

**Middle School Improvement Plan Report
Updated 10-22-08**

Thayer J. Hill Middle School

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Enrollment and Demographic Data

	2004-2005	2005-2006	2006-2007	2007-2008
Total enrollment	895	903	919	911
% White	66	62.5	61.8	60.3
% Black	11.3	10	8.7	10.9
% Hispanic	6.4	6.0	6.9	6.6
% Asian/Pacific Islander	14.3	18.6	18.6	18.4
% Native American	0.2	0.1	0.2	0.2
Low Income rate	6.6	7.0	5.7	8.5
Limited English Proficient Rate	3.9	3.0	3.4	4.3
Chronic Truancy Rate	0.3	0.2	0.2	0.2
Mobility Rate	8.0	8.9	7.0	7.6
Attendance Rate	95.2	95.8	96.2	95.7
% Parent Contact	100	100	100	100
Average class size grade 6	24.8	29	28.5	26
Average class size grade 7	21.1	29.6	28.5	28.5
Average class size grade 8	26.7	28.8	29	28.5
Minutes per day teaching reading	87	87	87	87
Minutes per day teaching math	44	44	44	44

General Overview:

Thayer J. Hill Middle School continues to strive for excellence. Our student enrollment has remained consistent over the past four years while our demographic make up is continuing to become more diverse. Nonetheless, our students continue to achieve and make growth in both math and reading. As a school we continue to look at student data to develop both academic and behavior based interventions to help our students become more successful. While looking at our data for the past year we have noticed a few trends that we will be addressing with this school improvement plan. Our school wide reading scores are very good with 92% of our student body meeting and exceeding state standards. However, with our African American, Hispanic, FRL and IEP students we continue to have an achievement gap. Listed below is our plan to address our achievement gap in the area of reading while still making growth in our school wide reading scores.

In addition to scoring well in reading, our students continue to score high in math. Our school wide math scores show that 92.4% of our students meet and exceed in math. Yet, like the reading scores, our African American, Hispanic, FRL and IEP students continue to have an achievement gap. Listed below is our plan to address our achievement gap in the area of math while still making growth in our school wide math scores.

Our writing scores dropped 10% this past year as measured by the 2008 ISAT/IAA. The year prior Hill Middle School had the highest writing scores in the district at the middle school level. Our plan this year is to perform a data analysis of why the scores dropped and then put together a plan to help raise the writing scores back to 90% meeting or exceeding as measured by the 2009 ISAT/IAA.

Plan Review:

At the end of each academic quarter, the administrative and school improvement team will assess the progress made towards each of the goals addressed in this plan. As a result of these assessments, modifications or additions will be made to ensure that all of the goals can be achieved.

**THAYER J. HILL MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2008-2009**

Goal One

Increase the reading scores of all students while raising the scores of our African American, Hispanic, IEP and FRL students. The expected score increase for our African American students will be 13% going from 71% to 84%, the score increase with our Hispanic students will be 4.6% going from 89.4% to 94% , the score increase with our IEP students will be 10.2% going from 59.8% to 70%, the score increase for our FRL students will be 9.6% going from 61.4% to 70% as measured by the 2009 Illinois Standards Achievement Test and the 2009 Illinois Alternative Assessment.

Present Level of Performance

A. ISAT/IAA

Based on March 2008 assessment data, 92% of students met or exceeded Illinois standards in the area of reading achievement across the sixth through eighth grades.

