

New Hampshire Department of Education



Title I School Improvement Plan Template

For Title I Schools Entering In Need of Improvement Status for School Years 2009-2010 and 2010-2011

As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement

May 2009

**Lyonel B. Tracy, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301
www.ed.state.nh.us**

School Improvement Plan Cover Page

For Title I Schools Entering In Need of Improvement Status for School Years 2009-2010 and 2010-2011

As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement

SAU#: 38

District Name: Hinsdale School District

School Name: Hinsdale Middle/High School

Address:49 School Street

City:Hinsdale

Zip: 03451

Principal:Mr. John Sullivan

Tel:336-5984

Fax:336-7497

**E-
mail:jsullivan@hnhsd.org**

Contact person if different from Principal:

Name: Joe Boggio

Title:Assistant Principal

Address:49 School Street

City:Hinsdale

Zip:03451

Tel:336-5984

Fax:336-7497

**E-
mail:jboggio@hnhsd.org**

2009-2010 School Improvement Plan Title I Memorandum of Understanding

The Superintendent of Schools assures the Commissioner of Education that:

- the LEA or its designee has provided and will continue to provide technical assistance to the identified school as it develops and implements the goals and objectives described in the school improvement plan. Technical assistance would at a minimum include:
 - analyzing data;
 - identifying solutions that are based on scientific research; and
 - analyzing and revising the school's budget.
- he/she has reviewed and approved the school improvement plan prior to submission;
- the identified school will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's teachers and principal(s) high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified for school improvement;
- the identified school will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2009-2010 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
 - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
 - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.

Superintendent of Schools

Date

TITLE I SCHOOL DEMOGRAPHIC INFORMATION

Is the school (check all that apply):

Title I Schoolwide Title I Targeted Assistance

2009-10 School Enrollment: Grades levels of the school (i.e. K-8, K-5, etc.): 6 - 8

| STUDENTS | SCHOOL YEAR | | |
|--------------------------|-------------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| % Caucasian | 97 | 95 | 96 |
| % African- American | .6 | .6 | 1.3 |
| % Asian/Pacific Islander | 2 | 2 | .6 |
| % American Indian | 0 | 0 | 0 |
| % Hispanic | .6 | 1.3 | .6 |
| % Other | 0 | .6 | .6 |
| % Female | 51.3 | 52.3 | 46.9 |
| % Male | 48.6 | 47.6 | 53.1 |
| % LEP | 0 | .6 | 0 |
| % Special Education | 17.1 | 21.8 | 29 |

| SCHOOL STAFF | 2009-10 |
|--|---------|
| Total Number of Instructional Staff | 9 |
| New Instructional Staff | 2 |
| Total Number of Paraprofessional Staff Providing Instructional Support | 6 |
| New Paraprofessional Staff Providing Instructional Support | 1 |
| Total Number of Administrative Staff | 2 |
| New Administrative Staff | 0 |

TITLE I SCHOOL IMPROVEMENT PLAN ABSTRACT

Hinsdale Middle/High School serves students in grade 6 to 12 living in the town of Hinsdale. Students attend Hinsdale Elementary, located on the same campus, from pre-school to grade 5. In 2008/09 the enrollment at each school was 292 at HES and 367 at HMHS. The entire facility completed a fifteen million dollar renovation and building project in late December 2007. As a result students in the middle school attend classes in “like new” classrooms with four of the nine rooms containing an Interactive white board. In July of 2007, the district saw major changes at the administrative level, putting in place a new Assistant Superintendent, Principal at the elementary school, and Principal at the middle/high school.

The community of Hinsdale does not have a large tax base to fund its schools and the recent closing of the Hinsdale Greyhound track has had an impact on the community in terms of lost jobs and tax revenue. According to 2000 census data, 18% of the residents age 25 or older have not completed high school and approximately 31 percent of students at the middle school are on Free or Reduced Lunch (FRL)

Hinsdale Middle School did not make adequate yearly progress (AYP) in the area of mathematics for our Socially-Economically Deprived sub group resulting in the designation as a school in need of improvement.

The School In Need of Improvement team began meeting on May 27 to collect data in order to assist the team in identifying possible root causes. The information that was compiled included NECAP data and NWEA data mined from Performance Pathways, classroom data over time on basic skills development of the current middle school students, 2000 census data, a review of 82 indicators of school success and student surveys on their perceptions of math.

