

Hall-Dale Middle School: School Improvement Plan 2009-2010 draft date 12/1/09

Principal: Steve Lavoie

System: RSU #2

Title I: Targeted Assistance Program **X**

Schoolwide Program _____

Needs Improvement Status:

Year: CIPS 2 On Hold

10% Title I Set Aside for Professional Development (2009-2010) \$ 4200

Year Tested	Reading	Mathematics	AYP Status
05 - 06	made AYP	not AYP	Monitor
06 - 07	not AYP	not AYP	CIPS 1
07 -08	made AYP	made AYP	CIPS 1 on hold
08 - 09	made AYP	not AYP	CIPS 2

Principal Signature: _____ **Teacher(s) Signature:** _____

Title I Director Signature: _____ **Parent Signature:** _____

Superintendent Signature: _____ **Peer Review:** _____

Peer Review School: _____

Hall-Dale Middle School: School Improvement Plan 2009-2010

draft date 3/4/10

CIPS Team members:

Member Name	Role
1. Steve Lavoie	Principal (required)
2. Blayne Frost	Assistant Principal
3. Dan Crocker	School Staff (required)
4. Angela Moody	Special Education Staff (required)
5. Christine Chamberlain	District Staff (required)
6. Hilary Neckles	Parent (required)
7. Christine Chamberlain	Title I Staff/NCLB Coordinator (optional)

**Plan information must be shared with District NCLB Coordinator and Budget Manager
Schools with LEP students must include ESL staff as team members.**

Hall-Dale Middle School School Improvement Plan Narrative

As part of the newly formed KIDS RSU #2, Hall-Dale Middle School serves students from Farmingdale, Hallowell and Dresden. The school's current population is 201 students in grades 6 – 8 and is academically diverse with approximately 14% of students receiving special services. Performance on the Maine Educational Assessment shows that while overall performance is improving, improvement is extraordinarily slow and students in particular sub-groups are not improving as anticipated. Cumulative totals over the past 3 years show that 52% of all students are proficient in mathematics and 67% are proficient in reading. Recent performance in the economically disadvantaged and students with disabilities subgroups shows proficiency rates to be 40% and 17% in mathematics (Target = 50%) and 57% and 39% in reading (Target 58%) respectively. Due to past performance, Hall-Dale Middle School's Adequate Yearly Progress Status is "Making AYP" in Reading and "CIPS2 – on hold" in Mathematics.

Challenges/Barriers to Student Learning/School Improvement are perceived as follows:

- Communication –The transition from elementary schools with frequent parent-teacher contact to middle school with fewer opportunities for parent/teacher contact can be challenging. Infinite Campus has great potential as a communication tool that has not been fully utilized.
- Broad range of student abilities – Students have a broad range of abilities and the mathematics faculty is small necessitating creative approaches to meeting the needs of all students. Some students are accelerated within the existing sequence. Concern exists that students may be missing some fundamental skill development.
- Math Curriculum – The transition from Everyday Math to traditional mathematics may be a stumbling block for some students. Students from Dresden Elementary School have limited exposure to Everyday Math as it has been introduced just recently. Is the math curriculum missing something? Should consideration be given to different math programming or to greater time being given to math instruction?
- Knowledge of the best practices that exist in high performing schools or in schools that have improved significantly is limited or non-existent.
- There is a need for more professional development activities that pertain to the art of teaching. Content area knowledge base maybe sufficient however alternative instructional strategies need development in order to ensure that when students fail to achieve proficiency, teachers have strategies readily available.
- Need for greater administrative assertiveness in providing direction and holding teachers accountable in terms of teaching assignments and hiring highly qualified math teachers.
- Student apathy in the acceptance of "2" as being good enough.
- Limited time for math teachers to study, plan and work together.
- Teacher job loads are greatly increased.
- Common goals are developed at the district and building level. Teachers are expected to share those goals but there is a continued need by all to develop a shared vision and bring it to reality.

Current School Improvement Efforts

- Move from traditional/conventional grading system to a standards-based teaching/learning and reporting environment at all levels of the district.
- Fall focus on preparation for the administration of the NECAP.
- Establishment of specific interventions such as:
 1. Intervention period during the school day.
 2. Students to intervention instead of recess.
 3. Assigned Learning Lab 3 – 4 days per week staffed by 2 faculty.
 4. Voluntary Learning Lab 3 – 4 days per week staffed by faculty.
 5. Skills based reading vs. literature based reading program designed to remediate deficient reading skills.
- Access to professional development activities such as those sponsored by Maine DOE and the Maine Support Network.
- Goals aligned from RSU #2 Board of Directors, Building Principal and all faculty with a focus on student achievement and using data analysis to drive programming and instructional decision-making.
- Establishment of Title I services focusing on mathematics.
- Establishment of Supplemental Educational Services (tutoring).
- Delivery of direct instruction in special services is assigned to faculty members with strength/experience in specific content areas (reading, writing, math).
- Building-wide focus on the analysis of data (MEA/NECAP, NWEA, local assessments) to determine curricula/individual student deficiencies in reading, math and writing.
- Schedule adjustments have been made to ensure that classes in math, reading and writing meet every day (compared to longer classes that met 4 days per week).

HALL-DALE MIDDLE SCHOOL: SCHOOL IMPROVEMENT PLAN 2009-2010

Short Term Annual Actions, Strategies and Interventions

	2009-2010	Timeline	Resources	Person Responsible	Evaluation Evidence
A	Item analysis of MEA March '09	8/09 – 10/09	Data available through MEA in both hard copy and on line resources.	Initial data made available by administration. Analysis by all faculty	Meeting agendas, notes and emails.
B	Practice released items from March '09 MEA	8/09 – 10/09	Items available through Measured Progress	Full faculty	Record of items provided by faculty.
C	Practice released items from NECAPs	8/09 – 10/09	Items available through Measured Progress	Full faculty	Record of items provided by faculty.
D	Administer NWEA to Grade 7	November 2009 and March 2010	NWEA and IT Department	Grade 7 faculty and IT Department	Testing schedules.
E	Incorporate year long practice of test items	September 2009 – June 2010	Items available through Measured Progress	Math faculty	Faculty plans and record of items.
F	Perform in-depth data analysis of all standardized test results	September 2009 – June 2010	Items available through Measured Progress and Administration	All faculty	Faculty meeting agendas, notes and recommendations based on data analysis
G	Attend Workshop titled “Let’s Talk About Math” sponsored by Maine Support Network and MDOE	October 2009	Set Aside Funds Registrations: 4 @ \$125 Travel: \$100 Total: \$600	Administration	Agenda List of faculty attending
H	Attend Workshop titled “How Do I Know What they Know and Understand” sponsored by Maine Support Network and MDOE	April 2010	Set Aside Funds Registrations: 4 @\$125 Travel: \$100 Total \$600	Administration	Agenda, workshop notes and list of faculty attending

Actions, Strategies and Interventions July 1, 2009 to August 31, 2010

GOAL 1 To complete CIPS planning process, including implementation of plan and short-term strategies. (Required)

	Actions/Strategies/Interventions	Timeline	Resources/ Funding Source	Person Responsible	Evaluations/Evidence Deliverables
Activity 1A	Teachers will implement short term strategies as outlined above	August 2009 – June 2010	No funding required. Information is accessible through Measured Progress. NWEA testing is supported by the district	Administration	<ol style="list-style-type: none"> 1. Staff meeting agendas 2. Leadership group meetings 3. Record of test practice items 4. NWEA testing schedules 5. District Curriculum Leadership Team meeting notes 6. Plan for implementation
Activity 1B	<p>School Improvement Team consisting of five members will be established and meet to plan and implement School Improvement Plan. Initially, biweekly then monthly.</p> <p>Appoint CIPS Team coordinator to record and publish minutes and newsletters</p>	August 2009 – August 2010	<p>\$20/hr/faculty member for after hour meetings in accordance to district policy x 10 meetings 10 hours Set Aside \$ 2000</p> <p>\$20 x 40 hours = \$800</p>	Principal	<ol style="list-style-type: none"> 1. Meeting agendas 2. Administration calendar 3. Reimbursement forms Staff participation and reimbursement forms 4. Minutes of meetings

GOAL 2 To provide increased Parental Involvement (Required)

	Actions/Strategies/Interventions (Include # participants/sessions)	Timeline	Resources/ Funding source	Person Responsible	Evaluation/Evidence/ Deliverables
Activity 2A	A parent will serve on the School Improvement Team as required.	August 2009 – June 2010	None	Principal	1. Team agenda 2.
Activity 2B	Annual Open House Focus: Team based meetings regarding major activities, assessments, academic interventions and standards based grading practices.	September 2009	Local/Set Aside Printing \$200 Set aside	Principal	1. Announcement 2. Feedback forms
Activity 2C	Parent/Student/Teacher Conferences	October 2009 and April 2010	None	Principal	1. Announcement 2. Feedback forms from parents
Activity 2D	School Improvement Plan will be mailed to all parents and posted on the school website.	December 2009	Materials/Postage: \$300 Set aside	Principal	1. Hard copy 2. Website
Activity 2E	SES Provider Fairs will be held in accordance with NCLB requirements	November 2009 and January 2010	None	Principal	1. Letters to parents 2. Web site
Activity 2F	Newsletters will be produced and sent to all parents periodically and posted on the school website. Newsletters will provide parents with updates on school events as well as professional development activities relating to student achievement.	School Year 2009/2010	Set Aside/ Funds/Materials/Postage: \$250	Assistant Principal	1. Copies provided 2. Website
Activity 2G	All HDMS faculty will post on Infinite Campus new information on grades and pending assignments biweekly	School Year 2009/2010	None	HDMS teaching faculty	1. Administrative notes.
Activity 2H	School website will be updated as new information on professional development activities and student achievement becomes available.	School Year 2009/2010	CIPS coordinator paid as identified in 2B	Administration and IT Department	1. Website

