

Middle School Improvement Plan Report
January 2006

School Name: Thayer J. Hill Middle School

Address: 1836 Brookdale Road, Naperville, IL, 60563

Phone: (630) 428 – 6200

Principal: Michael Raczak

School Improvement Team: Mary Kelly, Allan Davenport, Sarah Eggers, Amy Feltz, Alexa Wagner, Chris Michel, Darrell Echols, Michele Conte, Leighton Helwig, Garland Johnson, Karen Ebner, Loretta Valentin, Michael Berendt, Heidi Rogers, Susan Gruber

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	1001	835	895	
% White	75.2	70.5	66.0	
% Black	9.1	11.1	11.3	
% Hispanic	5.2	4.3	6.4	
% Asian/Pacific Islander	10.1	13.8	14.3	
% Native American	0.4	0.2	0.2	
Low Income rate	2.9	3.0	6.6	
Limited English Proficient Rate	2.8	3.5	3.9	
Chronic Truancy Rate	0.2	0.0	0.3	
Mobility Rate	6.1	7.6	8.0	
Attendance Rate	96.6	96.3	95.2	
% Parent Contact	100.0	100.0	100.0	
Average class size grade 6	28.2	21.1	24.8	
Average class size grade 8	29.3	25.8	26.7	
Minutes per day teaching English/Language Arts	87	87	87	
Minutes per day teaching math	44	44	44	

Practice and Program Audit Analysis Summary

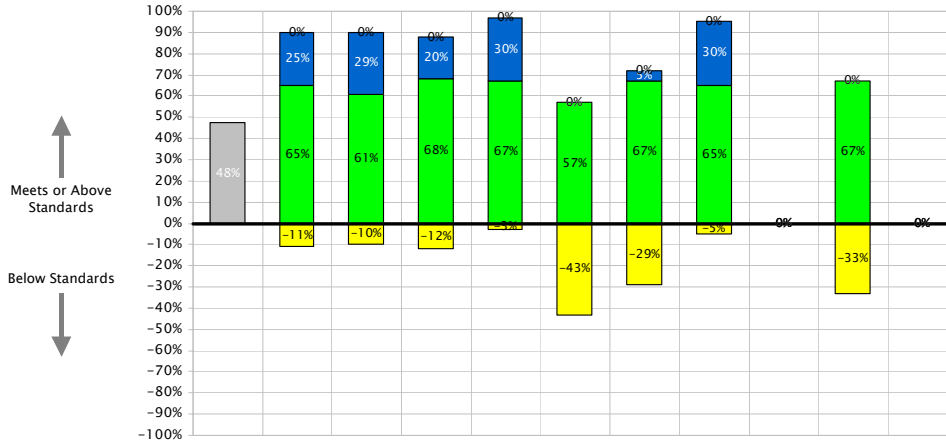
Throughout the 2003 –2004 school year, Hill Middle School SIP efforts were directed towards carefully reviewing our testing data sources, and observing school data patterns as it related to student achievement. As part of this process, we examined our programs and practices especially in the areas of math and reading. Specific attention was given to the identification and remediation of students who were not meeting state standards. Needs at the building level were identified. They included:

- To continue to refine our data methods of identifying at-risk students in order that intervention programs can be implemented as early as sixth grade.
- To continue to focus our instruction on the Illinois State Standards.
- To carefully document scores on all our demographic groups.

State Assessment Data and Gap Analysis

HILL

ISAT Reading – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		25%	29%	20%	30%	0%	5%	30%	0%	0%	0%
Meets		65%	61%	68%	67%	57%	67%	65%	0%	67%	0%
Below		11%	10%	12%	3%	43%	29%	5%	0%	33%	0%
AW		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Proficiency	48%	90%	90%	88%	97%	57%	72%	95%	0%	67%	0%
Count		283	144	139	31	28	20	200	0	4	N/A

The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Native American, LEP, IEP, Low Income.