On June 30, Janet Heikkila a consultant with experience in root cause analysis helped the team develop its hypothesis regarding the issues at the middle school in a full day meeting. At that time the team identified seven questions that drove our root cause analysis:

1. What are the individual learning goals for each student?
2. Is there a lack of tutoring and individual instruction for these students?
3. Why don't we test three times each year, fall, winter and spring? Why aren't we using the data we already have efficiently?
4. Why aren't we using the data we already have efficiently?
5. Why don't we do more with pre-tests to better inform instruction?
6. How much home support are our students really getting?
7. How can we better monitor and evaluate interventions that are in place?

Ms. Heikkila summarized the results of the first day meeting this way:

“Need to follow the child, as evidenced by currently generated and available student data not being used adequately and that students are not evaluated three times a year. Therefore, testing does not inform instruction nor does testing identify those in need of remedial services (lack of tutoring),

leading to a lack of understanding.

Additionally, there is a lack of home support (may be related to lack of understanding on a variety of levels at home)”

The strategies identified to be the focus of the school improvement plan centered on three areas.

- Gathering data
- Analyzing data
- Parent – school connection

The basic plan requires that existing and new data is used more effectively in identifying and assisting those students that need help. Activities to accomplish the plan include, benchmark pre and post testing, MAP testing in math three times per year, local assessments, along with individual goal setting as well as goals for the entire school.

Staff training in the use of all forms of data is another integral part of the plan. Teachers will become fluent in Curriculum Based Measurement as a universal screening tool, the use of Performance Pathways to track student progress, on the use of the internet effectively, research on the Follow the Child Model and direct tutoring will be provided to the students identified as most in need of assistance.

The final part of the plan will focus on ways to help parents assist their children in being successful at math by exposing parents to the curriculum through a variety of activities including open house, math night, accessing on-line tutoring and on-line texts.

TITLE I SCHOOL IMPROVEMENT PLAN NARRATIVE

Provide the following information in narrative form:

Plan Development Process

| School/District Improvement Planning Committee Members | |
|---|---|
| Name | Group representing (School staff, district staff, parents, or outside expert) |
| Geordie Harrison-Heller | Grade 8 Mathematics teacher |
| Lynne Edwards | Grade 7 Mathematics teacher |
| Irene Hall | Grade 6 Mathematics teacher |
| Ann Freitag | Curriculum Coordinator |
| Inder Khalsa | Title 1 Manager |
| Mary Ellen Shippee | Parent |
| Jill Cooper | Parent |
| Beth Farr | Parent |
| Tom Talbot | High School Math |
| Komo Ananda | Academic Liaison to After School Program |
| Joe Boggio | Assistant Principal/Chairman |

Describe how parents and outside experts were consulted during the development of the plan;

When the school was notified of its status the assistant principal began calling parents of middle school students to request they become part of the team in the development of the plan. Three parents agreed to join the team at that time and they are listed in the table above. On June 5, 2009 when the letter indicating Hinsdale Middle/High School was a School in Need of Improvement (SINI) was mailed parents were asked to contribute once again. The dates and times of the scheduled meetings were included in that letter with a request to call the school. Additionally, the parents who joined the committee were asked to talk to friends and invite them to join the group.

Originally, the school based team identified Judy King as a person to facilitate our root cause analysis. When she was unavailable we took her recommendation and contracted with Janet

Heikkila to help walk us through the steps of root cause analysis. Other consultants were considered based upon their area of expertise, however, the team decided to maintain consistency with Janet acting as facilitator throughout the process. Hinsdale has also been participating in the on-line pilot provided by the NH DOE. The website allows school teams to enter data about the school, assess the schools programs using a list of 82 indicators, create and monitor the school improvement plan. This information was posted on the school website on July 13 for parents and community members to comment and provide feedback on.

- ◆ **Describe the peer review process used within the school and/or district to review the completed plan prior to submitting it to the NH Department of Education. Include who, what, where, and when the peer review took place;**

The plan was available for review and editing as updates were made on June 30, July 22 and July 29 through email. A sub-committee consisting of the building principal, curriculum coordinator, and English teacher reviewed the plan on July 31 and the Assistant Superintendent reviewed the plan prior to its submission.

