



HILLSIDE SCHOOL IMPROVEMENT PLAN

Section I. School Improvement Plan Cover Page
(all schools must complete this section)

SAU#: 37

District Name: Manchester School District

School Name: Hillside Middle School

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Section II: Improvement Plan Abstract

Hillside Improvement Plan Abstract December 13, 2004

- a) Hillside Middle School has 957 students in grades six, seven and eight. The school includes two district “magnet” programs, one for multi-handicapped students and one for English Language Learners. Hillside draws students from the northeast sections of Manchester. The students represent the gamut of socioeconomic diversity and ethnic diversity within the city of Manchester. Thirty-three percent of the students are on free and reduced lunch. Hispanics represent the second largest ethnic group, following non-Hispanic white students. Fifteen percent of the student body have handicapping conditions under IDEA. Approximately 4% of the students have Section 504 plans for some accommodations. The Manchester School District serves over 17,500 students, grade pre-K to 12. The three high schools have grades 9-12 students from the City of Manchester and the surrounding communities of Auburn, Candia, Hooksett and Bedford. The District operates a school of technology for high school classes. The four middle schools house students in grades 6 though 8. There are fourteen elementary schools for grades K-5 and one pre-school program. The District has a large number of English Language Learners, including over 1,500 who are classified as refugees.
- b) Hillside has been designated in need of improvement in the area of Reading because the school did not make adequate yearly progress with its socioeconomically disadvantaged population according to the NHEIAP results from 2003 and 2004. In the area of Math tests results from the same period indicated that the school did not make adequate yearly progress among the Hispanic and socioeconomically disadvantaged populations.
- c) Currently, Hillside is utilizing Scholastic’s Read 180 Program for 40 students in an effort to improve reading levels. A smaller group of students is utilizing the Lexia program to improve basic reading skills. Hillside Middle School and the District are involved in the process of reviewing the Math Curriculum to make sure it matches the Grade Level Expectations. The school has added a specific math class for students capable of handling more challenging work to each team in each grade so that the math staff could direct more attention to remedial math needs among the remain 75 % of the students. The District is in the process of re-writing the Language Arts Curriculum. Purchase of new materials will accompany this process. Three persons in the building are attending a series of Paula Rutherford’s standards-based education workshops throughout this school year. Several staff members are planning to attend workshops on differentiated learning this school year as well.
- d) In an effort to improve performance in both Language Arts and Math, the school will utilize Curriculum Mapping to ensure that Grade Level Expectations are being presented to and achieved by the students. Teachers on and across grade levels will discuss the curriculum on a regular basis. Creating Independence

through Student-owned Strategies (Project CRISS) will be employed to provide students with a consistent organizational tool for learning in all areas. A study of the use of instructional time at the school will be undertaken with the object being to increase student exposure to language arts, math and possible time for organizational readiness. The school will begin a 21st Century Learning Community after-school program in January of 2005. Using opportunities in the arts, this program is designed to increase student contact hours with instructors to supplement classroom time and engage in remedial work. Some standardized measurements will be used to determine the language art and math levels of fifth graders before they enter Hillside so that those with weak skills' profiles can be targeted for special assistance. The Read 180 Program and the Lexia Program will continue to be used with students whose reading levels are significantly below grade level. Additional activities will be developed to improve students' reading. All content area teachers will present these in mainstream classrooms.

- e) Accelerated Math will be utilized to improve students' math scores. Assistant Superintendent Frank Bass and Special Education Coordinator Francine Flynn were active participants on the Hillside Improvement Plan Team. The document was also presented to the District's administrators on December 7, 2004. The school will apply for a Comprehensive School Reform Grant. The District or State of New Hampshire will provide any funding not covered by the CSR grant. Preparation of the improvement plan began in the summer of 2004 with eleven people attending the HOPE Institute. Continuing with Pam Mueller as a facilitator, this expanded to include 17 faculty members, including Dr. Bass and Ms. Flynn. The entire staff participated in the revision of the school's mission statement and needs assessment in September and November. Input from a group of parents and community leaders was also solicited.

**Section III. School Demographic Information
(all schools must complete this section)**

Is the school (check all that apply) :

Title I Schoolwide Title I Targeted Assistance Non-Title I

2004-05 School Enrollment: **957** Grades levels of the school (i.e. K-8, K-5, etc.): **6-8**

STUDENTS	SCHOOL YEAR		
	2002-03	2003-04	2004-05
% Caucasian	84	84	82
% African- American	4	4	6
% Asian/Pacific Islander	2	2	2
% American Indian	0	0	0
% Hispanic	10	9	10
% Other	0	0	0
% Female	51	51	51
% Male	49	49	49
% LEP	7	8	10
% Special Education	16	15	15

SCHOOL STAFF	2004-05
Total Number of Instructional Staff	79
New Instructional Staff	5
Total Number of Paraprofessional Staff Providing Direct Instruction	21
New Paraprofessional Staff Providing Direct Instruction	1
Total Number of Administrative Staff	6
New Administrative Staff	0

Section IV: School Improvement Committee

Description of the Improvement Planning Committee

a) The Hillside School Improvement Committee began work before and during the July HOPE Institute. This team worked with facilitator Pam Mueller before, during and after the Institute. This group consisted of:

S. Donohue, Principal; E. Allaire, Assistant Principal; B. Batten, Instructional Coordinator and Social Studies teacher; F. Flynn, District Special Education Coordinator.

J. Turbeville, C. Norton, A. Cenatiempo, P. Love, S. O'Neill, sixth grade teachers. J. Pollard and M Burdette, ELL teachers.

In September this group was joined by:

F. Bass, Assistant Superintendent of Schools,

J. Giotas, Instructional Coordinator and Math teacher

L. Delacey, J. Harris and V. Shallow, teachers of Special Education

R. Terrell, M. Fleming, teachers.

The process of needs assessment began at the HOPE Institute. It continued in September with teacher surveys, development of common staff beliefs and a new mission statement. The group discussed root causes of deficiencies in October and November. Additional faculty input was obtained on November 2. In late November, the committee determined strategies to be employed.

A presentation was made to a group of parents and community members in December to solicit their input. This group included:

Parents:

M. Sandler, R. Resnick, L. Ford, K. Rosenberg.

Community members:

K. Cook of the Chamber of Commerce and J. Duval, local business owner.

b) The proposed plan was shared with the District administrators and the whole staff at separate meetings on December 7. The committee met on Thursday, December 9 to make final revisions.

The four middle school principals under the guidance of Frank Bass, Assistant Superintendent of Schools will work cooperatively over the next two to three years to accomplish the following:

1. By March 2005, we will have redesigned faculty in-service programs to focus attention on school improvement goals.

- a. 10 hours of Principal time will be used toward this. No in-service has been given on this topic yet.

- b. A representative of Department of Education and/or the GMPDC will meet with staff and explain the concept of AYP. At a separate meeting, we will discuss the GLEs with our staff.
- c. In-service to assist staff in evaluating materials (i.e.: test, quizzes, projects, rubric) and comparing them to the GLEs.
- d. In-service to assist staff in adapting teacher made materials to simulate the NECAP test.
- e. In-service to discuss effective practices in re-teaching and remediation.
- f. In-service on standardized test-taking strategies.

2. Complete the curriculum alignment of our school to focus on GLEs.

- a. Currently 2 staff members are receiving training in curriculum mapping.
- b. Obtain funds possibly thru CSR grant to purchase curriculum mapping software and training for all staff.
- c. Use curriculum-mapping tools to align curriculum both vertically and horizontally to GLEs in all subject areas.
- d. Examine curriculum and align it to GLEs to target a specific benchmark.
- e. Develop a school wide calendar dividing GLEs throughout the school year so there is consistency in all departments and grade levels. Teachers will use this as a guide for their instruction.
- f. Once a week, each department (LA, Math, Science, S.S. and Unified Arts) will meet by grade level to discuss GLEs and find ways to incorporate them into their classroom.

3. Research and /or purchase a formal assessment tool to identify students in need of remediation in Reading, Language Arts, and Math.

- a. The team will look for an assessment tool that will provide information for a large group of students who can be administered at one time.
- b. The team will look for an assessment tool that will evaluate student abilities and give grade level estimates detailing specific areas that the student is in need of remediation.
- c. The team will look for an assessment tool that is user friendly, short, numerical data, easy to score and administer.
- d. We will need to purchase a separate tool for reading and language arts, and for math.
- e. The SIP Committee will do an internet search for well-known publishing companies for standardized tests/ and or method to gauge student progress on a regular basis that goes beyond the NECAP.
- f. Request examination copies to pilot test.
- g. We will be sure that the assessment tool is scientifically and research based, we will examine the reliability and validity of the test and how the test publisher established it.

4. Develop a plan for re-teaching and enrichment for all students.

- a. Expand Read 180 and Lexia reading programs we currently have, to identify and incorporate more students who need remediation in reading into these programs.
- b. Expand Accelerated Math program for use in all classrooms. This program will re-teach, remediate and expand all students' math skills.
- c. Make use of our Flex period to re-teach and remediate students who have been identified as not meeting benchmarks.
- d. Flex time can also be used as an enrichment period for those students who are proficient.

The after school program sponsored by the 21st Century Grant will provide additional support to students who need assistance with their school work. It will also provide enrichment opportunities for other students

5. Hillside staff members will have opportunities to share teaching strategies and will explore ways in which "time" for such activities can be expanded.
6. Educators will look at schedules that provide additional support and help for students who are failing to meet standards.
7. 21st Century programs will provide daily homework help and a variety of enrichment activities. City Year members will also provide support for students in this area.
8. Hillside staff will explore PBIS as an intervention strategy to support a safe and secure learning environment for all students. This process will take time to fully implement.

Section V: School Improvement Goals and Strategies

EVIDENCE OF EFFECTIVENESS

Reading

Curriculum Mapping has proven to be effective in 189 Ohio School Districts between 1999 and 2001. In particular, the vast majority of schools improved their effectiveness by aligning the curriculum with the requirements over the evaluation processes, by initiating a means for school-wide professional development, focusing significant instruction time for basic skills and implementing collegial planning.

Revision of the curriculum to match the Grade Level Expectations insures that the skills and content being taught reflect the requirements of the State and its evaluation program.

Differentiated instructional materials and strategies have been proven to work by Carol Tomlinson at the University of Virginia. This type of instruction combines research into how students learn and standards-based education.

Read 180 has demonstrated effectiveness in two different studies in Orange County, Florida. The 1997 study independently replicated the 1995 study. The State of California adopted Read 180 in 2002 as an approved program.

Lexia has been demonstrated effective in studies done in San Francisco, Texas, and in an additional study done by Harvard University.

Project CRISS proved its effectiveness in a Utah study of the Granite School District, using control and experimental groups in schools. Students in the experimental group showed improvement in reading comprehension across grade levels and content areas.

Fifth grade evaluation of students before they enter Hillside Middle School is crucial for proper placement in classes and programs to assist them if they are not reading on or above grade level.

The 21st Century After-school Program is designed to give help to students in smaller groups outside the normal school hours. Studies have shown that reducing young people's unstructured time during the after-school hours and providing the focus of adults in small groups can improve performance in school. A strong connection to the larger community has been shown to positively effect student's connection to the school and its requirements.

Math

Information on Curriculum Mapping, curriculum revision, differentiation, Project CRISS and evaluation listed under Reading may also apply to Math.

The Accelerated Math Program of Renaissance showed its effectiveness in a study of over 2,200 students in over 100 schools in 25 states. Students of all ability levels raised their math scores.

School Improvement Goals and Strategies Form

AYP Area of Focus

Students in the area of Socioeconomic Disadvantaged did not make AYP in Reading for two consecutive years.

Improvement Goals

Students in the subcategory of Socioeconomic Disadvantaged will meet AYP in reading within two years.

All subcategories of students who achieved AYP will maintain their status in reading over the next two years. Students in the socioeconomic disadvantaged will also achieve AYP.

By the end of year one, staff will have the ability to implement effective reading instruction across the curriculum. Reading instruction will meet the individual needs of all students by the end of two.

Rationale

Standards-Based Curriculum, Instruction, and Assessment

Our current Language Arts curriculum and classroom instruction is not presently aligned with state frameworks and grade level expectations.

Currently, there is a lack of communication across grade levels and subject areas regarding curriculum and instruction.

Appropriate differentiated instruction is not being provided in all classrooms.

Appropriate differentiated materials are not available in all classrooms.

About 40% of our students who read below grade level do not receive extra reading support. Most of our reading support is focused on grade six only, and there is no follow-up for seventh and eighth grade students.

Currently, there is no system in place for the timely identification of students experiencing difficulties in learning and meeting the standards in English Language Arts.

At the present time, instruction is not based on assessment results.

Currently, there is no school wide study skills curriculum.

We need to incorporate reading across the content areas.

Rationale Continued

Structural Reform

Currently, teams do not have the flexibility or understanding to plan a daily schedule that is most effective for their students.

At the present time, our schedule does not allow for student advisory time.

We need to increase student contact time in Language Arts especially for those who are struggling.

Structured planning opportunities for staff are needed for collaborative planning on grade level and across all content areas.

Professional Development

Currently, there is no building level ongoing, sustained professional development which aligned with our curriculum priorities and student needs.

Culture and Climate

As a start to our improvement process, our staff developed a mission statement based on our collective values and beliefs.

We see the need for more teacher collaboration.

Extended Learning

We are about to implement an extended day program.

External Support and Resources

We have received a federal grant to implement the 21st Century Learning Community.

We are going to pursue outside funding to raise the levels of student achievement, and to support this improvement plan.

Summary Of Selected Strategies

Standards-Based Curriculum, Instruction, and Assessment

- ✓ *Curriculum Mapping INC* will do curriculum alignment and incorporate grade level expectations into their work.
- ✓ District will continue revision of the Language arts curriculum, matching it to the grade level expectations.
- ✓ Teachers will map the curriculum for their individual classes, and adjust their instruction to improve student achievement.

- ✓ We will have ongoing, in-school curriculum discussions.
- ✓ We will supply appropriate materials to support differentiated language arts instruction.
- ✓ We will implement differentiated instruction in all classrooms and provide appropriate materials to make this happen.
- ✓ We will look for additional financial support to expand corrective reading programs for our novice readers.
- ✓ We will expand our Lexia program to help meet the needs of more novice readers.
- ✓ Project Creating Independence Through Student-Owned Strategies (CRISS) will be incorporated in the curriculum to help students become more proficient readers, writers and learners.
- ✓ All fifth grade students will be given a standardized reading test, with results being used for placement purposes.
- ✓ Teachers will learn how to use ongoing assessment results to inform their instruction.

Structural Reform

- ✓ Teachers will be given time to plan their team schedules at the beginning of each school year.
- ✓ Study of the use of instructional time at school will be undertaken, with the objective of increasing student exposure of language arts and math. Options such as block scheduling, use of exploratory time and student advisory time will be considered.
- ✓ Teachers will be given structured time to meet with grade level and content areas.

Professional Development

- ✓ A consultant from the curriculum mapping company will work with teachers to help map their curriculum. They will also be available for additional support on an as-needed basis.
- ✓ A district Project CRISS trainer will train the staff to implement this program. This trainer will be available on an as-needed basis for additional support.
- ✓ Staff members will attend workshops on differentiated instruction. A consultant will be available to help teachers incorporate this approach into their classrooms.
- ✓ Early release days and summer work time will be used to facilitate curriculum,

instruction, and assessment discussion across grade and subject areas.

- ✓ In-house professionals will be utilized as workshop presenters in their areas of expertise.

Extended Learning

With federal grant money, we are implementing the 21st Century Learning Community in January 2005. This is an after school program designed to increase student contact hours with instructors. Open to all students, it offers additional classroom time and remedial support.

Culture and Climate

Time for collaboration will be built into the school year in a variety of ways.

External Support and Resources

We are in the process of applying for a CSR Grant.

The district will fund Project CRISS training, and curriculum mapping.

School Improvement Goals and Strategies Form

AYP Area of Focus

Students in the area of Hispanic and Socioeconomic Disadvantage for math did not make AYP for two consecutive years.

Improvement Goals

Students in the area of Hispanic and Socioeconomic Disadvantage will meet AYP in two years. All subcategories of students who achieved AYP will maintain their status in math over the next two years. Students in the subcategory of Hispanic and Socioeconomic Disadvantage will also achieve AYP.

By the end of year one, staff will have the ability to implement effective math instruction across the curriculum.

Math Instruction will meet the individual needs of all students by the end of year two.

Rationale

Standards-based Curriculum, Instructional and Assessment

We have recently aligned our math curriculum with New Hampshire Grade Level Expectations (GLE's).

Hillside Middle School instructions of mathematics needs to incorporate these standards. Currently, there is a lack of communication across subject area and grade levels regarding curriculum and instruction.

We now have Accelerated math classes at all grade levels to emphasize higher-order thinking skills and critical, creative thinking. (here or instruction)

Appropriate Differentiated Instruction is not being provided in all classroom.

Appropriate materials for differentiated instruction are not available in all classrooms.

We are not meeting the needs of all students in mathematics

At this point, 40% of our math students are in the novice category, yet receive no extra support.

Staff is unaware of incoming students math achievement. There is currently no system in place for the timely identification for students experiencing difficulties in learning math.

At the present time, instruction is not based on assessment results.

There is no school-wide study skills program.

We need to incorporate reading across the content areas, including language in mathematics

Structural Reform

Currently, teams do not have the flexibility or understanding to plan a daily schedule that is most effective to their students

At the present time our schedule does not allow for student advisory time

We need to increase students contact time in math, in particularly, those that are struggling.

Structured planning opportunities for staff, are needed for collaborated planning on grade level and all subject areas.

Professional Development

At this point, professional development is not aligned our curricular priorities and student development

Culture and Climate

Same as Reading strategies.

External Support

Same as reading strategies.

Summary of Selected Strategies

- ✓ We will implement the Accelerated Math program in the 6th grade, and with additional funding we will expand it to all grades.
- ✓ We will continue to offer classes for high achieving math students.
- ✓ Teachers will continue to map the curriculum for their individual classes, and adjust their instruction to improve student achievement
- ✓ We will have ongoing, in-school curriculum instruction
- ✓ Differentiated Instructions materials will be provided for support of the math curriculum
- ✓ We will implement differentiated instruction in all classrooms, and provide materials to make this happen.
- ✓ Project CRISS will be incorporated into the curriculum to help students become more efficient learners.

- ✓ All incoming students will be given standardized math tests where results will be shared for placement purposes.
- ✓ Teachers will learn how to use ongoing assessment results to inform their instruction.

Structural Reform

- ✓ Teachers will be given time to plan their team schedules for the school year.
- ✓ Study the use of instructional time at school will be done with the objective of increasing student exposure to Language Arts and math.
- ✓ Options such as block scheduling, exploratory and use of advisory will be considered.
- ✓ Teachers will be given planned, structured time to meet with grade level and content area .
- ✓ Professional Development
- ✓ A curriculum mapping company consultant will work with teachers to map their curriculum.
- ✓ Ongoing support will be provided on an as needed basis.