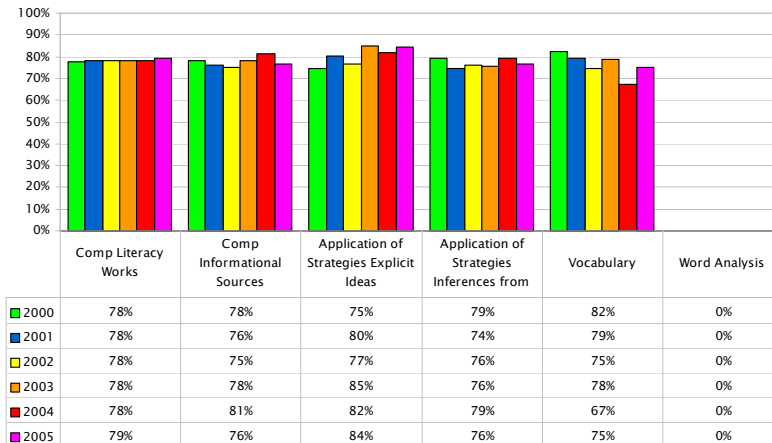


THAYER J HILL MIDDLE SCHOOL

ISAT Reading Standards Analysis.

All grades combined from 2000 to 2005.

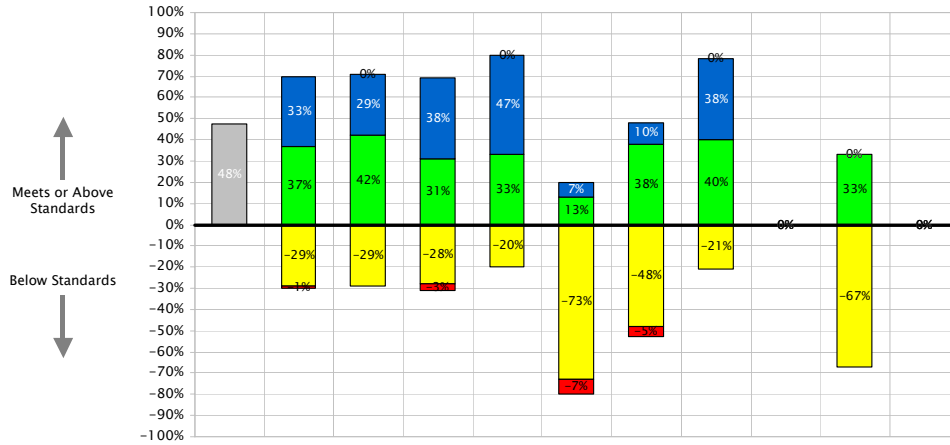
(% of multiple-choice items answered correctly)



Application of Strategies Explicit Ideas: there is Significant Improvement from 2000 to 2005. Vocabulary: there is Significant Decline from 2000 to 2005. (Change is significant if more than plus or minus 5%).



ISAT Math – Building NCLB Demographics. Year 2005.



	Goal	All	Female	Male	Asian	Afr-Am.	Hispanic	Caucasian	Native Am	Other	LEP
Exceeds		33%	29%	38%	47%	7%	10%	38%	0%	0%	0%
Meets		37%	42%	31%	33%	13%	38%	40%	0%	33%	0%
Below		29%	29%	28%	20%	73%	48%	21%	0%	67%	0%
AW		1%	0%	3%	0%	7%	5%	0%	0%	0%	0%
Proficiency	48%	70%	71%	69%	80%	20%	48%	78%	0%	33%	0%
Count		285	144	141	31	28	20	200	0	4	N/A

