

Burlington School District Action Plan

School: Hunt Middle School
Grade Levels: 6 - 8 Year: 06 - 07

Faculty Adoption Date:
School Board Approval Date:
Parent Input Process:

Evaluation Summary of Previous Plan

School-wide Supports:

- Ø Before school and after school homework club is offered.
- Ø ESL homework club is offered.
- Ø Team academic support offered after school.
- Ø Several of the teams have homework assignments on line for parents and students to access.
- Ø Students who do not meet the standard attended four weeks of summer school.
- Ø As needed, special education students will be exempt from foreign language to allow for further skill development.
- Ø As needed, special education students are assigned to a supported study hall during the school day.

English / Language Arts:

- Ø All special educators were assigned a skill-based reading class to serve students who are not meeting the standard.
- Ø Full time reading specialist and full time para worked with students not meeting the standards.
- Ø Each 6th grader received a free book twice each year.
- Ø Summer reading program: students received credit for the work in the fall.
- Ø Coordination of reading programs with the Fletcher Free Library librarians.

Mathematics:

- Ø .5 lead math teacher to observed and consulted with 6/7/8th grade teachers.
- Ø Ability-based math grouping for all students.
- Ø Special educators or para educators assisted lower level math classes.
- Ø Continued use of standards based math program (Mathscapes).

Technology:

- Ø Technology curriculum support is available through Kathy Gallagher and Diane Pawlusiak.
- Ø Advanced search strategies are introduced during research projects.
- Ø After school computer lab support is available four times per week.
- Ø Computer lab usage has been scheduled to allow for equitable access for all students.
- Ø Additional computers have been distributed among teaching teams to allow student use within team setting.

Parent Involvement:

- Ø School newsletter mailed home monthly.
- Ø School Social Workers to support children and families.
- Ø Home/school liaisons for families that do not speak English.

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- Ø SAP counselor for students/ families struggling with substance abuse issues.
- Ø School Community Coordinator organizes opportunities for students to provide community service and participate as learning partners with the community.
- Ø Teachers are available four days each week to meet with parents/guardians.
- Ø 6th grade parent information night.
- Ø Parents and students are invited to an informal open house prior to the opening of school.
- Ø Parents are mailed invitations to attend Honor Roll Receptions three times per year.
- Ø The North Avenue News reports Hunt news each month to the larger community.
- Ø Times for Parent Conference days in November are modified in order to allow more working parents to attend.
- Ø School website provides many links for parent to access specific information.

School Climate:

- Ø Kaleidoscope team will continue to serve students who learn in alternative ways.
- Ø School Community Coordinator organizes opportunities for students to provide community service and participate as learning partners with the community.
- Ø 25 students and 4 teacher advisors have been trained in AWOD. Peer trainers presented activities that will help HMS students understand the consequences of bullying and how to intervene if someone is being bullied.
- Ø Staff worked on making changes to the physical environment in order to make Hunt a more welcoming environment.

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FOCUS AREA: ENGLISH LANGUAGE ARTS

Evaluation of Previous Year's Goals

No data available for measuring English Language Arts performance 6 - 8 from previous year.

Needs identified by Data and Statement of Current Performance Level

An analysis of released items from the October 2005 NECAP indicates that students in grades 6 - 8 need increased instruction in the areas Literary / Initial Understanding and Information Analysis and Interpretation.

Goals for Improved Student Performance

Increase the NECAP scores in these two areas by .2.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Professional development will be coordinated by the Reading Coordinator, working in collaboration with K - 5 and middle school reading coordinators.

Who is Responsible: Reading Coordinators / Principal / Secondary Curriculum Coordinator

Timeline: Ongoing

Description: Using DDDM, we will analyse NECAP data and target specific skills for focus. Professional development will occur at the school site as well as in district curriculum groups

Evaluation Measure: 2007 NECAP Reading Assessment

Outcome: Increase in student performance in the areas of Literary / Initial Understanding and Information Analysis and Interpretation by .2.

FOCUS AREA: MATHEMATICS

Evaluation of Previous Year's Goals

No data available for measuring math performance K-5 from previous year.

Needs identified by Data and Statement of Current Performance Level

An analysis of released items from the October 2005 NECAP indicates that students in grades 6 - 8 need increased instruction in the area of Geometry and Measurement.

Goals for Improved Student Performance

Increase the NECAP scores in these two areas by .5.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Professional development will be coordinated by the Math Coordinator, working in collaboration with K - 5 and middle school reading coordinators.