- ◆ **Describe the process for disseminating the objectives of the completed plan to parents and school personnel.**

The objectives of the completed plan will be distributed to parents of incoming sixth graders at the open house on August 24 and information regarding the middle school identified as a SINI included in the 2009-10 Student Handbook distributed to all students their first day of school. The remainder of middle school parents will learn of the objectives of the completed plan at open house, tentatively scheduled for October 5, 2009. The assistant principal will explain our rationale in terms that can be easily understood and will encourage parents to be involved in their children's education. The completed plan will be accessible through the school website. In addition, documentation of the process for developing the plan is also available via the web.

All school personnel will receive a summary of the objectives in their 2009/10 faculty handbooks and at a meeting held prior to the opening of school on August 21. Staff also has had access to the plan as it was being developed through the school website.

Location of Achievement Gap(s)

Based on the analysis of NECAP and AYP results for the content area(s) in which the school is identified for improvement, describe the specific location of the achievement gaps identified, especially for struggling learners not yet demonstrating proficiency.

The specific population that needs to be improved is our socio-economically disadvantaged subgroup. This group failed to meet our target AYP of 82 by 17.3 points. Overall, the middle school index is 78.1 which is 3.9 points below our target. Therefore, the research based changes are intended to improve the learning outcomes for all students.

Identifying the "Root Cause" Issues

Summarize the "root cause" issues the school needs to address to improve student achievement, and the processes used to identify them (i.e. data analysis and/or other needs assessment activities). Indicate which issues have been selected as priorities for the 2009-2010 action plan.

The overall root cause analysis (RCA) process started with the use of an online tool offered as a pilot program by the NH DOE. Each of a list of 82 indicators of school success was reviewed by the team and a brief discussion of each ensued. Once the team felt it had sufficient background knowledge a brainstorming session took place to develop hypotheses for the achievement gap in mathematics at the middle school. The group identified 34 items in the brainstorming session. Next time was spent clarifying and questioning what each of the 34 items meant so as to create a better understanding of each item. Each team member then advocated for what three of the items on the list, explaining why they felt it was important. At that point our facilitator led us through a system to tally what the group identified as most important. From that session seven questions or hypotheses were developed. A brief explanation of each of these priorities is provided below.

1. Is there a lack of tutoring and individual instruction for these students? The team questioned the ability of all students to learn in a group instruction model. The general feeling was that there are individual students who need the one on one time that could only be provided by a tutor due to the size of the classes in the middle school.
2. What are the individual learning goals for each student? The team questioned whether or not students had a clear understanding of what they were learning, why they were learning it, how learning was relevant to them, whether or not they had a goal, and the teaching staff felt identifying weaknesses that individual students demonstrated and driving instruction from that information would be beneficial.
3. Why don't we test three times each year, fall, winter and spring? In order to make the best decisions on instruction the group felt it important to deliver NWEA test three times a year as opposed to our current year when we tested in the spring. The assessment data could be used to regroup students and provide more information about strengths and weaknesses in the curriculum
4. Why aren't we using the data we already have efficiently? Staff members on the team felt they had not had sufficient training to access and understand the data. Additionally, with all of the other roles teachers must work on time is another contributing factor to the inefficiency.
5. Why don't we do more with pre-tests to better inform instruction? The amount of time required to create pre-tests seemed to be problematic. Also, being able to effectively implement a classroom lesson based on information from the pre-test was identified as a problem due to lack of resources, including personnel. Ongoing staff development in differentiated instruction was identified as a roadblock to successfully implementing pre-tests.
6. How much home support are our students really getting? A student survey indicated that parents were available to help them with their homework, however, a significant number of students also indicated that their parents only sometimes or never knew how to help them with the work. Although an online homework help tool is available it does not appear that students and parents are accessing it for help.
7. How can we better monitor and evaluate interventions that are in place? The middle school already has a number of initiatives in place to improve math performance. The monitoring and evaluation of the effectiveness of these initiatives needs to be accomplished efficiently and with integrity to use of actual data.

On July 22, 2009 the team met once again and further narrowed the questions down to one of three areas: data gathering, data analysis, and home support. At that point the objectives and activities to accomplish the strategies were identified and the plan was written.

Monitoring implementation and effectiveness of the school improvement plan

Provide a description of the team charged with monitoring the implementation and effectiveness of the school improvement plan.

The team that will monitor the implementation of the plan includes the principal, assistant principal, curriculum coordinator, middle school teachers, and the consultant currently working with the team on the development of the plan. The details of each member's responsibilities are delineated in each of the individual action plans. Monthly reports will be presented to the school board regarding the progress toward our goals. Regular updates will be available to the public by accessing the school website.