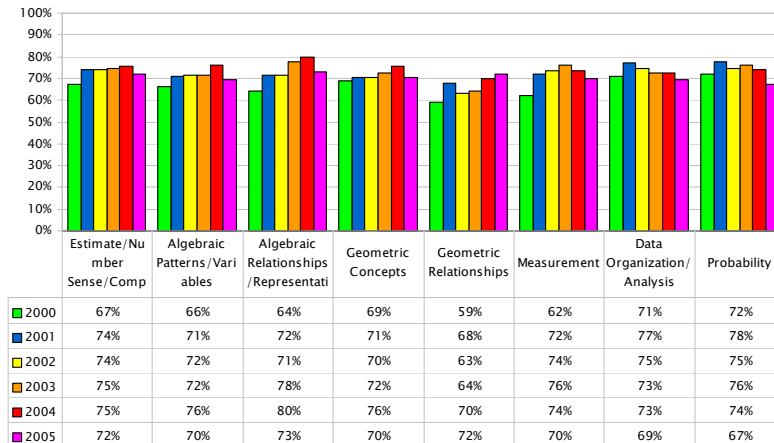
The following groups have less than 40 students: Asian, Black, Hispanic, Native American, Other. The following groups are below the goal proficiency level of 47.5%: Black, Native American, Other, LEP, IEP, Low Income.



THAYER J HILL MIDDLE SCHOOL

ISAT Math Standards Analysis.

All grades combined from 2000 to 2005.
(% of multiple-choice items answered correctly)



Algebraic Relationships/Representations: there is Significant Improvement from 2000 to 2005. Geometric Relationships: there is Significant Improvement from 2000 to 2005. Measurement: there is Significant Improvement from 2000 to 2005. (Change is significant if more than plus or minus 5%).

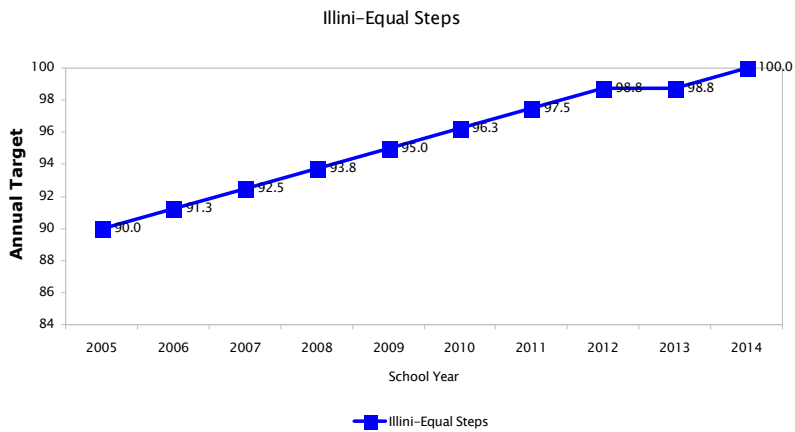


NCLB Adequate Yearly Progress Composite

HILL

ISAT Reading Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.



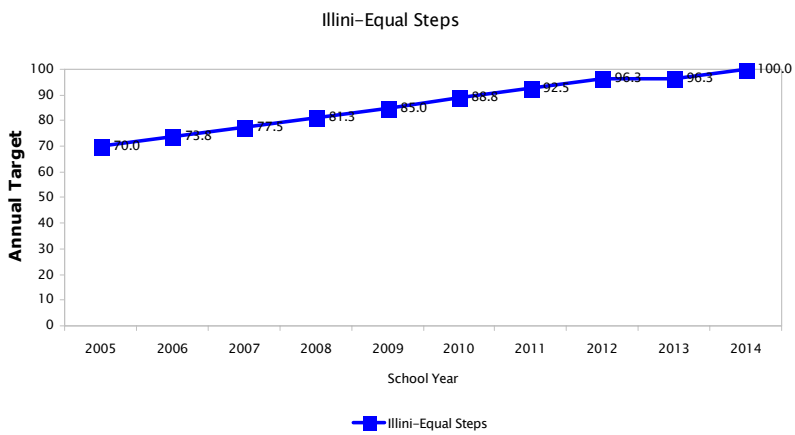
The base 2005 score is: 90.0% Meeting/Exceeding in Reading.



HILL

ISAT Math Goal – Building Equal Step Model Toward 100% Proficiency.

Year 2005.



The base 2005 score is: 70.0% Meeting/Exceeding in Math.



Action Plan

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

Evidence of Need: In 2004, the ISAT proficiency of all students was 90% while the ISAT reading proficiency percentage for the following subgroups was: Caucasians 91%, African-Americans 89%, Hispanics 83%, Asian/Pacific 86%, Native American 72%, Multiracial 100%, IEP 45%, and Low Income 91%. Although there is little difference among four of the five major reading standards, a slight reduction in vocabulary proficiency is noted.

1.1 Objective: To implement a district wide middle school reading curriculum that emphasizes the incorporation of reading strategies into instruction.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Conduct monthly reading department meetings in order to analyze and strategize the implementation of the new curriculum.	September 2004	Mary Kelly	Department Minutes
1.1.2 Conduct articulation meetings on a monthly basis that allows teachers to share materials, lesson plans, and timeline strategies.	September 2004	Mary Kelly	Department Minutes

1.2 Objective: To incorporate the use of reading strategies in the social studies curriculum.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Schedule monthly meetings with the social studies teachers to discuss and implement the incorporation of specific reading strategies into the curriculum.	September 2004	Mary Kelly	Department Minutes
1.2.2 Conduct a monthly analysis of student work to determine the effectiveness of the targeted reading strategies.	September 2004	Mary Kelly	Department Minutes Work Sample Protocols
1.2.3 Purchase social studies materials at a variety of readabilities.	May 2005	Mary Kelly Karen Ebner	Purchase Orders

1.3 Objective: 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.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Place all current District #204 students at Hill Middle School who meet eligibility criteria into the Strategic Reading Program.	September 2004	Mary Kelly, Strategic Reading Teachers	Data Sheets Class lists
1.3.2 To identify all new students at Hill Middle School that score at or below the 35th percentile on the October 2004 SAT9 and administer the Gates-McGinitie Reading Assessments.	December 2004	Michael Raczak, Mary Kelly, Strategic Reading Teachers	Data Sheets Test Results
1.3.3 Newly eligible students identified and placed into Strategic Reading Class.	January 2005	Mary Kelly, Strategic Reading Teachers	Class Lists
1.3.4 Conduct a post-test in Spring 2005 to determine the growth in reading of all students enrolled at least a year in Strategic Reading	May 2005	Mary Kelly, Strategic Reading Teachers	Test Results
1.3.5 Continue to modify the sixth grade reading teachers assignments in order that eligible Strategic Reading students receive support in the regular education reading class.	September 2004	Michael Raczak, Mary Kelly	Master Schedule

1.4 Objective: Refine vocabulary lessons that were developed and implemented by the language arts department during the 2003-2004 school year.

Activities	Timeline	Responsibility	Evidence Source
1.3.1 During monthly curricular or grade level meetings, the language arts teachers will analyze and new vocabulary lessons that were developed in 2003 - 2004.	February 2005	Mary Kelly, Language Arts Teachers	Meeting Minutes
1.3.2 After analysis, develop and supplement the curriculum to ensure that all aspects of vocabulary development are addressed.	May 2005	Mary Kelly, Language Arts Teachers	Vocabulary Lesson Binders

1.5 Objective: Continue to implement school wide awareness programs for reading across the curriculum and literacy.

Activities	Timeline	Responsibility	Evidence Source
1.5.1 Continue to write course syllabi and outlines that directly reference Illinois State Standards.	September 2004	Michael Raczak	Course syllabi and outlines
1.5.2 Continue to schedule permanent 20 minute periods on Tuesday and Thursday that focus on school-wide literacy.	August 2004	Mary Kelly	Master Schedule
1.5.3 Schedule at least four before or after school events (book discussions) that reinforces school wide literacy.	August 2004	Michael Raczak, Mary Kelly, Reading Teachers	School Calendar, Evaluation Forms

Goal 2 All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

Evidence of Need: In 2004, the ISAT math proficiency of all students was 78% while the math proficiency percentages for the following subgroups was: Caucasians 82%, African-Americans 47%, Hispanics 17%, Asians 93%, Multi-racial 75%, IEP 33%, Low Income 36%. Although there are little student performance differences among the ISAT math standards, historical data indicates that Hill Middle School scores on geometric relationships remain the weakest.