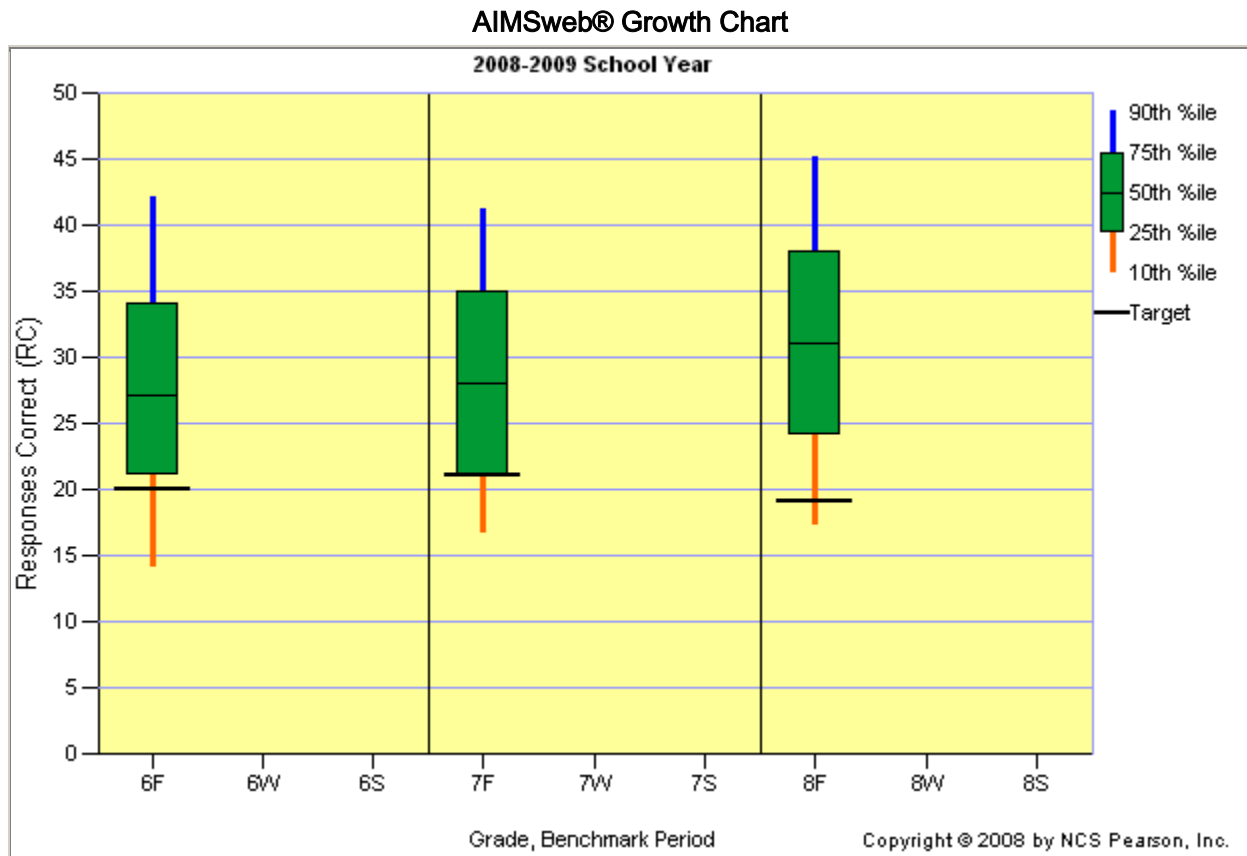
The following table summarizes reading achievement performance by subgroup:

			% M/E	Student
				Count
Subgroup Reading Performance	White		94.6	540
	Black		71	69
	Hispanic		89.4	47
	Asian/Pac		93.2	146
	Native Am		0	0
	Multiracial		90.3	31
	LEP		64.3	14
	IEP		59.8	102
	FRL		61.4	57

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. This benchmark data is used to help determine which students should be placed in one or more academic reading interventions. Students who have an IEP are progress monitored by using the reading CBM on a bi-weekly basis to measure growth and to determine a change in intervention.

Based on September 2008 data, 82% of students met or exceeded district performance standards on a general outcome measure of reading.



Goal Two

Increase the math scores of all students while raising the scores of our African American, Hispanic, IEP and FRL students. The expected score increase for our African American students will be 13% going from 71% to 84%, the score increase for our Hispanic students will be 7.8% going from 87.2% to 94%, the score increase for our IEP students will be 9.2% going from 58.8 to 68%, the score increase for our FRL students will be 13.3% going from 56.7% to 70% as measured by the 2009 Illinois Standards Achievement Test and the 2009 Illinois Alternative Assessment.

Present Level of Performance

A. ISAT/IAA

Based on March 2008 assessment data, 92.4% 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:

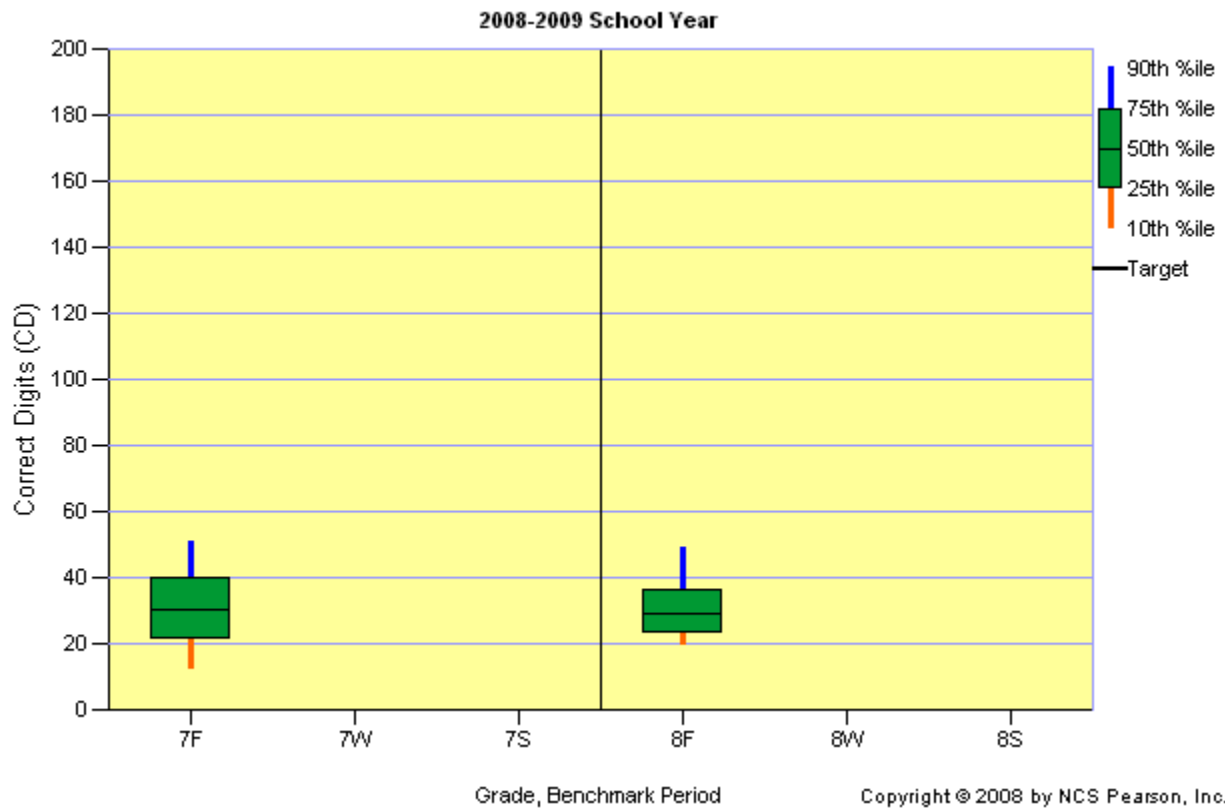
Subgroup Math Performance		% M/E	Student Count
		White	94.6
	Black	71	69
	Hispanic	87.2	47
	Asian/Pac	97.3	146
	Native Am	0	0
	Multiracial	87.1	31
	LEP	85.7	14
	IEP	58.8	102
	FRL	56.7	57