2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

Instructions: Use the format below to describe the action plan for 2009-2010. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in school practice and student learning. Duplicate this page as needed. Complete one form for *each* strategy.

| | | |
|---|--|--|
| Goal (to reduce identified achievement gaps) | Using the 2008 NECAP results as the baseline, economically disadvantaged students at Hinsdale Middle School will demonstrate progress towards proficiency in math as evidenced by the regular assessments to be administered (NECAP, NWEA common grade level assessments) during the 2009-2010 school year. | The following strategies will be implemented to achieve this goal (check all that apply): <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input checked="" type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____ |
| Strategy | Collect existing and new data on student achievement in mathematics. | |
| Objectives (to be written as responses to the italicized questions) | What changes in <u>professional practice</u> are expected as a result of this strategy? OBJECTIVE: Teachers will use and have data available to them in order to make decisions on instructional practices. What changes in <u>student learning</u> are expected as a result of this strategy? OBJECTIVE: Students will have a greater understanding of their learning goals and how to improve their progress towards meeting those goals. | |

| Proposed Activities for 2009-2010 Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity. | Resources What existing and/or new resources will be used to accomplish the activity? | Timeline When will this activity begin and end? | Oversight Who will take primary responsibility/ leadership? Who else needs to be involved? | Monitoring (Implementation) What evidence will be collected to document that the activity is being implemented as intended? How often and by whom? | Monitoring (Effectiveness) What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom? | Title I School Improvement Funds Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms. |
|---|---|---|--|--|--|--|
| Training in using Probes, Performance Pathways, Measures of Academic Progress (MAP) and Curriculum Based Measurement (CBM) to analyze student strengths and weaknesses. | Curriculum coordinator, Tech Director, Performance Pathways, District Personnel | 9/1/ 2009 to 6/30/2011 | Assistant Principal, Curr. Coord., Tech Director, middle school teachers | Evidence in teacher lesson plans that MAP data is used to inform instruction. Training session sign in sheets monitored by the AP. | Monthly review of lesson plans by AP. Classroom observations show evidence of instruction driven by data. | NWEA trainer |

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|---|--|-----------------------------------|---|--|---|---------------------|
| | Computer | | | | | |
| Use of Curriculum Based Measurement tools for pre and post test of students | Curriculum Based Measurement Fuchs et al | 10/09 | AP, middle school teachers, Rehab Assistants (RA) | Each unit of instruction will be preceded by CBM that will be kept on file for the entire year as monitored by the AP. | Completed CBM assessments will be used to chart student progress weekly as monitored by AP. | 76.00 500.00 |
| Map test 3 times a year | Computer lab, existing NWEA site license, schedule prepared by Tech Director | 9/1/2009 1/26/2009 6/1/2009 | Tech Dir, middle school teachers, guidance counselor, Assistant Principal | Test Schedule monitored by Tech Director. | Middle school teacher, AP review of test scores three times per year. | No additional cost. |
| Give local summative assessment twice per year. | Summative assessments developed in June 2009 | 9/1/2009 6/15/2009 | Principal, AP, middle school teacher | Graded assessments by middle school teachers, twice per year as monitored by AP. | Results of tests will be analyzed for trends in student retention of material by AP and teachers. | No additional cost. |
| Students predict their strengths and weaknesses in math. | Content library in Performance Pathways | 9/1/2009 to 10/1/2009 | AP, middle school math teachers | Student self assessments completed and filed by math teachers at the start of each school year as monitored by teachers. | Self assessment compared to actual September MAP results to help students reflect on goals as monitored by AP in observations and informally with students. | No additional cost. |
| Implement NECAP test in October. | Mandated activity | 10/2009 | Principal, AP, Guidance | Participation rate of 100% as monitored by principal. | Completed schedule for testing by guidance as monitored by AP. | No additional cost. |
| Assess students with mathematical probes as applicable. | Uncovering Student Thinking in Mathematics | Quarterly | Curr Coord | Student samples of work submitted quarterly to AP and Curr. Coord. | Team evaluation meeting minutes with AP quarterly. | 10 books |
| Training on implementing CBM (inc para & SPED) | Carol Kosnitsky | Fall 2009 | AP, Curr coord, Principal | Sign in sheet as monitored by AP at time of workshop. | Sign in sheet indicates all received training as verified by AP. | 500 |

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|--|---|-------------------|---------------------------------|--|---|---------------------|
| Identify student goals. | NWEA and Performance Pathways | 9/1/09 to 10/1/09 | AP, middle school math teachers | The goal sheets will be available to students, math teachers, AP and After School Program academic liaison. | Feedback from students, teachers, and parents on predicted strengths and weaknesses vs. actual goals monitored by AP. | No additional cost. |
| Evaluate interventions based on academic progress and student mastery of identified goals. | Goal sheets, MAP tests, CBM results | 9/1/09 to 6/30/11 | AP, middle school team | Meeting minutes indicate student progress is monitored montly and interventions evaluated for their effectiveness. | Student generated growth charts, MAP test results, CBM results are reviewed monthly by AP. | No additional cost. |
| Evaluate group progress toward goals using winter MAP results | Substitute teachers for team meeting to examine progress toward benchmarks, SINI consultant | 2/1/10 | AP, middle school teachers | MAP results, CBM and review of plan goals by AP and SINI team. | Meeting minutes reviewed, work samples, representative student charts, feedback on goal setting activity monitored by the group at a one day session to check in on progress to date. | 350 650 50.00 |
| Training on getting more out of the internet | Curr Coord, AP, | 4/1/10 to 9/1/10 | Curr Coord,AP, math teachers | Teacher sign in sheets monitored by Curr. Coord. | Lesson plan shows increased use of on-line resources monitored quarterly. | No additional cost. |
| Align curriculum with student needs. (Curriculum mapping) | Collaborative learning | 9/1/09 to 6/30/10 | AP, middle school teachers | Curriculum maps monitored monthly by AP | Verification that maps are aligned with the GLE's monthly. | No additional cost. |

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| | | | | | | |
|---|---|--|---|--|--|--|
| Goal (to reduce identified achievement gaps) | Using the 2008 NECAP results as the baseline, economically disadvantaged students at Hinsdale Middle School will demonstrate progress towards proficiency in math as evidenced by the regular assessments to be administered (NECAP, NWEA common grade level assessments) during the 2009-2010 school year. | | The following strategies will be implemented to achieve this goal (check all that apply): <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Programs Supported by Scientifically-Based Research <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____) | | | |
| Strategy | Use regular data analysis to inform instruction. Use data analysis to group students effectively. | | | | | |
| Objectives (to be written as responses to the italicized questions) | What changes in <u>professional practice</u> are expected as a result of this strategy? OBJECTIVE: Identify the area of student strengths and weaknesses in order to implement instructional strategies. | What changes in <u>student learning</u> are expected as a result of this strategy? OBJECTIVE: Instruction will be differentiated and tailored to the learning needs of students. | | | | |
| Proposed Activities for 2009-2010 Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity. | Resources What existing and/or new resources will be used to accomplish the activity? | Timeline When will this activity begin and end? | Oversight Who will take primary responsibility/ leadership? Who else needs to be involved? | Monitoring (Implementation) What evidence will be collected to document that the activity is being implemented as intended? How often and by whom? | Monitoring (Effectiveness) What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom? | Title I School Improvement Funds Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms. |
| Action research on the Follow the Child Model | Guidance Counselor, | 9/1/09 to 6/30/11 | AP, Guidance, Title 1 Mgr | Weekly report to guidance on student progress toward | Student growth charts show | |

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|--|---|--------------------|--|--|--|---------------|
| | middle school teachers, NH DOE Follow the Child Model, Performance Pathways | | | goals and the meeting minutes on targeted student progress. | improvement towards meeting benchmarks monitored weekly by AP. | |
| Tutoring students one to one. | Tutor NOTE MATERIAL S | 9/09 to 6/11 | AP, Title 1Mgr | Weekly report to AP summarizing work with students | Students reaching goals as evidenced by CBM and teacher assessments. Monitored weekly by the tutor and AP. | 13500 2700 |
| Monthly meetings to review assessment data on targeted sub-group | Middle school team | 9/09 to 6/11 | AP, middle school teachers, guidance counselor | Meeting minutes turned in and reviewed monthly by principal. | Students reaching goals as evidenced by CBM and teacher assessments monitored monthly by the AP. | |
| Quarterly meetings to review student work using probes. | Middle School team, substitutes | 11/1/09 to 6/30/11 | Curr Coord, middle school math teachers, tutor | Meeting minutes reviewed quarterly by AP. | Students needing remedial work identified and receive immediate tutoring reviewed quarterly by AP. | 1400 |
| Use of Collins Writing program to improve open response type question responses. | Principal, Middle school team | 9/09 to 6/11 | Principal | Student writing samples turned in quarterly to principal. | Improvement in open response items on Fall 2009 NECAP reviewed when test data is made available in January 2010. | |
| Implementation of CBM | Middle school team and CBM materials | 9/1/09 to 6/30/11 | AP, middle school team | Student growth charts completed monthly by middle school team and monitored by AP. | Students demonstrate improvements in their post assessments of CBM . | |
| Students graph progress | Middle School team, CBM pre and post | 9/1/09 to 6/30/09 | AP, middle school team | Student charts reviewed by teachers each week and monitored by AP. | Student observe improvement in their individual charts that are | |

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|---|---|---------------------------------|--|---|--|--|
| | assessment data | | | | reviewed weekly by students, teachers and ASP academic liaison. | |
| Compare MAP results with student predictions | Student scores and predictions, middle school teachers | 10/1/09 | AP, math teachers, ASP academic liaison. | Student goal setting sheet completed prior to MAP test each time by the student and monitored by AP. | An increased percentage of students will meet their goals at each testing interval, fall, winter, and spring. | |
| Individual goal setting | Students, rubric, math teachers, targeted growth report | 9/1/09 1/15/10 5/1/10 | Middle School math teachers | Student goal setting sheet completed prior to MAP test each time by the student. | An increase percentage of students will meet their goals at each testing interval, fall, winter and spring. | |
| Skill set re-grouping | CBM, teacher assessments, guidance, middle school math, tutor | Quarterly review | AP, math teachers | Teacher rosters updated quarterly by guidance with input from middle school team monitored by AP. | Re-grouping shows there is an increase in the number of students achieving their learning goals monitored by AP. | |
| Team planning meetings to interpret data and set pacing, sequence, and scope. | Curriculum maps from prior years, pre-test, ind goals, MAP, NECAP, Performance Pathways | Monthly 9/1/09 to 6/30/11 | AP, middle school team | Sign in sheets and meeting agendas and notes are reviewed by principal monthly. | Classroom observations indicate all students are exposed to the GLE's. Curriculum maps show coverage of GLE's as reviewed by AP monthly. | |
| Use instructional strategies to include activities and games to enhance the curriculum. | Games, project based learning and activities. | 4/1/10 to 6/30/11 | Curr Coord/AP and middle school team | Lesson plans indicate increased use of project based learning, activities and games. Plans will be reviewed monthly by the AP | Student shows there is an increase in the number of students achieving their learning goals as monitored by AP monthly. | |

2009-2010 TITLE I SCHOOL IMPROVEMENT ACTION PLAN

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| | | | | | | |
|--|--|---|--|---|---|---|
| <p>Goal (to reduce identified achievement gaps)</p> | <p>Using the 2008 NECAP results as the baseline, economically disadvantaged students at Hinsdale Middle School will demonstrate progress towards proficiency in math as evidenced by the regular assessments to be administered (NECAP, NWEA common grade level assessments) during the 2009-2010 school year.</p> | | <p><i>The following strategies will be implemented to achieve this goal (check all that apply):</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input type="checkbox"/> Professional Development <input type="checkbox"/> Changes in School Systems or Processes <input type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input type="checkbox"/> Programs Supported by Scientifically-Based Research <input checked="" type="checkbox"/> Parent and Community Involvement <input checked="" type="checkbox"/> Extended-Time Learning <input checked="" type="checkbox"/> Connects to school's Title I Targeted Assistance School (TAS) or Schoolwide (SW) Plan <input type="checkbox"/> Other (please describe: _____) | | | |
| <p>Strategy</p> | <p>Provide parents and caregivers with the tools necessary to assist students in mathematics.</p> | | | | | |
| <p>Objectives (to be written as responses to the italicized questions)</p> | <p><i>What changes in <u>professional practice</u> are expected as a result of this strategy?</i></p> <p>OBJECTIVE: Parents will be provided with more communication tools to support their child's learning.</p> | <p><i>What changes in <u>student learning</u> are expected as a result of this strategy?</i></p> <p>OBJECTIVE: Students will complete homework, develop study skills necessary to be successful and be supported by their parents.</p> | | | | |
| <p>Proposed Activities for 2009-2010 <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i></p> | <p>Resources <i>What existing and/or new resources will be used to accomplish the activity?</i></p> | <p>Timeline <i>When will this activity begin and end?</i></p> | <p>Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p> | <p>Monitoring (Implementation) <i>What evidence will be collected to document that the activity is being implemented as intended? How often and by whom?</i></p> | <p>Monitoring (Effectiveness) <i>What evidence will be collected to demonstrate effectiveness of this activity? How often and by whom?</i></p> | <p>Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form. Complete all applicable Budget Justification Forms.</i></p> |

