



Glen Ellyn School District 41 Hadley Junior High School 3-Year Improvement Plan 2008-2011

Year two (2009-10)

Our Story:

Hadley Junior High serves approximately 1,240 students in grades 6-8 and is the only junior high school in District 41. In 2009-10, the Hadley student population was 76.7% White, 4.2% Black, 7.9% Hispanic, 7.9% Pacific Islander, .1% Native American and 3.2% Multi racial/ethnic. Hadley has had a mobility rate of 12.7% for the past two years and an attendance rate in excess of 95%. Percentages of students from low income families and/or who are considered limited English proficient has increased to 11.8% and 4.9% respectively. Among our limited English proficient population are a growing number of refugee students from Africa and southeast Asia, some of whom have little or no formal school experience.

Student Demographic Trends

	<u>2003</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
White	86.7	79.2	78.0	76.7
Black	4.4	3.4	4.3	4.2
Hispanic	3.7	7.3	7.4	7.9
Asian	5.1	7.1	7.7	7.9
Low income	3.5	7.9	10.6	11.8
LEP	2.0	4.1	5.8	4.9

Students at Hadley have the opportunity to join a number of clubs and organizations, including student council, environmental club, Chess club, remote control car club, and various intramural programs before and after school. There are also inter-scholastic sports teams that include girls' softball, and girls' and boys' basketball, volleyball, soccer, cheerleading, track and cross country. Students also have the opportunity to participate in band, orchestra, chorus, drama club, speech club, poetry club and theater arts.

The school improvement process is developed by academic departments and monitored by the Building Leadership Team (BLT). For the past several years the BLT focus has centered on efforts to support a safe and supportive learning environment for students. Through student surveys and other data gathering we have assessed how well students give and receive respect at Hadley. This year the BLT will continue these efforts by conducting monthly safety checks which are brief surveys to see how safe students are feeling at school and gives administrators information about where interventions may be needed.

The BLT is also focusing its efforts on our underachieving populations. Its goals are to monitor the achievement of students not meeting standards, increasing involvement of the families of these students, and providing professional development for teachers to help them meet the needs of students not making progress and their families.

The BLT will monitor the progress being made by our individual department school improvement plans. Each team member will receive regular updates from their respective departments as to which students are struggling and how teachers are intervening to assist these students. The BLT will monitor trends across departments and grade levels.

The literacy and math departments have goals that focus on areas of academic need and target all students for improvement. One targeted intervention which is in its third year is a support class in math or reading that is available to at-risk students. This is an

additional class in that content area designed to close the learning gap that these students have while having them still be part of a regular class. State assessment results in recent years indicate that economically disadvantaged students, ELL students and students with IEP's have not made adequate yearly progress in reading. Our 2010 results show that students with IEP's did not make adequate yearly progress but students in other identified subgroups did. The percentage of students in subgroups who meet or exceed state standards while increasing, still lags behind that of white students.

Our Goals:

Goal 1: Literacy-Reading Comprehension

By 2011, students will show improvement in understanding a text by using evidence from the passage to support and explain, as measured by MAP testing, ISAT, and student satisfaction data.

Rationale:

Using text evidence to demonstrate understanding is a critical basic comprehension skill with which many students struggle. As text gets more difficult, students cannot rely solely on memory. The literacy department reviewed various assessment data and determined that an emphasis on using text evidence well is an appropriate focus.

Goal 2: Literacy-Writing

By 2011, student will show improvement in using the traits of ideas and organization in writing as measured by district writing assessments and extended responses.

Rationale:

After a review of ISAT and district writing assessment data, the literacy department determined the greatest writing needs for most students are in the areas of ideas and organization.

Goal 3: Math

Exceed the national median MAP growth for all subgroups while promoting equity and creating lifelong learners adept at problem solving and proficient in number sense.

Rationale:

ISAT data indicates these areas are weaker and provide the foundation for ongoing confidence and success in math.

Goal 4: Building leadership team focus on monitoring the achievement students not meeting standards on ISAT, involving those families to a greater extent and helping teachers learn how best to support these students and their families.

Monitor Hadley's mission and beliefs working toward greater consistency and acquiring evidence of student impact

Rationale:
 The percentage of minority, low income, and second language students in not meeting standards is far greater than that of the majority population.

Percentage of students not meeting state standards

	<u>Reading</u>		<u>Math</u>	
	2008-09	2009-10	2008-09	2009-10
White	4.8%	4.8%	4.1%	3.4%
Black	35.0%	33.5%	31.6%	33.0%
Hispanic	36.4%	17.9%	27.3%	11.5%
Asian	3.8%	12.7%	3.7%	7.5%
Low Income	32.4%	32.2%	27.0%	25.2%
Limited English Students	30.0%	49.1%	22.6%	30.0%
Students w/disabilities	32.4%	34.8%	35.1%	29.6%

Tool for Monitoring School Improvement Plan Process-Literacy

□ Fall-Establish Strategies/Activities

□ Winter Check Point

□ Spring Check Point

GOALS OF THE LITERACY DEPARTMENT:

1) **Reading** - By 2011, students will show improvement in understanding a text by using evidence from the passage to support and explain, as measured by MAP testing, ISAT testing, and student satisfaction data.

