

**NATHAN HALE
SCHOOL GROWTH PLAN**

Nathan Hale Middle School

Vision Statement

Nathan Hale Middle School is a diverse learning community which maximizes individual potential and ensures students are well equipped to meet the on-going challenges of a changing world.

Mission Statement

We are committed to creating a safe, nurturing and educationally stimulating environment with a sincere partnership among students, staff, families, and the community to continue our rigor toward academic excellence exemplified by our Spotlight School recognition.

Belief Statements

- We believe a partnership among students, staff, families and the community is vital for student success.
- We believe that a diverse school environment enriches learning and creates respect for differences.
- We believe students' social, emotional, and academic needs are at the center of the decision making process.
- We believe in the collaboration of instructional strategies across the curriculum to meet the individual needs of students.

- We believe that teacher effectiveness and student achievement are linked.
- We believe in the continued collection, analysis and evaluation of data to ensure excellence.
- We believe the BARK philosophy (Belief, Awareness, Respect, and Kindness) is the foundation for a successful school community.

Revisited: August, 2008

Nathan Hale Middle School School Growth Plan – 2008-09

Narrative: During the school year of 2008-09, Nathan Hale Middle School will implement the first steps of the District Improvement Plan. Below are the projected targets for improvements in Math and Reading as well as the main priorities of the school for the coming year.

Our main school goal is to think strategically and purposefully to be removed from the No Child Left Behind failing school list. NHMS is presently in Safe Harbor and must continue to improve this year to make the either the AYP targets or improve enough to meet the 10% improvement target for Safe Harbor. To this end, NHMS must have 12 students move from Level 1 or 2 in Mathematics into Level 3. Six of these students must be Special Education. In Reading, NHMS must move 12 students from Level 1 or Level 2 into Level 3. Eight of these students must be Special Education. We must also ensure that no Level 3 student drops into Level 2 on either test. We also have to ensure that our Black sub-group maintains its current level or improves in both Reading and Math.

We have used data to determine all students' levels in all areas tested on the CMT. We also track previous years' data to look for trends with cohorts. All data is presented, reviewed and used by teachers to make decisions to help students.

School Math Scores - Percentage at or above Proficiency (Tier I Effect Data)						
CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011*
Grade 6	84	84	84	86	88	82 (90)
Grade 7	77	84	84	86	88	83 (90)
Grade 8	75	83	85	86	88	83 (90)

School Reading Scores - Percentage at or above Proficiency (Tier I Effect Data)

CMT	05-06 Actual	06-07 Actual	07-08 Actual	08-09 School Target	09-10 School Target	District Goal 2011*
Grade 6	77	73	77	82	86	75 (90)
Grade 7	78	77	85	86	88	80 (90)
Grade 8	75	78	85	86	88	78 (90)

School Goal #1 – Develop and implement viable Instructional Data Teams to ensure Nathan Hale Middle School makes Safe Harbor status two consecutive years in all sub-groups on the 2009 CMT.

Data Analysis(Tier I Effect Data) :

- Create AYP data chart showing sub-groups for the last 5 years
- Create data chart identifying all students below Level 3 on the 2008 CMT in Math and Reading
- Create data charts identifying students in all sub-groups at all grade levels on the 2008 CMT
- Create of a “Warning List” of any student who dropped in any category on the 2008 CMT based on a two-year trend analysis
- Create strand analysis spreadsheet from the 2008 CMT for all students in Math and Reading identifying Strengths and weaknesses.

Strategies (Each strategy will relate to implementation and academic outcome.)

1. Identify IDT leaders for the following Data Teams: Math, Language Arts, Social Studies, Science, World Languages, Music, Guidance, UA#1: PE/Health/FACS, UA #2: Computer, Technology, Art, Special Education
2. Provide in-house training for IDT Leaders on the roles and responsibilities of Data Teams
3. Provide a set schedule of meeting dates for IDT to meet throughout the year
4. Create “Mission: AYP” to focus all Data Teams to select individual students from Level I or Level II in Reading and Math that they will ensure will improve to Level III by March.
5. Provide needed training for CFA and ETS needed to improve targeted students to Level III

Results Indicators: (Tier II Cause Data)

Implementation Indicators

- 100% of Data Teams will submit agenda and minutes for all meetings
- 100% of Data Teams will meet at least once a month to discuss and share data surrounding targeted students
- 100% of Data Teams will review student work (including CFA) to show targeted student progression to Level III
- 100% of Data Teams discuss and share various ETS shown to be successful with targeted students

Persons Responsible	Actions/Timeline	Resources
1. Principal	September, 2008 – Identify all Data Teams in the school	PD money
2. Principal	September, 2008 – Provide training to all IDT Leaders on their roles and responsibilities	
3. Building Data Team	August, 2008 – Provide set schedule for all IDT	
4. Principal	September, 2008 – Set direction to follow for the year	
5. Principal, BDT, CES	September, 2008 – sign up for CES workshops, Provide in house trainings	

School Goal #2 –Apply the Making Standards Work principles to move a minimum of 12 students in Mathematics to Level 3 based on the results of 2009 CMT.

Data Analysis (Tier I Effect Data):

- Create AYP data chart showing sub-groups for the last 5 years
- Create data chart identifying all students below Level 3 on the 2008 CMT in Mathematics
- Create data charts identifying students in all sub-groups at all grade levels on the 2008 CMT in Math
- Create of a “Warning List” of any student who dropped in Mathematics on the 2008 CMT based on a two- year trend analysis
- Create strand analysis spreadsheet from the 2008 CMT for all students in Mathematics identifying strengths and weaknesses.

Strategies (Each strategy will relate to implementation and academic outcome.)

1. Identify and provide services for 90% of all Level I and II students in Mathematics
2. Develop a dedicated and specialized Tier III Math class for Special Education students at each grade level who scored on Level 1 or low Level 2 based on the 2008 CMT.
3. Expand the current Math Literacy model to include all identified Level 2 students not placed in the Special Education classes.
4. Develop matching school schedules for the new Special Education and Math Literacy classes
5. Provide “in-house” professional development for all math teachers based weaknesses identified on the 2008 CMT.

Results Indicators (Tier II Cause Data):

Implementation Indicators

- 100% of the Math Literacy and Special Education math teacher will meet twice a month to discuss curriculum and implementation of targeted skills
- 100% of the Math Literacy and Special Education math teacher will attend professional development activities
- 100% of the Math Literacy and Special Education math teacher will create a minimum of five CFA’s to assess student growth
- 100% of the Math Literacy and Special Education math teacher will maintain a portfolio of student work for each student throughout the year

Persons Responsible	Actions/Timeline	Resources
1. Principal, Guidance	August, 2008 – Identify and list services for all Level I and II students	
2. Principal, Guidance	August, 2008 – Identify and place targeted SPED students in Tier III math class prior to school opening	
3. Principal, Guidance	August, 2008 – Identify and place targeted Level I and II students in Math Literacy class	
4. Principal, Guidance	August, 2008 – Change Master Schedule to ensure both math classes meet at the same time with the same grade level.	
5. Principal, Math Teachers	September – March – Identify math weaknesses and provide ETS training to teachers	

School Goal #3 –Apply the Making Standards Work principles to move a minimum of 12 students in Reading to Level 3 based on the results of 2009 CMT.

Data Analysis (Tier I Effect Data):

- Create AYP data chart showing sub-groups for the last 5 years
- Create data chart identifying all students below Level 3 on the 2008 CMT in Reading
- Create data charts identifying students in all sub-groups at all grade levels on the 2008 CMT in Reading
- Create of a “Warning List” of any student who dropped in Reading on the 2008 CMT based on a two-year trend analysis
- Create strand analysis spreadsheet from the 2008 CMT for all students in Math and Reading identifying strengths and weaknesses.

Strategies (Each strategy will relate to implementation and academic outcome.)

1. Identify and provide services for 90% of all Level I and II students in Reading
2. Develop a dedicated and specialized Tier III Reading class for Special Education students in Grade 6 who scored on Level 1 or low Level 2 based on the 2008 CMT.
3. Expand the current Reading Literacy model to include all identified Level 2 students not placed in the Special Education classes.
4. Provide “in-house” differentiated instruction professional development for all teachers
5. Develop schoolwide consistent graphic organizers to use in all classrooms
6. Identify, train and teach teachers to use non-fiction reading strategies in Social Studies and Science classrooms.

Results Indicators (Tier II Cause Data):

Implementation Indicators

- 100% of the Reading Literacy and Special Education teacher will meet share a class of students
- 100% of the Reading Literacy and Special Education teacher will attend professional development activities
- 100% of the Reading Literacy and Special Education teacher will create a minimum of five CFA’s to assess student growth
- 100% of the Reading Literacy and Special Education teacher will maintain a portfolio of student work for each student throughout the year
- 100% of Language Arts teachers will develop no more than four graphic organizers to use in every classroom at NHMS
- 100% of Non-Fiction Reading Strategies will be identified for use by the Social Studies and Science teachers

Persons Responsible	Actions/Timeline	Resources
1. Principal, Guidance	August, 2008 – Identify and list services for all Level I and II students	
2. Principal, Guidance	August, 2008 – Identify and place targeted SPED students in Tier III math class prior to school opening	

Persons Responsible	Actions/Timeline	Resources
3. Principal, Guidance	August, 2008 – Identify and place targeted Level I and II students in Reading Literacy class	\$ to have posters made
4. Administration	August, 2008 – Provide DI training to teachers.	
5. LA Teachers	September – Identify and create posters for graphic organizers to be used in the core subject areas	
6. Administration, LA Teachers	September – create list of non-fiction reading strategies and provide training for science and social studies teachers	

District Goal : Community			
Parent Community Partnerships			
<i>Welcoming Atmosphere Checklist*</i>	Baseline 08-09 Actual	09-10 School Target	District Goal 2011
A. The Physical Environment (13 elements)	TBD		
B. School-Wide Practices and Policies (14 elements)	TBD		
C. Welcoming School Staff (8 elements)	TBD		
D. Written materials (14 elements)	TBD		
Total Number of Elements Present			Minimum of 46

* In each category, A-D, schools will indicate the number of checklist criteria they met.
Total number of checklist items: 49.

Persons Responsible	Actions/Timeline	Resources
3. WAWT PTO Executive Board Guidance	Spanish speaking families to develop and action plan for the 2009 school year.	

Revised: October 30, 2008