 and Level 3 interventions can be generated.	February	Michael Raczak Leighton Helwig	Staff Development log
Based on the curriculum based measurement and the 2006 & 2007 ISAT scores, teams will identify at-risk sixth and seventh grade students (Level 2 and Level 3), in order that a plan of action can be developed that will extend to the 2007-2008 school year.	March/April	Michael Raczak Leighton Helwig, Brad Verthein, Team Leaders	Level 2 and Level 3 List/Triangle

2. Objective – Area of Focus: To continue to refine the Strategic Reading program in order that students whose performance were below expectations can receive additional instructional services to enhance their reading skills.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Place all current Hill Middle School students who meet eligibility including children with special education needs into the Strategic Reading Program	September 2006 On-going	Allan Davenport, Strategic Reading Teachers	Data sheets Class lists
Institute an individual student progress monitoring system in which both fluency and comprehension are assessed and monitored minimally twice per month.	September 2006 On-going	Strategic Reading Teachers	AIMSWeb data sheets
Modify the sixth grade reading teachers assignments in order that eligible Strategic Reading students receive support in the regular education reading class	September 2006	Michael Raczak, Allan Davenport	Master Schedule

3. Objective – Area of Focus: Continue to implement school wide reading programs both within and outside the reading department.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Schedule permanent 20 minute periods on Tuesday and Thursday that focus on school-wide literacy.	August 2006	Allan Davenport	Master Schedule
Provide written course syllabi to parents that reference reading across the curriculum and directly reference Illinois State Standards	September 2006	Michael Raczak	Course syllabi and outlines
Analyze the vocabulary lessons that were developed by the district in order that a revised yet aligned curriculum can be implemented.	September 2006	Michael Raczak, Sue Ippolito, Reading Teachers	Vocabulary lesson binders
Conduct an evaluation of the 2006-2007 school vocabulary program as it relates to both student achievement and teacher implementation.	May 2007	Michael Raczak, Sue Ippolito, Reading Teachers	Evaluation Document

Goal 2: All students will meet or exceed mathematics performance standards as measured by the Illinois Standards Achievement Test, Illinois Measure of Annual Growth in English, Illinois Alternative Assessment, and curriculum-based measurement. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

1. Objective – Area of Focus: To implement a school-wide curricular based measurement – problem solving system that measures reading comprehension three times per year.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Administer and score the AIMSWeb curricular based measure in September, January, and May for all sixth grade students.	September, January, May	Michael Raczak, Brad Verthein	AIMSWeb
Based on the Buckle Down Screening test, the curriculum based measurement and the 2006 & 2007 ISAT scores, teams will identify at-risk sixth and seventh grade students (Level 2 and Level 3), in order that a plan of action can be developed that will extend to the 2007-2008 school year.	June 2007	Michael Raczak, Allan Davenport, Brad Verthein	2007/2008 Math Plus classlist

2. Objective – Area of Focus: To develop and implement an extended time math program for all students identified as at risk which supplements the current math program.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Identify and place seventh and eight grade students considered at risk for math, utilizing the Buckle Down screening test and teacher recommendation into a Math Plus extended time program.	September 2006	Allan Davenport, Math Teachers	Class lists
Institute an individual student progress monitoring system in which both fluency and comprehension are assessed and monitored minimally twice per month.	September 2006 On-going evaluation	Allan Davenport, Math Teachers	Otter Creek and Buckle Down Data Sheets
Modify the sixth grade math teachers assignments in order that eligible Math Plus students receive support in the regular education reading class.	August 2006	Michael Raczak, Allan Davenport	Master Schedule
Conduct an end of the year evaluation of the 2006/2007 Math Plus program.	June 2007	Allan Davenport	Evaluation document

3. Objective – Area of Focus: To continue to study the middle school math curriculum scope and sequence in order that curriculum emphasis matches Illinois State Standards and ISAT testing.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Provide course syllabi and course outlines to parents that directly reference Illinois State Standards.	September 2006	Michael Raczak	Course Syllabi and Course outlines
Provide a school wide math department plan that addresses students' ability to answer extended response questions	May 2007	Allan Davenport, Core Math Teachers	Department Grade Level Minutes

Progress Summary

Goal #1: All students will meet or exceed reading standards as measured by the Illinois State Assessments.

Report: Several ongoing school reading activities were implemented. They included:

- Reading department curriculum meetings were held monthly in order that on-going strategies could be discussed. In addition, materials, lesson plans, and timeline strategies were shared.
- Reading strategies continued to be incorporated into the social studies curriculum. Monthly meetings were held with the department in order that targeted reading instructions could be identified. Analysis of the targeted reading strategies occurred to determine their effectiveness. In addition, social studies materials were purchased at a variety of readabilities.
- The Strategic Reading teachers continued to provide services to all eligible students. Special education students continued to be included into targeted classes. A model of providing strategic reading to special education students with the most severe reading deficits was refined and implemented throughout the year.
- Sixth grade reading teachers teaching assignments continued to be modified in order that eligible Strategic Reading students received additional support in the regular education reading class.

ISAT Reading scores are similar to other school scores within the district and exceed State averages. Currently 90.3% of the students exceed or meet State averages. The ISAT reading proficiency percentages for the following subgroups were: Asian 91.6%, Black 74.6 %, Hispanic 72.3%, White 93.4%, and IEP 51.1%.

At the start of the 2006-2007 school year, instructional emphasis has been placed on implementing the middle school vocabulary program in a more systematic fashion and continuing to refine the strategic reading program to include more students with special education reading needs.

Goal # 2: All students will meet or exceed mathematics standards

Report: Specific math activities included:

- Monthly articulation meetings were held with the teachers in order that instructional strategies and timelines for instruction with students with math challenges could be discussed.
- Discussions with the District #204 testing coordinator were held.
- A pilot extended time math program was developed and implemented during the 2005-2006 for students identified as at risk. After evaluation of the program, a more concentrated daily program was designed to begin August 2006. Sixth grade math teaching assignments were modified to provide the additional support for at risk students.

ISAT Math scores continue to exceed state averages. Currently 90.1% of the students exceed or meet State averages. The percentage of students who meet or exceeds standards has improved dramatically over the last school year. The ISAT math proficiency percentages for the following subgroups were: Asian 92.3%, Black 65.1%, Hispanic 74.5%, White 93.4 %, and IEP 51.1%

The 2005-2006 ISAT scores indicate that Hill Middle School successfully has made adequate yearly progress (AYP) in both reading and math.