Who is Responsible: Math Coordinators / Principal / Secondary Curriculum Coordinator

Timeline: Ongoing

Description: Using DDDM, we will analyse NECAP data and target specific skills for focus. Professional development will occur at the school site as well as in district curriculum groups

Evaluation Measure: 2007 NECAP Reading Assessment

Outcome: Increase in student performance in the skill area of Geometry and Measurement by .5.

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FOCUS AREA: SCIENCE

Evaluation of Previous Year's Goals

No data available for measuring science performance K – 5 from previous year

Needs identified by Data and Statement of Current Performance Level

To be determined from 2007 NECAP Science pilot

Goals for Improved Student Performance

Teachers will review the current science curriculum and use the Tri-State (VT, RI, NH) science assessment targets from the Spring 2007 NECAP pilot to determine areas of relative strength / weakness.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Analyze NECAP Science pilot Targets

Who is Responsible: Science teachers / principal / secondary curriculum coordinator

Timeline: Ongoing

Description: We will analyze the NECAP science targets to identify specific skills for focus. Professional development will occur at the school site as well as in district curriculum groups.

Evaluation Measure: 2008 NECAP

Outcome: Perform at or above the state average

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FOCUS AREA: PARENT INVOLVEMENT

Evaluation of Previous Year's Goals

Needs identified by Data and Statement of Current Performance Level

Goals for Improved Student Performance

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Continue to support parents of at-risk students

Who is Responsible: School staff

Timeline: Ongoing

Description: Provide support staff who will work to expand opportunities for parent involvement and support. These include classroom teachers, administrators, social workers, SAP counselors, guidance counselors and School - Community Outreach Coordinator

Evaluation Measure: and School - Community coordinator. Parent outreach is made and parents are responsive to the support that is available.

Outcome: Parent involvement increases and at-risk students show increased success.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Com;ly with required NCLB parent involvement activities

Who is Responsible: School staff

Timeline:

Description: Provide assistance to parents in understanding standards, assessment, monitoring progress, etc.

Provide materials and training to help parents work with their parents.

Educate teachers and other staff on the value and utility of parent involvement.

Coordinate and integrate parent involvement programs with early literacy and preschool programs.

Ensure that information related to school and parent programs, meetings and activities is sent to parents in a format and in a language that parents can understand.

Provide other reasonable support for parent involvement activities as parents may request.

Conduct an evaluation of the content and effectiveness of the parent involvement policy

Involve parents of Title 1 children in the planning, review and improvement of programs funded with Title 1.

Provide parents timely information about funded programs, a description of the curriculum used and the forms of assessments.

Notify parents of their right to submit comments on the schoolwide plan if it is not satisfactory to them.

Evaluation Measure:

Outcome: Compliance with required NCLB activities

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FOCUS AREA (OTHER CURRICULAR): Technology

Evaluation of Previous Year's Goals

Will be based on student work collection (June 2006) and Teacher Survey (May 2006).

Needs identified by Data and Statement of Current Performance Level

Although examples of student work at the elementary and middle school level show increasing integration of technology, reviews of teacher reported competency in technology and reviews of professional development staff logs of work with teachers show sporadic and scattered growth. In some classrooms students do significant technology work integrated with their curriculum, while in other classrooms time is spent using technology in ways that do not appear to be aligned with either the technology grade expectations nor specific content standards. Anecdotal reports indicate that not every teacher has a technology goal.

Goals for Improved Student Performance

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Each teacher will continue to have a technology goal in alignment with the state Technology GCE.

Who is Responsible: Each curriculum teacher grades 6 - 8

Timeline: May 2007

Description: Constant change in technology and its impact on student learning requires that teachers continually improve their technology skills.

Evaluation Measure: Teacher technology professional development goals will be integrated into the evaluation process and results will be summarized by the building administrators.

Outcome: To be determined in May 2007

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Technology hardware access will be increased by the installation of a separate technology lab.

Who is Responsible: Technology Director / Tech Support Staff

Timeline: September 2007

Description: Access to technology is an essential condition for effective use in the curriculum. This additional technology lab will enhance instruction in specific software applications which will then be integrated into curriculum work.

Evaluation Measure: Increase access / use of programs

Outcome: To be determined in May 2007

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FOCUS AREA: SCHOOL CLIMATE

Evaluation of Previous Year's Goals

School has been reporting to the state for the last 3yrs. on Combined Incidents throughout the district. (CIRS).

Needs identified by Data and Statement of Current Performance Level

As a school we will continue gathering and reporting on "incident data" that will help to ensure a safe and healthy school environment for all students and staff.

Goals for Improved Student Performance

Building administrators will work on collecting and reporting all the incident data that they accrue throughout the school year. As a school, we can see where we need to concentrate on for trainings/workshops. This helps set a safe and respectful learning environment for all members of the Hunt community.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure. Outcome will be entered at the completion of the yearly plan.

Step: Building administrators will work on collecting and reporting all the incident data that they accrue throughout the school year. As a school, we can see where we need to concentrate on for trainings/workshops. This helps set a safe and respectful learning environment for all members of the Hunt community.

Who is Responsible: School Staff/ Assistant Principal

Timeline: Quarterly

Description: Administrators will review Planning room data on a regular basis in order to determine any patterns of incidents. this information will be shared with staff on a quarterly basis so that interventions can be implemented in order to reduce planning room referrals.

Evaluation Measure: School administrators will share the planning room data with staff.

Outcome: A safe and respectful environment for all members of the Hunt community.

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FOCUS AREA: PROFESSIONAL DEVELOPMENT

Needs identified by Data and Statement

The District needs a professional development plan that continues to improve student achievement. This plan will provide teachers with the tools to differentiate instruction, map the curriculum by grade level and content area, develop assessments to guide instruction, engage students in learning to promote higher order transfer tasks and application of knowledge as required on the NECAP and other assessments. It will also help integrate many of initiatives with an overall framework, Understanding by Design. Data sources include: research on “best practice” in improving student achievement as well as state, local and classroom assessments and reports from Curriculum Study Groups.

Current Performance Level

A District curriculum is written for all K-12 content areas. Many initiatives and past professional development has expanded teachers’ instructional strategies repertoire. A framework to help educators continue to collaborate with one another and articulate the “big ideas and deep conceptual understanding” in the Vt. Standards and Grade Expectations is needed.

The District needs to support K-12 teachers in using a framework that will help integrate and coordinate the improvement of curriculum design, instruction, assessment for ongoing improved student achievement. The June 2006 Professional Development Institute will provide teachers and administrators with 3 days of professional development on Understanding by Design, a framework that addresses the goals identified in the needs statement above.

Goals for Improved Student Performance

To continue with the development and implementation of a K-12 professional development plan that informs curriculum, assessment and instruction in order to improve student achievement.

Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.

Outcome will be entered at the completion of the yearly plan.

Step: Curriculum Study Groups will focus their collaborative work during the 3 early release days and the June 2007 Professional Development Institute on using curriculum mapping to plan instruction for the school year and the UbD framework to develop “units of study” that focus on the identified standards/grade level expectations.

Who is Responsible: Curriculum Coordinators and K-12 Facilitators

Timeline: 2006-2007 School Year

Description: Professional development provided by Heidi Hayes Jacobs (Curriculum Mapping in September, 2006; June, 2007 Heidi Hayes Jacobs and Jay McTighe for the 2007 Institute (Integrating UbD and Curriculum Mapping) Other in state consultants as needed will support Curriculum Study Groups throughout the school year.

Evaluation Measure: K-12 curriculum maps and units of study based on grade expectations will be created and piloted.

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FOCUS AREA: SAFE AND DRUG FREE SCHOOLS

Evaluation of Previous Year's Goals

YRBS outcomes shows drop in at-school use of marijuana between 2001-03 and 2003-05.

Needs identified by Data and Statement of Current Performance Level

Alcohol continues to be a substance used by a significant number of youth.

Goals for Improved Student Performance

By June, 2007, reduce the number of youth alcohol use by 10% and further reduce youth use of tobacco, as measured by the YRBS.

**Action Steps – for each step include Step; Who; Timeline; Description, Evaluation Measure.
Outcome will be entered at the completion of the yearly plan.**

Step: The District will employ 3.5 FTE Student Assistance Program counselors/

Who is Responsible: SAPs, Grant director, principals.

Timeline: Ongoing

Description: Intervention services including one-on-one counseling, referral and assessment.

Education to staff informally

Formal education on drug and other substance use and abuse at two staff meetings at each of the District's 9 schools.

Required Act 51 training for new and existing teachers without this background.

Ongoing prevention and education efforts including a SAP newsletter, outreach activities, parent outreach and community collaboration.

Tobacco prevention and cessation activities and education including TAP-TEG and Vermont Kids Against Tobacco as well as many other tobacco-related activities.

Evaluation Measure: YRBS

Outcome: Reduce youth alcohol use by 10% by June 2007.

Further reduce youth use of tobacco.