Title I School Improvement Action Plan

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| Create and conduct a parent survey on their needs to assist students. | Guidance, 21 st Century personnel, | 10/30/09 | AP, Site coordinator and academic liaison | A survey return rate of at least 50% monitored by academic liaison until the return rate reaches the goal. | Survey responses will be disaggregated to make informed decisions about parent needs as monitored by AP by 12/1/09 | |
| Training for parents on how to use on-line textbooks | Middle school math teachers | 10/5/09 | AP and middle school math teachers | Attendance | | |
| Parents will receive a letter in the fall (Science) and spring (Math, Reading, and Writing) explaining test scores and inviting them to a conference. | Guidance counselor, Guidance Secretary | Letter mailed 9/09 Conferences scheduled Oct thru 11/09 | AP, Middle School math teachers, Guidance Counselor, After School Program Site Liaison | Record of parents that scheduled interviews will be compiled by the Guidance Secretary | Qualitative feedback will be sought from parents at the end of each meeting through an evaluation form. | 75.00 |
| Explain standardized test results to students and provide them with their individual scores.(Fall, Winter and Spring, NECAP when available) | Math teachers, scores copied by Guidance | 10/1/09 | AP, guidance and middle school math teachers. | The scores will be reflected in student goals sheet and in teacher lesson plans as monitored by the AP in the monthly review. | Students will be able to articulate goals in learning to their teachers and guidance. | |
| Math night with demonstration on how to access information via the web. | On line text, computers, training for staff | 9/09 to 11/09 | AP, middle school team, tech coord | Email list compiled by AP with monthly contact requesting feedback | A comparison of first quarter grades with previous grades | None |
| Communicate the school wide goal in mathematics is 88 on the NECAP and celebrate achieving benchmarks toward the goal. | Guidance counselor, Guidance Secretary | 9/09 | AP, Middle School math teachers, Guidance Counselor, After School Program Site Liaison | Goal of 88 will be posted throughout the middle school as observed by students, parents and community members. | Student discussion regarding steps necessary to achieve the goal will be evident in lesson plans and assessments. If the goal of 88 is reached a group trip will be scheduled to an amusement park. | |
| After School Program conduct homework how-tos for parents. | Academic site liaison | 9/1/09 to 6/1/10 | Site coordinator and AP | Parents will sign in and complete an evaluation form to be monitored by | Evaluation forms will demonstrate parent satisfaction | |

Title I School Improvement Action Plan

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| | | | | AP. | with the programs. | |
| After school homework club and Saturday Academy in partnership with 21 st Century Learning Center | ASP personnel and school staff | 9/1/09 to 6/30/11 | AP and site coordinator | Attendance sheets at homework club and Saturday Academy | Students assigned to homework club and Saturday Academy achieve passing grades in their classes. | |
| Family game night to expose parents to the math curriculum. | Students and math teachers plan activities, PTSA and NHS for child care. | Winter 2010 | AP and PTSA President | At least 30% of parents of middle school students will attend. | Parents will indicate satisfaction with the program through exit evaluations. | |
| Middle school math night demonstrating student work with interactive activities. | Student work samples on display | 5/1/10 | Middle school teachers and student council members | 90% of students will attend and display work as measured by teachers. | Attendance records and parent evaluation. | |
| Research best practices to develop parent connections. | Curr Coord and Title 1 Mgr with Middle school teachers | 9/1/09 to 6/30/11 | Curr Coord and Title 1 Mgr | Meeting minutes of faculty meetings show discussion about parent connections. | Survey in 9/10 shows increased parent satisfaction with school communication. | |

Induction and Mentoring for Teachers

Overview

The Hinsdale School District provides teachers who are new to the district or new to the profession with an experienced, trained mentor. Our regular education mentors have been trained under the Induction with Mentoring Model through Learning Innovations, and have received refresher training with an IWM Mentor Trainer, our curriculum coordinator. Our special education mentor has participated in IWM training and is a retired administrator with a strong SPED background.