Activity 2I	All faculty will make a minimum of 25 parent contacts by phone and/or email within 2 months and homeroom teachers will make contact with all parents of students prior to Student Led Conferences	December 2009 – April 2010	Local	HDMS Faculty	1. Teacher record books
Activity 2J	Parents will be surveyed electronically regarding their ideas that would increase contact and involvement and a list of recommendations will be generated. Paper copies of the survey will be made available to non-digital households.	January 2010	Labor/Materials: \$500 Set Aside	School Improvement Team	1. Copy of survey 2. Copy of results 3. List of recommendations and input from faculty

GOAL 3 To review and evaluate school needs through data collections and discussion.

	Actions/Strategies/Intervention	Timeline	Resources/ Funding sources	Person Responsible	Evaluation/Evidence
Activity 3A	General review and analysis of data from MEA 09	September 2009 – December 2009	Local	Administration	1. Meeting agendas 2. Summary statements of strengths and weaknesses in grades 1 – 8. 3. Compare strengths/weaknesses found in #2 to curriculum to determine amount of instructional time spent on each standard.
Activity 3B	A faculty data team will be established, meet with CIPS consultants, be trained on in-depth data analysis and meet monthly to	November 2009 and ongoing	CIPS \$ 4 teachers x 5 meetings for 2 hours	Administration	1. Training outline 2. Results from feedback survey given to teachers during

	review data and conduct gap analysis		40 hours = \$800 paid in accordance with district policy.		<ul style="list-style-type: none"> training. 3. Agendas and meeting notes 4. List of faculty involved
Activity 3C	HDMS Data Team will attend summer conference "Data Driven Dialogue" offered by Maine DOE – Pt. Lookout Event	August 2010	<p>CIPS \$ Hours Registration/Accommodations/Travel: 36 hours per person x 20 per hour = \$720 per person x 4 = \$ 2,880 Travel \$125 X4 = \$500</p> <p>Materials \$300 Chart paper, markers, notebooks Total \$3680</p>	Administration	<ul style="list-style-type: none"> 1. Summary of effectiveness 2. Staff Reimbursement Report
Activity 3D	General review and analysis of data from NECAP 09 to be lead by the HDMS Data Team	January 2010	Local	Full Faculty	<ul style="list-style-type: none"> 1. Meeting agendas 2. Summary statements of math strengths and weaknesses in grades 1 – 8. 3. Compare strengths/weaknesses found in #2 to curriculum to determine amount of instructional time spent on each standard.
Activity 3E	In-depth data analysis of all results from NECAP/MEA/NWEA from the data team. Team will lead analysis with full faculty.	January 2010 – July 2010	NECAP results Local/Set Aside Labor/Materials/Printing/Paper \$150	Full Faculty	<ul style="list-style-type: none"> 1. Meeting agendas 2. Meeting notes 3. Identification of trends
Activity 3F	Recommendations made by curriculum teams to the director of Curriculum, Instruction and	January 2010 – August 2010	CIPS Funds for after hours work: # of faculty @ \$20/hour	Full Faculty	<ul style="list-style-type: none"> 1. Meeting agendas and notes 2. List of

	Assessment for adjustments in curriculum and appropriate teaching strategies as determined by data. Data will drive curriculum and budget decisions.		5 people x 8 hours 40 X \$20 = \$800		recommendations
Activity 3G	Determine Professional Development needs through analysis of faculty survey and make specific recommendations for all faculty	January 2010	CIPS Funds Materials/Labor: \$100	CIPS Team	<ol style="list-style-type: none"> 1. Survey result 2. List of formal recommendations 3. List of professional development opportunities attended by middle school teachers during 09-10.
Activity 3H	Mathematics Professional Development activity as directed by Michelle Mailhot as determined by staff survey results.	February – June 2010	CIPS Funds 3 – 5 days @ \$750/day \$3750	CIPS Team Administration	<ol style="list-style-type: none"> 1. Professional development event agendas
Activity 3I	Data Team will attend a NECAP Data Analysis Workshop by Susan Smith.	February 2010	CIPS Funds Travel reimbursement \$100 Substitutes 3 Sub @ \$ 65 =\$ 195	Administration	<ol style="list-style-type: none"> 1. Workshop agenda 2. Workshop notes 3. Data team feedback
Activity 3J	CIPS Team to attend a Formative Assessment Workshop as provided by Maine DOE Summer 2010	July 2010	CIP Funds Staff pay in accordance with district policy on summer pay. \$100 pp per day 5 x \$100 = \$500 \$1,600 Travel \$2,100 total costs	Administration	<ol style="list-style-type: none"> 1. SIP Team Agenda 2. SIP Team meeting notes 3. List of attendees 4. Plans for next steps @ HDMS