2.1 Objective: Implement the Everyday Math Program at the sixth grade level.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Conduct monthly articulation meetings with the EDM teachers to discuss curriculum, instructional strategies and timelines for instruction.	October 2004	Allan Davenport, Mary Kelly	Department Grade level Minutes
2.1.2 Conduct a staff development training session that addresses the transition from sixth grade EDM math to seventh grade instruction.	March 2004	Michael Raczak, Mary Kelly, Sixth Grade EDM teachers	SIP Agenda

2.2 Objective: To reassess the method of identification of students who have demonstrated low levels of progress in math as documented by standardized testing and teacher reports in order that effective strategies can be developed to improve math achievement.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Conduct discussions with the District #204 testing coordinator in order that a more accurate determination of the identification of at risk math students can occur.	October 2004	Michael Raczak, Mary Kelly, Allan Davenport	Calendar
2.2.2 Identify students at all grade levels considered at risk for math, utilizing the SAT9 stanine and standard scores in addition to the fifth grade ISAT scores.	February 2005	Michael Raczak, Mary Kelly, Allan Davenport	Data Sheets
2.2.3 To develop and implement an extended time math program for all students identified as at risk which supplements the current math program	February 2005	Michael Raczak. Mary Kelly	Master Schedule

2.3 Objective: To continue to study the middle school math curriculum scope and sequence and implementation strategies in order that curriculum emphasis matches Illinois State Standards and ISAT testing.

Activities	Timeline	Responsibility	Evidence Source
2.3.1 Continue to write course syllabi and outlines that directly reference Illinois State Standards.	September 2004	Michael Raczak	Course Syllabi and Course Outlines
2.3.2 Continue to design a school wide math department plan that addresses on-going basic fact reviews.	February 2005	Allan Davenport, Core Math Teachers	Department Grade Level Minutes
2.3.3 Continue to provide a school wide math department plan that addresses students' ability to answer extended response questions.	February 2005	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 with the implementation of the new curriculum. In addition, materials, lesson plans, and timeline strategies were shared.
- Reading strategies were 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 were included into the classes. A new model of providing strategic reading to special education students with the most severe reading deficits was discussed and formulated.
- Sixth grade reading teachers teaching assignments continued to be modified in order that eligible Strategic Reading students received support in the regular education reading class.
- Vocabulary lessons continued to be implemented. A district-wide middle school vocabulary program was written and adopted. In addition, a school wide emphasis on vocabulary began.
- A school wide awareness program for reading across the curriculum and literacy was continued.

ISAT Reading scores are similar to other school scores within the district and exceed State averages. Currently 24.6% of the students exceed State standards, and 64.6% meet State standards. The ISAT reading proficiency percentage for the following subgroups was: Asian 96.7%, Black 56.7 %, Hispanic 71.5%, White 95.1%, and IEP 51.6%. Reading strand scores as they relate to the Illinois State Standards are consistent with the district scores, although vocabulary scores continue to be our weakest area.

At the start of the 2005-2006 school year, instructional emphasis has been placed on implementing the middle school vocabulary program and continuing to broaden 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:

- The Every Day Math program was implemented at the sixth grade level. Monthly articulation meetings were held with the teachers in order that instructional strategies and timelines for instruction could be discussed.
- Discussions with the District #204 testing coordinator were held. A more accurate determination of at risk students using SAT9 stanine and standard scores resulted.
- A pilot extended time math program was developed and implemented during the fourth quarter for students identified as at risk.

- An extensive study of the middle school math curriculum scope and sequence was conducted which resulted in 2005-2006 curriculum revisions.

Although ISAT Math scores exceed state averages, this year 's scores are 4.6% the district averages. 33.4% of the students exceed standards and 36.6% of the students meet state standards. The percentage of students who meet or exceeds standards is the same as last year. Currently 34.4% of the students exceed State standards, and 44.3% meet state standards. This number represents a decrease in our percentages that was approaching 79% in prior years. Since different set of students take the ISAT test each year, a trend analysis will be conducted using the 2005 scores a referent.

At the start of the 2005-2006 school year, instructional emphasis will placed on implementing the new middle school curricular revisions for seventh and eighth graders and extended math time program for all students.