During the 2008-09 school year, five regular education teachers mentored new teachers. Teachers were matched one-on-one, based on their areas of instruction, need for alternative certification support, or on their shared student populations. The eight special education teachers were provided with a shared mentor who met with them individually and with the entire group.

Feedback from new teachers has been positive, especially regarding the new model for special education. Special educators felt their needs were met regarding instructional coaching, paper work, case management and team meetings. This model will be used again during the 2009-10 school year, and the SPED team will continue to meet with their mentor.

Roles and Responsibilities for Mentors and New Teachers

Mentors and New Teachers

- ❖ Weekly meetings, to discuss any relevant issues, for example:
 - Classroom management
 - Assessment
 - Prep and Instruction
 - Parent Conferences
 - Budgets

- ❖ Four coaching cycles, to develop reflective practices:
 - Non-evaluative
 - Over the course of the year
 - To observe and reflect on an area identified by the new teacher

- ❖ Develop and maintain confidentiality and trust

- ❖ Maintain a meeting log (see sample)

Mentors

- ❖ Participate in refresher training and support meetings
- ❖ Submit logs twice a year, provide program feedback evaluations

New Teachers

- ❖ Participate in available support programs: Teacher Toolbox, Snack & Learn, SmartBoard Training, and other on-site professional development activities, as required by principals
- ❖ Middle / High School teachers maintain curriculum maps on curriculummapper.com
- ❖ Middle / High School Staff meetings are on Wednesdays: Full Faculty, Dept, Grade Level and Dept. monthly
- ❖ Elementary Staff Meetings are on Tuesdays
- ❖ Email access at <http://mail.hnhsd.org>

Mentor – New Teacher Meeting Log

| Meeting Type Weekly, planning conference, observation, reflecting conference | Date and Approximate Time | Main Topic Classroom management, parent meetings, instruction, assessment, etc. |
|--|----------------------------------|---|
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Title I School Budget Narrative

Instructions: Use this form to provide sufficient detail regarding proposed expenditures of Title I school improvement funds. The requested budget should not exceed **\$20,000**. Categories and amounts should correspond to information provided on your attached OBM Form 1. Be sure to complete all budget justification forms as applicable.

| Account Category | Budget Detail | |
|--|------------------------|-------------|
| | Narrative | Total Costs |
| Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i> | Joe Boggio, Math Tutor | |
| Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered.</i> | | |
| Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i> | | |
| Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i> | | |
| Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan.</i> | | |
| Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs.</i> | | |
| Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i> | | |
| Administration <i>Include other costs associated with supporting plan implementation.</i> | | |
| Indirect Costs | | |

Title I Budget

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|--------------|--|--|
| Total | | |
|--------------|--|--|

Title I Budget Justification Form

Equipment Justification Form

| | | |
|--|--|-------------------------------|
| ITEM(s) | | Number to be purchased |
| APPROXIMATE COST PER ITEM | | Total Costs |
| LOCATION <i>Where will it be used?</i> | | |
| BY WHOM | | |
| PURPOSE <i>How will it support the goals of your school/district improvement plan?</i> | | |
| STORAGE | | |
| INVENTORY AND TRACKING <i>Who will be responsible?</i> | Identify the person responsible for: Labeled with Title I equipment sticker Entering equipment on Title I Equipment Inventory Report Tracking Equipment if moved from above location Signing equipment in or out if equipment is approved for student use. Storing equipment over the summer. | |

TITLE I PARENT NOTIFICATION REQUIREMENTS

Instructions: Provide the following information in narrative form:

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand;
- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable"

Not applicable

- (c) Attach a copy of the parent notification letter to this application. The letter must include the following:
 - i. Why the school has been identified;
 - ii. How the school compares academically to other schools in the LEA and the State;
 - iii. What the school is doing to address the achievement issues. (In Year 1 of school improvement this may include a description of the improvement planning process.);
 - iv. How the parents can be involved in addressing the achievement problem;
 - v. What the LEA and the State Department of Education are doing to support the school;
 - vi. What other choice options exist within the district or if the district so chooses outside of the district. Be sure to include comparative data for these schools so that parents can make an informed decision; and
 - vii. Time frame for parents to make decision was included and sufficient.