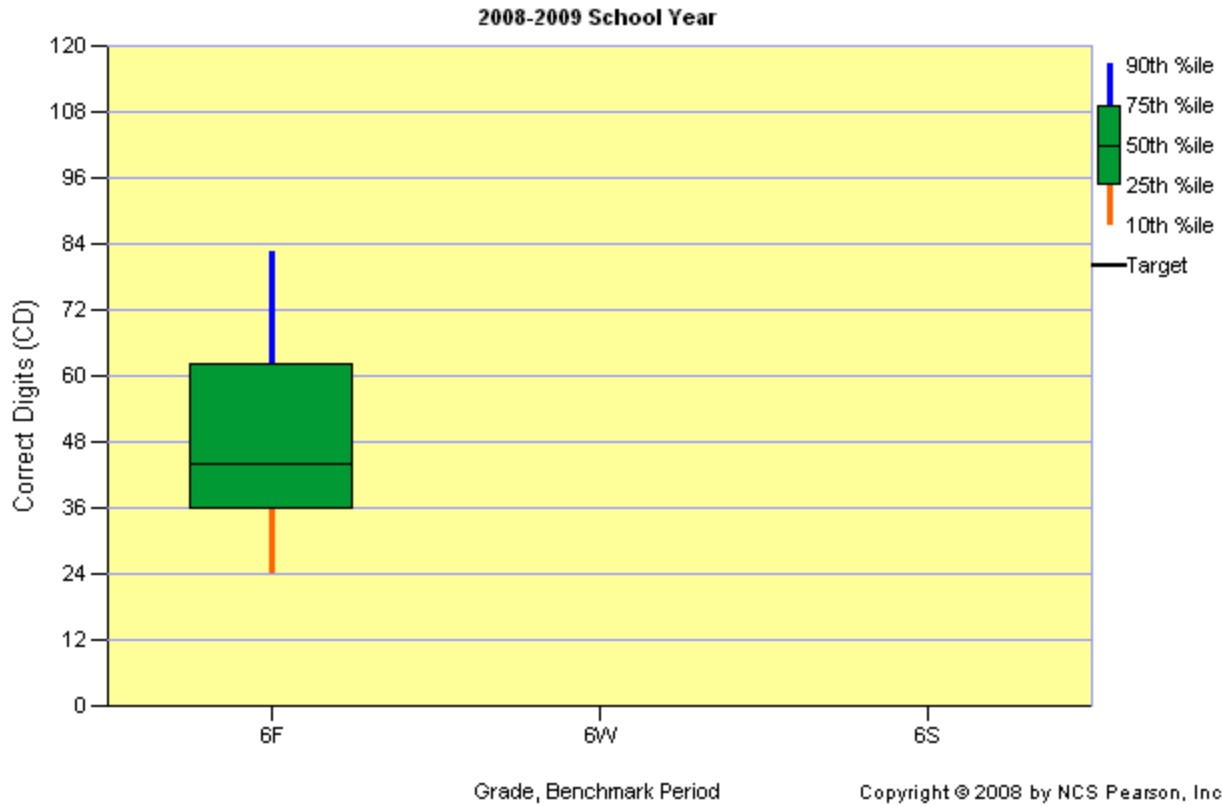
B. Curriculum-Based Measurement

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. This benchmark data is used to help determine which students should be placed in one or more academic math interventions.

Students who have an IEP are progress monitored by using the math CBM on a bi-weekly basis to measure growth and or to determine a change in intervention.

Based on September 2008 data, 66% of students met or exceeded district performance standards on a measure of mathematics computational fluency.





Goal Three

90% of sixth and eighth grade students will meet or exceed writing performance standards as measured by the 2009 Illinois Standards Achievement Test and the 2009 Illinois Alternative Assessment. This will be an increase of 10% from the 2008 ISAT/IAA scores.

The following table summarizes Writing achievement performance by subgroup:

Subgroup Writing Performance		% M/E	Student Count
		White	81
	Black	60	65
	Hispanic	64	42
	Asian/Pac	92.3	105
	Native Am	0	0
	Multiracial	85	13
	LEP	0	0
	IEP	42	72

	FRL		54	57
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Action Plan for Improved Learning

Goal 1: Increase the reading scores of all students while raising the scores of our African American, Hispanic, IEP and FRL students. The expected score increase for our African American students will be 13% going from 71% to 84%, the score increase with our Hispanic students will be 4.6% going from 89.4% to 94% , the score increase with our IEP students will be 10.2% going from 59.8% to 70%, the score increase for our FRL students will be 9.6% going from 61.4% to 70% as measured by the 2009 Illinois Standards Achievement Test and the 2009 Illinois Alternative Assessment.

1. Objective – Area of Focus: To implement a school-wide curricular based measurement – problem solving system that measures reading comprehension three times per year and to use that information to develop interventions on a targeting and individual level.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.1.1 Administer and score the AIMSWeb MAZE curricular based measure in September, January, and May.	September, January May	Michelle Stoehrmann Brad Verthein	AIMSWeb
1.1.2 Conduct data review meetings with building level teams that focus on the MAZE scores to develop interventions and/or programs at tiers 2 and 3.	On-going	Sue Johnson, Brad Verthein	Team Meeting log as kept by the interventionist
1.1.3 Based on the curriculum based measurement and the 2007 & 2008 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 focuses on reading at either the individual or targeted levels.	August/September/January and May	Allan Davenport, Michelle Stoehrmann, Sue Johnson	Level 2 and Level 3 List/Triangle and Individual Intervention Portfolio
1.1.4 In-service the special education staff and then the whole staff on the different reading interventions available and used at Hill Middle School.	On-going	Strategic Reading Teachers	Staff Development Log and Intervention Resource Map

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

Strategies/Interventions	Timeline	Responsibility	Evidence Source
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1.2.1 Place all current Hill Middle School students who meet eligibility including children with special education needs into the Strategic Reading Program or Foundations program based upon their reading level and ability.	August 2008 On-going	Allan Davenport, Strategic Reading Teachers and Support Teachers	Test Scores Class lists
1.2.2 Institute an individual student progress monitoring system in which reading fluency is assessed and monitored minimally twice per month.	September 2008 On-going	Strategic Reading Teachers and Support Teachers	AIMSWeb
1.2.3 Modify the Support teachers schedule so that when the schedule allows it, Strategic Reading is team taught by a reading specialist and a support teacher.	September 2008	Allan Davenport	Master Schedule
1.2.4 Eliminating the teacher on-call duty schedule and creating a student support period. When available, teachers will push into the strategic reading classes to offer additional classroom support.	September 2008	Allan Davenport	Student Support Schedule