2) **Writing** - By 2011, students will show improvement in using the traits of **ideas** and **organization** in writing, as measured by district writing assessments and extended responses.

Strategy: The use of text evidence will be a requirement of all literature discussions, not just the extended response. Text evidence will be incorporated into essays, conferences, and reader responses. The written work will be evaluated on organization: a beginning, middle, and end that remain focused on the thesis and include effective transitions.

Activities <i>May be a combination of student and teacher activities</i>	Timeline	Measurement Data & Assessment	Progress Monitoring <i>What instructional practices are effective? What adjustments do I need to make?</i>
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What are you going to do for kids who can't?

READING -INCREASE USE OF TEXT EVIDENCE

1. Through participation in professional development and Learning Team collaboration, teachers will increase instructional efficacy in regard to student responses to literature and vehicles for those responses.	2010-2011	Classroom formative and summative assessments	<i>Engage in professional conversations during Learning Team meetings, SIP day collaboration, and/or professional development training; participate in data conversations to monitor effectiveness of instruction</i>
2. Teachers will provide and students will utilize graphic organizers that support the use of text evidence.	2009-2011	ISAT results	<i>Move toward common organizers across Learning Teams; generate a bank of "most effective" organizers, and provide accessibility to organizers via the district shared/Y drive</i>
3. Students will demonstrate the use of text evidence in oral reading responses.	2010-2011	Classroom formative and summative assessments	<i>Create opportunities for frequent reading conferences, book group discussions, Socratic circles, etc.</i>
4. Students will recognize and mark text evidence in sample passages selected by and common to the Learning Team.	2010-2011	Classroom formative and summative assessments	<i>Score assessments with appropriate grade level performance levels</i>
5. Students will compose extended responses with use of text evidence clearly indicated.	2009-2011	Classroom formative and summative assessments	<i>Provide students with a variety of successful models; generate a bank of sample responses that showcase text evidence</i>

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6. Teachers will use common rubrics with language taken from grade level performance levels for text evidence and ideas.	2010-2011	Classroom formative and summative assessments	<i>Help students understand the rubric through the use of the student checklist for text evidence and ideas</i>
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WRITING-IMPROVED USE OF THE IDEAS AND ORGANIZATION TRAITS			
1. Through participation in professional development and Learning Team collaboration, teachers will increase instructional efficacy in regard to student use of the ideas and organization traits.	2010-2011	Classroom formative and summative assessments	<i>Provide ongoing professional development and opportunities to monitor effectiveness of instruction by way of collaboration with colleagues (LT)</i>
2. Teachers will engage in collaborative conversations regarding best practices in guided writing instruction.	2010-2011	Classroom formative and summative assessments	<i>Reflect and adjust instruction</i>
3. Teachers will provide graphic organizers.	2009-2010	ISAT results and District Writing Assessment	<i>Move toward common organizers across Learning Teams; generate a bank of "most effective" organizers, and provide accessibility to organizers via the district shared/Y drive</i>
4. Students will demonstrate the use of ideas and organization in compositions.	2009-2010	ISAT results and District Writing Assessment	<i>Provide students with a variety of successful models, and generate a bank of sample compositions that showcase ideas and organization</i>
WHAT ARE YOU GOING TO DO FOR KIDS WHO CAN?			
1. Build complexity in writing by expecting a variety of transitions	2009-2011	ISAT results, District Writing assessment, and Classroom assessments: formative and summative	<i>Use Operational Definitions document and participate in professional development to increase understanding of sophisticated transitions</i>
2. Extend understanding that different writing modes require different types of transitions	2009-2011	ISAT results, District Writing assessment, and Classroom assessments: formative and summative	<i>Use Operational Definitions document and participate in professional development to increase understanding of sophisticated transitions</i>
3. Utilize organization in notetaking	2010-2011	Classroom formative and summative assessments	<i>Create a bank of notetaking organizers, including the Cornell Notes format,</i>
PROFESSIONAL DEVELOPMENT			
1. Teachers will increase instructional proficiency through reading professional teaching materials and attending conferences and workshops.	2009-2011	Teacher reflection on best practices in literacy	<i>Engage in professional conversations during Learning Team meetings, SIP day collaboration, and/or professional development training</i>
2. Offer professional development on the balanced literacy framework	2009-2011	Teacher reflection on writers' workshop and guided writing	<i>Complete PD forms and share the information gained and learned.</i>
RESOURCES NEEDED TO FOSTER SUCCESS:			
1. District, building, and/or department will provide subscriptions to young-adult and adult periodicals as sources of rich, professional examples of authentic writing	2010-2012	Student satisfaction data	<i>Continue to locate and subscribe to various periodicals, while pursuing alternative sources of funding</i>
2. District, building, and/or department will provide funds for professional development participation.	2010-2012 Spring	Teacher satisfaction data	<i>Continue to locate and share professional development opportunities, while pursuing alternative sources of funding</i>

Tool for Monitoring School Improvement Plan Process-Math

Fall-Establish Strategies/Activities

Winter Check Point

Spring Check Point

SCHOOL GOAL: Exceed the National Median MAP Growth for All Sub Groups While Promoting Equity And Creating Lifelong Learners Adept At Problem Solving And Proficient In Number Sense.

Same as School Goal

GRADE LEVEL GOAL: _____

Strategy:

Introduce Co-Taught Classes, Differentiate Instruction for Grade Level Learners, Fully Implement Common Assessments and Maintain Value Added Academic Support Classes In Conjunction With A Challenging Curriculum Which Is Standards Based, Relevant And Fun. Integrate Problem Solving Into The Curriculum.

Activities

May be a combination of student and teacher activities

Timeline

Measurement Data & Assessment

Progress Monitoring

*What instructional practices are effective?
What adjustments do I need to make?*

What are you going to do for kids who can't?

Use MAP Data to Identify Struggling Math Learners	Fall	Spring and Fall MAP Tests	Database Developed and Data Warehouse Utilized
Introduce, Create and Refine Curriculum for Academic Support Classes	School Year	Administrator Classroom Visits	Teacher Collaborations Grade Levels Revised to Pre-Teach/Re-Teach
Link Regular Classroom Work to Academic Support Classes	School Year	Math Department Follow-Up with Teachers	Ongoing Collaborations with Classroom and ACs Teachers
Utilize Frequent Hands On Activities to Reinforce Understanding of Key Math Concepts	School Year	Student Progress and Satisfaction Surveys	Resources Cataloged by Specialists Rooms Stocked with Key Items
Introduce Co-Taught Sped/ENL Classes and Develop Communication Strategies and Teacher Roles	School Year	Administrator Classroom Visits	Utilize and Verify Best Practices
Practice ISAT Extended Response in a Step by Step Format	Fall and Spring	January and March Classroom ISAT Practice	Compare ISAT Responses to Peers Identify and Promote Best Practices
Integrate Activities which Help Create a Passion for Mathematics	School Year	Student Progress and Satisfaction Surveys	Baseline Surveys Done for Conferences Introduce More Project Based Learning

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Implement Problem Solving on a Regular Basis	School Year	ISAT and MAP	Regular POW (problems of the week) initiated across the curriculum
What are you going to do for kids who can?			
Identify Gifted Students at All Grade Levels	School Year	Administrator Review	Rigorous and fast paced curriculum for identified students
Communicate with Parents on Gifted Service Options	School Year	Administrator Review	Gifted Night in the Fall
Accelerate Students with the Goal of Most 8 th Graders Taking Algebra at Hadley	School Year	# of Students in Higher Level Classes	Encourage Students to Accept Challenges
Implement Problem Solving Across the Curriculum	School Year	POW's Used	Done in Conjunction with Test Completion
Refine Common Assessments by Course to Ensure Consistent Rigorous Student Learning	School Year	Math Committee Review	Linked to Learning Targets All Units Completed
Integrate Real World Applications Which Link to and Enhance Student Learning	School Year	Teacher Assessment	More Group Projects introduced to More Classes Focus on getting students out of their comfort zones and creative problem solving
Math Counts and Glenbard Math Competitions Started Early	School Year	Administrator Review	Students Identified by Specialist
Professional Development			
Resources Needed to be successful True Co-Teaching with Special Education Resource Teachers Math Academic Support for All At Risk Kids			

Our Community Involvement:

District Wide - Parent Involvement:

Most parents know they can make a big difference to their child's success in school by getting involved. The purpose of the District 41 Parent Involvement initiative is to increase participation of parents/guardians in their child's education, especially those under-represented groups such as dads, single parents, and non-English speakers. It builds on many involvement opportunities in existence, offers some additional ones and establishes volunteer Parent Involvement Liaisons. Involvement doesn't have to be in the classroom. It may be working with a child at home, helping at a special event or other activity. We want to help parents (and other family members) discover ways of becoming involved that make sense for their children, their families and their lives.

Building Wide - Parent Involvement:

Daily announcements posted on Hadley website; There are many opportunities for parents to support the school through our PTA. Every 3rd Thursday of the month, parents have the opportunity to observe in their child's classes for all or part of the school day.