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

Strategies/Interventions	Timeline	Responsibility	Evidence Source
1.3.1 Change the delivery model of the Foundations class from a one teacher model to a co-teaching model with a reading specialist and a support teacher.	August 2008	Allan Davenport	Master Schedule
1.3.2 The foundations curriculum will be enhanced by splitting the groups into targeted intervention groups by utilizing the help of the student support and special education teacher.	September 2008	Allan Davenport	Data Portfolio for each student
1.3.3 Institute an individual student progress monitoring system in which reading fluency, comprehension is assessed and monitored minimally twice per month.	On-going	SR/Support Teachers	AIMSWeb and data portfolio.
1.3.4 Eliminate the teacher on-call duty schedule and create a student support period. When available, teachers will push into the foundations classes to offer additional classroom support.	September 2008	Allan Davenport	Student Support Schedule

Goal 2: Increase the math scores of all students while raising the scores of our African American, Hispanic, IEP and FRL students. The expected score increase for our African American students will be 13% going from 71% to 84%, the score increase for our Hispanic students will be 7.8% going from 87.2% to 94%, the score increase for our IEP students will be 9.2% going from 58.8 to 68%, the score increase for our FRL students will be 13.3% going from 56.7% to 70% as measured by the 2009 Illinois Standards Achievement Test and the 2009 Illinois Alternative Assessment.

1. Objective – Area of Focus: To implement a school-wide curricular based measurement – problem solving system that measures math computation fluency three times per year and to use that information to develop math interventions on both the targeting and individual levels.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
2.1.1 Administer and score the AIMSWeb curricular based measure in September, January, and May for all sixth, seventh and eighth grade students.	September, January, May	Michelle Stoehrmann, Brad Verthein	AIMSWeb
2.1.2 Based on the curriculum based measurement and the 2007 & 2008 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 focuses on computational fluency at either the individual or targeted levels.	On-going	Allan Davenport, Michelle Stoehrmann, Sue Johnson	Level 2 and Level 3 List/Triangle and Individual Intervention Portfolio

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
2.2.1 Identify and place seventh and eighth grade students considered at risk for math, utilizing the Buckle Down screening test and teacher recommendation into a Math Plus extended time program.	August 2008 and on-going	Michelle Stoehrmann, Math Teachers	Class lists and intervention portfolio
2.2.2 Institute an individual student progress monitoring system in which math computation skills are assessed and monitored minimally twice per month.	September 2008 On-going evaluation	Michelle Stoehrmann, Math Teachers	Otter Creek and Buckle Down Data Sheets
2.2.3 Eliminate the teacher on-call duty schedule and create a student support period. When available, teachers will push into the math plus classes to offer additional classroom support.	September 2008	Allan Davenport	Student Support Schedule
2.2.4 Modify the Math Plus class so that it moves from a single teaching model to a co-teaching model with both a regular education math teacher and a support teacher.	May/June 2008	Allan Davenport	Master Teacher Schedule
2.2.5 Incorporate the Compass Learning Math Intervention Program as a supplement to the Math Plus curriculum.	September/October 2008	Michelle Stoehrmann	Compass Learning Progress Reports
2.2.6 Incorporate the Study Island Math Program as a supplement to the Math Plus curriculum.	September/October 2008	Michelle Stoehrmann	Study Island Individual Student Reports

Goal 3: 90% of sixth and eighth grade students will meet or exceed writing performance standards as measured by the 2009 Illinois Standards Achievement Test and the 2009 Illinois Alternative Assessment. This will be an increase of 10% from the 2008 ISAT/IAA scores.

1. Objective-Area of Focus: To perform a data analysis of the Writing scores to determine who is at risk, in which areas of writing they are at risk in, and to develop a writing intervention program that will enhance our students' ability to perform in these areas of writing.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
3.1.1 Develop a list of students who are at-risk in the area of writing using the 2008 ISAT data.	October/September 2008	Allan Davenport	Student List
3.1.2 Run a data analysis of the writing scores to determine where students did not perform well.	November 2008	Allan Davenport/Corrinne Higgins	Reported Outcomes of our data analysis
3.1.3 Based upon our data analysis of areas of low performance, develop a writing intervention that can be done both within the English classes potentially school wide.	December/January 2008-2009	Allan Davenport/Corrinne Higgins/Sue Johnson	Intervention Description as well as baseline data and progress data
3.1.4 Change the test taking methods in Physical Education, with the possibility of other encore classes, from basic recall to higher order questions addressed by writing versus fill in the blank.	October/November 2008	Allan Davenport/Corrinne Higgins/Mike Berendt	Program Description and test samples

Progress Summary: