

# Edythe J. Hayes Middle School

260 Richardson Place, Lexington, Kentucky 40509 Phone: (859)381-4920



## EDYTHE J. HAYES MIDDLE SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

**2008-2010**

Approved by the SBDM on **April 28, 2009** Sherri Heise, Principal

## COMPREHENSIVE SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

### PLAN SUMMARY

Edythe J. Hayes Middle School's School Improvement Plan (SIP) will focus on areas that enhance the current foundational structures to support the affective and cognitive development of a middle school student. Three major areas of focus are found within the two components - **Academic Performance** and **Learning Environment**. These areas are:

- (1) **equitable access to a rigorous curriculum for all student,**
- (2) **narrowing the achievement gap** and
- (3) **a proactive approach to parent/family involvement.**

**Equitable access to a rigorous curriculum for all students (1)** will be measured through analysis of multiple assessments and observations. Collaborative teams of teachers will conduct regular analysis of student work and assessments to improve the teaching and learning environment. Teams will develop efficient and timely interventions as part of the ongoing culture promoting academic excellence.

The development of a college readiness program will be developed by a committee of parents and staff with open enrollment for all students. The development and implementation of this program is anticipated to be an ongoing commitment over a period of 4 to 5 years. This program will be based upon the College Boards Pre-Advance Placement Program for middle school students.

SB 168 and NCLB require schools to address ways to **narrow the achievement gap between subpopulations (2)**. Edythe J. Hayes (Hayes) Middle School will target our special education population, our largest achievement gaps. Activities will focus on creating a sustainable professional learning community (PLC) focused on issues that directly impact student achievement through intentional analysis and collaborative planning. Hayes Middle School will refine the current structures of collegial planning, collaborative teaching and tracking of student results to achieve this sustainable PLC element.

A **proactive approach to parental involvement (3)** is essential in the educational process. We support and embrace parent/family involvement. Our activities will help parents feel a part of the school as well as provide support for parents with understanding and understanding their middle school child. Workshops and trainings will be conducted based upon parent input and feedback. Communication of activities within this component will be a partnership between our Foundations team and the PTSA. This partnership will be essential for successful implementation of this component.

## **PROCESS SUMMARY**

### ***Mission Statement Development and Review***

The mission of Edythe J. Hayes Middle School is to engage all students in a safe and nurturing environment that promotes academic excellence and develops responsible, respectful leaders.

This statement was developed with the assistance of the Foundations Team. Several drafts were created and revisions were made before this was selected as the final draft. The mission statement is reviewed on a yearly basis. In August 2008 the mission statement was reviewed by staff and PTSA using an attributes rating system. The current mission statement continues to align with the beliefs and values of the Hayes Learning Community and no changes were made.

### **Plan Development**

The SIP was developed according to this process and information:

- (1) August, 2007 – August 2008 – staff surveys and self-rating based upon National Middle Schools Association standards and elements of a Professional Learning Community Continuum by DuFour & DuFour. Next steps and areas of focus were identified following each activity.
- (2) September, 2008 - data analysis of the Kentucky Performance Report in the Fall, 2008. Each content area group identified areas of focus and developed department action plans. Frequent and ongoing monitoring of action plans occurred between administration and staff.
- (3) November, 2008 –SB 168 developed with Special education teachers and representatives of regular education teachers and approved by SBDM Council on November 13, 2008.
- (4) Fall, 2008 – Spring, 2009 – input and feedback on regular basis from PTSA on development of activities and strategies to address focus areas.
- (5) November, 2008 – January, 2009 - the school improvement planning committee began revisions of current plan to align with next steps as identified in previous steps. After each revision reviews were conducted through formal meetings, e-mails and informal conversations.

### ***School Improvement Planning Committee***

Charles Buntyn, 8<sup>th</sup> grade Science  
Terri Carpenter, PTSA co-chair  
Darlene Combs, Curriculum and Instructional Coach  
Mary Griffen, PTSA Co-chair  
Sherri Heise, Principal  
David Hoskins, Associate Principal  
Stephanie Link, Youth Service Center Coordinator  
Joshua Mounts, Social Studies Department Chair – 8<sup>th</sup> grade  
Matthew Sherrard, 6<sup>th</sup> grade Social Studies

Karen Brown, 6<sup>th</sup> grade Special Education  
Cindy Caton, Mathematics Exploratory Teacher  
Lana Griffis, 7<sup>th</sup> grade Science  
Amy Hawkins, PLVS Chair Exploratory  
Colleen Hollon, Team Leader, 6<sup>th</sup> grade Social Studies  
Mary Ellen Hunt, Literacy Coach  
Tracey Moore, SBDM parent representative  
Susan Shaver, 6<sup>th</sup> grade Language Arts

### ***Needs Assessment***

Utilizing the results from our analysis of the state assessment data (CATS) , Predictive Assessment Series (PAS), Learning Checks, and classroom observations, and department action plans our committee was able to develop a plan based upon a significant amount of varied data collected over time. Every certified staff member is a member of a content department responsible for implementing the department action plan outlined in the activities of this document. Each member of each department along with the instructional leadership team participated in the analysis of the Kentucky Performance Report. All participants were able to identify the needs, possible causes and strategies to address the needs. Goals are reviewed school wide minimally bimonthly in relation to learning checks and PAS results. Content area goals are regularly reviewed through the use of common assessments and amended as needed.

The Priority Needs, Causes, and Goals were presented to all stakeholders November, 2008 – January, 2009.

### ***Implementation and Internal Review***

The Implementation and Impact Checklist will be monitored on a regular basis as each component is listed on the SBDM Council reporting timeline sheet (see page 5.) Implementation of the plan is expected to improve student achievement for all learners in all areas. Each faculty member will provided student achievement data quarterly to the school SharePoint data bank. Each faculty member in the school had access to the plan and was encouraged to provide feedback. The plan has been revised based on feedback from various parties as well as the student achievement data in the SharePoint data bank. The School Improvement Committee reviewed the plan and sent it to the SBDM Council for approval. Public comment was secured through parent participation on committees and reports to the PTSA board, team and committee meetings. The Council and staff will continue to review the plan annually.

Stakeholders in this process include students, teachers, parents, counselors, and YSC Coordinator. Each of our SBDM Committees requires a parent representative. Parents are involved during the process through PTSA and SBDM membership. Each component has a component manager who directly oversees that specific component during committee and department meeting. The CSIP is presented during faculty meeting, department meeting, and public postings and via email to all interested parties.

### ***Communication Plan***

As a public document, the plan will be available in the school library, main office, counseling office, and through the school and district website. Each Council member will have a copy of the plan. Committee chairs will be given a copy of the plan as a basis for committee work. The plan will also be shared at faculty meetings and department representative meetings.

*The mission of Edythe J. Hayes Middle School is to engage all students in a safe and nurturing environment that promotes academic excellence and develops responsible, respectful leaders*

**Stages in the Professional Learning Community Continuum**

At Edythe J. Hayes we evaluate our purpose, student learning and results based on the DuFour Professional Learning Community Continuum.

<b>Stage</b>	<b>Description</b>
<b>Pre-Initiation</b>	The school has not yet begun to address this principle or practice of a PLC
<b>Initiation</b>	An effort has been made to address the principle or practice, but has not yet begun to impact a critical mass of staff members
<b>Developing</b>	A critical mass of staff has begun to engage in the practice. Structural changes are being made to support the transition.
<b>Sustaining</b>	The principle or practice is deeply embedded in the culture of the school. It is the driving force in the daily work of the staff and is deeply internalized to the point that the staff would not abandon the principle or practice.

**Edythe J. Hayes Middle  
Comprehensive School Improvement Plan  
SBDM Council Reporting Timeline**

<b>Months</b>	<b>Oct</b>	<b>Nov</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>May</b>
<b>Action Component Activity</b>	A.1 B.1 C.1	D.1 E.1	B.1. C.1 C.2.	D.1 E.1	B.1 C.1	All Reports due

# Action Component Academic Performance – Standards 1 (Curriculum), 2 (Assessment), and 3 (Instruction)

District Name Fayette County

Component Managers Instructional Coaches

School Name Edythe J. Hayes Middle School

Date April 28, 2009

**\*2010 goals will be amended following assessment data analysis session in October of 2009.**

Priority Needs	Goal (Addresses the Priority Need)																																																																																																																																																																																																													
<p>1. Smaller than anticipated indices and percentages of students who performed at Proficient and Distinguished levels in most content areas.</p> <table border="1"> <thead> <tr> <th>Content</th> <th>2008</th> <th>%P/D</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>94.09</td><td>73</td></tr> <tr><td>Mathematics</td><td>90.37</td><td>62</td></tr> <tr><td>Science</td><td>98.63</td><td>73</td></tr> <tr><td>Social Studies</td><td>86.00</td><td>58</td></tr> <tr><td>A &amp; H</td><td>87.22</td><td>63</td></tr> <tr><td>PL/VS</td><td>103.97</td><td>75</td></tr> <tr><td>Writing Portfolio</td><td>65.98</td><td>21</td></tr> <tr><td>OND</td><td>84.02</td><td>49</td></tr> <tr><td><b>Total</b></td><td><b>90.00</b></td><td><b>59%</b></td></tr> </tbody> </table> <p><small>*Ethnicity figures are African American/Hispanic</small></p> <p>2. Higher than anticipated gaps were revealed in all content areas. While substantive gaps occurred in most student groups, the greatest gaps occurred in the area of disabilities and students identified as gifted/talented.</p> <table border="1"> <thead> <tr> <th rowspan="2">Content</th> <th>2008 Acad index</th> <th>2008 Academic Index Scores (+/- GAP)</th> <th>2008 Academic Index Scores (+/- GAP)</th> <th>2008 Academic Index Scores (+/- GAP)</th> </tr> <tr> <th>All students</th> <th>F/R</th> <th>Disabilities</th> <th>Gifted/Talented</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>94</td><td>85 (-9)</td><td>58 (-36)</td><td>114 (+20)</td></tr> <tr><td>Mathematics</td><td>91</td><td>75 (-16)</td><td>43 (-48)</td><td>124 (+33)</td></tr> <tr><td>Science</td><td>99</td><td>84 (-15)</td><td>72 (-27)</td><td>127 (+28)</td></tr> <tr><td>Social Studies</td><td>86</td><td>74 (-12)</td><td>47 (-39)</td><td>116 (+30)</td></tr> <tr><td>A &amp; H</td><td>87</td><td>71 (-16)</td><td>39 (-48)</td><td>117 (+30)</td></tr> <tr><td>PL/VS</td><td>104</td><td>84 (-20)</td><td>86 (-20)</td><td>134 (+30)</td></tr> <tr><td>Writing Portfolio</td><td>66</td><td>55 (-11)</td><td>47 (-19)</td><td>84 (+18)</td></tr> <tr><td>OND</td><td>84</td><td>75 (-9)</td><td>48 (-36)</td><td>104 (+20)</td></tr> </tbody> </table> <p>3. Multiple Choice performance was an average 24% higher than Open Response performance with lower than expected performances on ORQs.</p> <table border="1"> <thead> <tr> <th>Content</th> <th>MC Avg Correct</th> <th>Avg ORQ Score</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>79%</td><td>2.1 (52%)</td></tr> <tr><td>Mathematics</td><td>69%</td><td>1.9 (47%)</td></tr> <tr><td>Science</td><td>74%</td><td>2.0 (50%)</td></tr> <tr><td>Social Studies</td><td>69%</td><td>2.0 (50%)</td></tr> <tr><td>A &amp; H</td><td>71%</td><td>1.7 (43%)</td></tr> <tr><td>PLVS</td><td>72%</td><td>n/a</td></tr> <tr><td><b>Average</b></td><td><b>72%</b></td><td><b>1.9 (48%)</b></td></tr> </tbody> </table>	Content	2008	%P/D	Reading	94.09	73	Mathematics	90.37	62	Science	98.63	73	Social Studies	86.00	58	A & H	87.22	63	PL/VS	103.97	75	Writing Portfolio	65.98	21	OND	84.02	49	<b>Total</b>	<b>90.00</b>	<b>59%</b>	Content	2008 Acad index	2008 Academic Index Scores (+/- GAP)	2008 Academic Index Scores (+/- GAP)	2008 Academic Index Scores (+/- GAP)	All students	F/R	Disabilities	Gifted/Talented	Reading	94	85 (-9)	58 (-36)	114 (+20)	Mathematics	91	75 (-16)	43 (-48)	124 (+33)	Science	99	84 (-15)	72 (-27)	127 (+28)	Social Studies	86	74 (-12)	47 (-39)	116 (+30)	A & H	87	71 (-16)	39 (-48)	117 (+30)	PL/VS	104	84 (-20)	86 (-20)	134 (+30)	Writing Portfolio	66	55 (-11)	47 (-19)	84 (+18)	OND	84	75 (-9)	48 (-36)	104 (+20)	Content	MC Avg Correct	Avg ORQ Score	Reading	79%	2.1 (52%)	Mathematics	69%	1.9 (47%)	Science	74%	2.0 (50%)	Social Studies	69%	2.0 (50%)	A & H	71%	1.7 (43%)	PLVS	72%	n/a	<b>Average</b>	<b>72%</b>	<b>1.9 (48%)</b>	<p>1. An approximate 20% increase in each content area index as well as a 20% increase in the number of students performing at the Proficient/Distinguished level. By aggressively increasing the P/D percentages, a reciprocal reduction in Novice is expected to occur by 2010.</p> <table border="1"> <thead> <tr> <th>Content</th> <th>2009</th> <th>%P/D</th> <th>2010*</th> <th>%P/D*</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>104.73</td><td>93</td><td>115.20</td><td>102</td></tr> <tr><td>Mathematics</td><td>102.07</td><td>88</td><td>112.28</td><td>97</td></tr> <tr><td>Science</td><td>101</td><td>80</td><td>111.10</td><td>88</td></tr> <tr><td>Social Studies</td><td>100</td><td>86</td><td>110</td><td>95</td></tr> <tr><td>A &amp; H</td><td>98.92</td><td>85</td><td>108.81</td><td>94</td></tr> <tr><td>PL/VS</td><td>112</td><td>96</td><td>123.20</td><td>106</td></tr> <tr><td>Writing Portfolio</td><td><del>82.3</del></td><td>44</td><td><del>90.53</del></td><td><del>48</del></td></tr> <tr><td>OND</td><td>87.7</td><td>59</td><td>96.47</td><td>65</td></tr> <tr><td><b>Total</b></td><td><b>100</b></td><td><b>79%</b></td><td><b>110</b></td><td><b>87%</b></td></tr> </tbody> </table> <p>2. While the academic index will increase by 20% overall by 2010, the academic index of our targeted subpopulations will increase 30% for the free/reduce population and students with disabilities, and 20% for the gifted and talented population.</p> <table border="1"> <thead> <tr> <th rowspan="2">Content</th> <th>2010 Academic Index Goals</th> <th>2010 Academic Index Goals</th> <th>2010 Academic Index Goals</th> <th>2010 Academic Index Goals</th> </tr> <tr> <th>All Students</th> <th>F/R</th> <th>Disabilities</th> <th>Gifted/Talented</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>115</td><td>113 (-2)</td><td>80 (-35)</td><td>137 (+22)</td></tr> <tr><td>Mathematics</td><td>112</td><td>100 (-10)</td><td>80 (-32)</td><td>140 (+28)</td></tr> <tr><td>Science</td><td>111</td><td>112 (-1)</td><td>96 (-15)</td><td>140 (+29)</td></tr> <tr><td>Social Studies</td><td>110</td><td>98(-12)</td><td>80 (-30)</td><td>139 (+29)</td></tr> <tr><td>OND</td><td>96</td><td>100 (4)</td><td>80 (-16)</td><td>125 (+29)</td></tr> </tbody> </table> <p>3. The Multiple Choice will increase 20 % and the average open response score will be minimally 2.3.</p> <table border="1"> <thead> <tr> <th>Content</th> <th>MC Avg Correct</th> <th>Avg. ORQ Score</th> </tr> </thead> <tbody> <tr><td>Reading</td><td>95%</td><td>2.5 (63%)</td></tr> <tr><td>Mathematics</td><td>83%</td><td>2.3 (58%)</td></tr> <tr><td>Science</td><td>89%</td><td>2.4 (60%)</td></tr> <tr><td>Social Studies</td><td>83%</td><td>2.4 (60%)</td></tr> <tr><td><b>Average</b></td><td><b>87%</b></td><td><b>2.3 (58%)</b></td></tr> </tbody> </table>	Content	2009	%P/D	2010*	%P/D*	Reading	104.73	93	115.20	102	Mathematics	102.07	88	112.28	97	Science	101	80	111.10	88	Social Studies	100	86	110	95	A & H	98.92	85	108.81	94	PL/VS	112	96	123.20	106	Writing Portfolio	<del>82.3</del>	44	<del>90.53</del>	<del>48</del>	OND	87.7	59	96.47	65	<b>Total</b>	<b>100</b>	<b>79%</b>	<b>110</b>	<b>87%</b>	Content	2010 Academic Index Goals	2010 Academic Index Goals	2010 Academic Index Goals	2010 Academic Index Goals	All Students	F/R	Disabilities	Gifted/Talented	Reading	115	113 (-2)	80 (-35)	137 (+22)	Mathematics	112	100 (-10)	80 (-32)	140 (+28)	Science	111	112 (-1)	96 (-15)	140 (+29)	Social Studies	110	98(-12)	80 (-30)	139 (+29)	OND	96	100 (4)	80 (-16)	125 (+29)	Content	MC Avg Correct	Avg. ORQ Score	Reading	95%	2.5 (63%)	Mathematics	83%	2.3 (58%)	Science	89%	2.4 (60%)	Social Studies	83%	2.4 (60%)	<b>Average</b>	<b>87%</b>	<b>2.3 (58%)</b>
Content	2008	%P/D																																																																																																																																																																																																												
Reading	94.09	73																																																																																																																																																																																																												
Mathematics	90.37	62																																																																																																																																																																																																												
Science	98.63	73																																																																																																																																																																																																												
Social Studies	86.00	58																																																																																																																																																																																																												
A & H	87.22	63																																																																																																																																																																																																												
PL/VS	103.97	75																																																																																																																																																																																																												
Writing Portfolio	65.98	21																																																																																																																																																																																																												
OND	84.02	49																																																																																																																																																																																																												
<b>Total</b>	<b>90.00</b>	<b>59%</b>																																																																																																																																																																																																												
Content	2008 Acad index	2008 Academic Index Scores (+/- GAP)	2008 Academic Index Scores (+/- GAP)	2008 Academic Index Scores (+/- GAP)																																																																																																																																																																																																										
	All students	F/R	Disabilities	Gifted/Talented																																																																																																																																																																																																										
Reading	94	85 (-9)	58 (-36)	114 (+20)																																																																																																																																																																																																										
Mathematics	91	75 (-16)	43 (-48)	124 (+33)																																																																																																																																																																																																										
Science	99	84 (-15)	72 (-27)	127 (+28)																																																																																																																																																																																																										
Social Studies	86	74 (-12)	47 (-39)	116 (+30)																																																																																																																																																																																																										
A & H	87	71 (-16)	39 (-48)	117 (+30)																																																																																																																																																																																																										
PL/VS	104	84 (-20)	86 (-20)	134 (+30)																																																																																																																																																																																																										
Writing Portfolio	66	55 (-11)	47 (-19)	84 (+18)																																																																																																																																																																																																										
OND	84	75 (-9)	48 (-36)	104 (+20)																																																																																																																																																																																																										
Content	MC Avg Correct	Avg ORQ Score																																																																																																																																																																																																												
Reading	79%	2.1 (52%)																																																																																																																																																																																																												
Mathematics	69%	1.9 (47%)																																																																																																																																																																																																												
Science	74%	2.0 (50%)																																																																																																																																																																																																												
Social Studies	69%	2.0 (50%)																																																																																																																																																																																																												
A & H	71%	1.7 (43%)																																																																																																																																																																																																												
PLVS	72%	n/a																																																																																																																																																																																																												
<b>Average</b>	<b>72%</b>	<b>1.9 (48%)</b>																																																																																																																																																																																																												
Content	2009	%P/D	2010*	%P/D*																																																																																																																																																																																																										
Reading	104.73	93	115.20	102																																																																																																																																																																																																										
Mathematics	102.07	88	112.28	97																																																																																																																																																																																																										
Science	101	80	111.10	88																																																																																																																																																																																																										
Social Studies	100	86	110	95																																																																																																																																																																																																										
A & H	98.92	85	108.81	94																																																																																																																																																																																																										
PL/VS	112	96	123.20	106																																																																																																																																																																																																										
Writing Portfolio	<del>82.3</del>	44	<del>90.53</del>	<del>48</del>																																																																																																																																																																																																										
OND	87.7	59	96.47	65																																																																																																																																																																																																										
<b>Total</b>	<b>100</b>	<b>79%</b>	<b>110</b>	<b>87%</b>																																																																																																																																																																																																										
Content	2010 Academic Index Goals	2010 Academic Index Goals	2010 Academic Index Goals	2010 Academic Index Goals																																																																																																																																																																																																										
	All Students	F/R	Disabilities	Gifted/Talented																																																																																																																																																																																																										
Reading	115	113 (-2)	80 (-35)	137 (+22)																																																																																																																																																																																																										
Mathematics	112	100 (-10)	80 (-32)	140 (+28)																																																																																																																																																																																																										
Science	111	112 (-1)	96 (-15)	140 (+29)																																																																																																																																																																																																										
Social Studies	110	98(-12)	80 (-30)	139 (+29)																																																																																																																																																																																																										
OND	96	100 (4)	80 (-16)	125 (+29)																																																																																																																																																																																																										
Content	MC Avg Correct	Avg. ORQ Score																																																																																																																																																																																																												
Reading	95%	2.5 (63%)																																																																																																																																																																																																												
Mathematics	83%	2.3 (58%)																																																																																																																																																																																																												
Science	89%	2.4 (60%)																																																																																																																																																																																																												
Social Studies	83%	2.4 (60%)																																																																																																																																																																																																												
<b>Average</b>	<b>87%</b>	<b>2.3 (58%)</b>																																																																																																																																																																																																												

**Action Component Academic Performance – Standards 1 (Curriculum), 2 (Assessment), and 3 (Instruction)**

District Name Fayette County

Component Managers Instructional Coaches

School Name Edythe J. Hayes Middle School

Date April 28, 2009

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to our Analysis of State assessment Data (10/08), Predictive Assessment Series Data (11/08), Professional Learning Community Self-Rating Results (1/08), ongoing staff surveys, SACs Accreditation and classroom observations:</p> <p>A. <b>Curriculum (Standard 1)</b></p> <p>(1) 40% of the EJH staff identify specific learner outcomes aligned to the state standards and develop congruent learning activities at the developing stage. (60% at developing stage)</p> <p>B. <b>Assessment (Standard 2)</b></p> <p>(1) 50% of EJH staff analyze and assess student learning of essential curriculum based on various assessments (i.e. pre assessments, formative and common summative assessments) multiple times throughout the year to impact instructional activities.</p> <p>(2) analyze. (50% at developing stage)</p> <p>C. <b>Instruction (Standard 3)</b></p> <p>(1) 70% of the EJH regular education teachers collaborate with Special Needs teachers on effective practices to accommodate and engage students at the developing stage. (30% at initiation stage)</p> <p>(2) 40% of the EJH teaching staff designs learning activities that require all students to use higher-order thinking and problem-solving skills. (40% at the development stage – 20% at the initiation stage)</p> <p>(3) 40% of teachers provide opportunities for Technology to be used by the students to differentiate learning needs and improve the learning process. (60% are at the initiation stage)</p>	<p>Edythe J. Hayes Middle School will strive for the staff to move through the Professional Learning Community Continuum from the developing stages to the sustaining stages to ensure that these successful principles and practices are the driving force in their daily work and deeply internalized as evidenced in a 2010 CATS academic index of 110.</p> <p>A. <b>Curriculum (Standard 1)</b> By May 2010,</p> <p>(1) 100% of the EJH teachers will vertically align the curriculum with the POS identifying essential skills.</p> <p>B. <b>Assessment (Standard 2)</b> By May 2010,</p> <p>(1) 100% of EJH staff will assess and analyze student learning of essential curriculum based on various assessments (i.e. pre assessments, formative and common summative assessments) multiple times throughout the year to impact instructional activities.</p> <p>C. <b>Instruction (Standard 3)</b> By May, 2010,</p> <p>(1) 100% of the EJH regular education teachers will collaborate with special education teachers on effective practices to accommodate and engage students.</p> <p>(2) 100% of the EJH teaching staff will design learning activities that require all students to use higher-order thinking and problem-solving skills</p> <p>(3) 100% of teachers will provide opportunities for Technology to be used by the students to differentiate learning needs and improve the learning process.</p>

**Edythe J. Hayes Middle School**  
**Comprehensive School Improvement Plan – Academic Performance Component**  
**Component Managers: Instructional Coaches**

**Objective with Measures of Success, Strategy A1:** By May 2010, 100% of the EJH teachers will vertically align the curriculum with the POS identifying essential skills.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<p><b>A1.a.</b> All content areas will establish a continuum of essential content, skills and vocabulary vertically and horizontally. Documents created will be shared with feeder schools.</p>	<p><b>This activity will be fully implemented when</b> SBDM approves the completed curriculum framework for grades 6-8.</p> <p><b>Short-term success of this activity will be measured through</b> 20% increase between pre and post assessment.</p> <p><b>Long-term success of this activity will be measured by</b> 15% increase in Proficient/Distinguished performance between Learning Check #1 and Learning Check #3 with the margin of error <math>\pm 5\%</math>.</p>	<p>Department Chairs</p>	<p>Aug, 2009 – May, 2010</p>	<p>\$16,800  (3 release days per teacher)</p>	<p>PD Funds and/or Release Time Funds</p>		

# Edythe J. Hayes Middle School

## Comprehensive School Improvement Plan – Academic Performance Component

### Component Managers: Instructional Coaches

**Objective with Measures of Success, Strategy B1:** By May 2010, 100% of EJH staff will assess and analyze student learning of essential curriculum based on various assessments (i.e. pre assessments, formative and common summative assessments) multiple times throughout the year to impact instructional activities.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>B1. a.</b> Teachers will use <b>common pre and post assessments</b> to develop formative assessments and daily outcomes.	<b>This activity will be fully implemented when</b> observation and collegial planning notes indicate that 100% of teachers have implemented formative assessments.	All Teachers	Ongoing	-0-	N/A		
	<b>Short-term success of this activity will be measured through</b> 85% of students indicate a 30% increase in achievement between pre and post assessments.						
	<b>Long-term success of this activity will be measured through</b> 90% of our students perform at the proficient/distinguished level indicated by our state assessment results.						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>B1. b.</b> <b>Daily outcomes</b> are measured through exit slips, flashbacks, and/or STATE ASSESSMENT-like common assessments.(SB 168)	<b>This activity will be fully implemented when</b> observation and collegial planning notes indicate that 100% of teachers have implemented exit slips daily.	All Teachers	Ongoing	-0-	N/A		
	<b>Short term success of this activity will be measured through</b> 85% of students will demonstrate an increase in performance on formative assessments using a performance tracking system.						
	<b>Long-term success of this activity will be measured through</b> 90% of our students perform at the proficient/distinguished level indicated by our state assessment results.						

**Edythe J. Hayes Middle School**  
**Comprehensive School Improvement Plan – Academic Performance Component**  
**Component Managers: Instructional Coaches**

**Objective with Measures of Success, Strategy B1:** By May 2010, 100% of EJH staff will assess and analyze whether students have learned the essential curriculum based upon results of a variety of assessments (i.e. pre assessments, formative and common summative assessments) multiple times throughout the year to impact instructional activities.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>B1. c. All students</b> will use <b>G.R.O.W. folders</b> to set goals, maintain a record of performance and reflect on their own learning/feedback.(SB 168)	<p><b>This activity will be fully implemented when</b> all students are using a G.R.O.W. folder in all content areas.</p> <p><b>Short-term success of this activity will be measured through</b> Teachers train students on how to use teacher/peer feedback to improve the student's performance as documented through G.R.O.W folder reflections.</p> <p><b>Long-term success of this activity will be measured</b> 90% of our students perform at the proficient/distinguished level indicated by our state assessment results.</p>	All teachers	August, 2008 – May, 2012	\$200.00 (folders)	General funds		

# Edythe J. Hayes Middle School

## Comprehensive School Improvement Plan – Academic Performance Component

### Component Managers: Instructional Coaches

**Objective with Measures of Success, Strategy B1:** By May 2010, 100% of EJH staff will assess and analyze whether students have learned the essential curriculum based upon results of a variety of assessments (i.e. pre assessments, formative and common summative assessments) multiple times throughout the year to impact instructional activities.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>B1. d. Special education teachers</b> will analyze and track student results on learning checks, common assessment, PAS and state assessment results for all special education students that are in their reading and math classes. (SB 168)	<b>This activity will be fully implemented when</b> weekly collegial planning minutes indicate analysis is occurring on a weekly basis. The monthly review of the data bank indicates all data is current.	Special Education Department Chair	August, 2009 – May, 2010	-0-	N/A		
	<b>Short term success of this activity will be measured through</b> students identifying their current level of performance and 80% of students will show an increase in performance between PAS test 2 and 3 and/or Learning Checks 1 and 2.						
	<b>Long-term success of this activity will be measured through</b> a 26% increase in proficient/distinguished student performance in reading and 34% increase in proficient/distinguished student performance in math.						
<b>B1. e. All teachers</b> will analyze and track student results on learning checks, common assessment, PAS and state assessment results for students.	<b>This activity will be fully implemented when</b> weekly collegial planning minutes indicate analysis is occurring on a weekly basis. The monthly review of the data bank indicates all data is current.	Department Chairs	August, 2009 – May, 2010	-0-	N/A		
	<b>Short term success of this activity will be measured through</b> students identifying their current level of performance and 80% of students will show an increase in performance between PAS test 2 and 3 and/or Learning Checks 1 and 2.						
	<b>Long-term success of this activity will be measured through</b> 90% of our students perform at the proficient/distinguished level indicated by our state assessment.						

# Edythe J. Hayes Middle School

## Comprehensive School Improvement Plan – Academic Performance Component

### Component Managers: Instructional Coaches

**Objective with Measures of Success, Strategy C1:** By May 2010 100% of the EJH regular education teachers will collaborate with special education teachers on effective practices to accommodate and engage students.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1. a. All teachers will conduct peer to peer observations twice annually focusing on the areas identified in their department action plan.	<b>This activity will be fully implemented when</b> 100% of the teachers have completed two collegial observation forms with follow-up reflections.	Instructional Coaches	September, 2009 – April, 2012	-0-  (To be completed during planning period.)	N/A		
	<b>Short-term success of this activity will be measured through</b> 100% of teachers scheduling two observations targeting a strategy for classroom implementation.						
	<b>Long-term success of this activity will be measured</b> 90% of our students perform at the proficient/distinguished level indicated by our state assessment.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1. b. Special education teachers will meet twice weekly with reading and math teachers to plan modifications and instruction for students with special needs. (SB 168)	<b>This activity will be fully implemented when</b> special education and regular education teachers develop a co-teaching relationship.	Instructional Coaches	September, 2009 – April, 2012	-0-  (To be completed during planning period.)	N/A		
	<b>Short-term success of this activity will be measured through</b> observations, collegial planning notes and evidence of lesson development that accommodates student individual needs.						
	<b>Long-term success of this activity will be measured through</b> a 26% increase in proficient/distinguished performance of students w/disabilities performance in reading and 34% increase in proficient/distinguished students w/disabilities performance in math.						

# Edythe J. Hayes Middle School

## Comprehensive School Improvement Plan – Academic Performance Component

### Component Managers: Instructional Coaches

**Objective with Measures of Success, Strategy C1:** By May 2010, 100% of the EJH regular education teachers will collaborate with special education teachers on effective practices to accommodate and engage students.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1.c. Small group instruction (parallel teaching) will be delivered by the collaborative teacher to reteach, review or emphasis the learning. (SB 168)	<b>This activity will be fully implemented when</b> special education and regular education teachers develop a co-teaching relationship.	Special Education Department Chair; Instructional Coaches; Principal; Associate Principal	August, 2009 – May, 2010	-0-	N/A		
	<b>Short-term success of this activity will be measured through</b> observations, collegial planning notes and evidence of lesson development that accommodates student individual needs.						
	<b>Long-term success of this activity will be measured through</b> a 26% increase in proficient/distinguished performance of students w/disabilities performance in reading and 34% increase in proficient/distinguished students w/disabilities performance in math.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1. d. The Special Education Department chair will coordinate and facilitate professional development for Paraeducators on strategies to assist students with their learning. (SB 168 )	<b>This activity will be fully implemented when</b> 100% of Paraeducators have been trained on cultural, collaborative and instructional practices.	Principal Associate Principal Special Education Dept Chair	August, 2009 – May 2010	\$1500.00 (stipends)	PD SCIF IAKSS		
	<b>Short-term success of this activity will be measured through</b> professional development documentation and classroom observations.						
	<b>Long-term success of this activity will be measured through</b> a 26% increase in proficient/distinguished performance of students w/disabilities performance in reading and 34% increase in proficient/distinguished students w/disabilities performance in math.						

# Edythe J. Hayes Middle School

## Comprehensive School Improvement Plan – Academic Performance Component

### Component Managers: Instructional Coaches

**Objective with Measures of Success, Strategy C1:** By May 2010, 100% of the EJH regular education teachers will collaborate with special education teachers on effective practices to accommodate and engage students.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>C1.e.</b> Professional Development <b>activities</b> will be coordinated <b>monthly</b> by the <b>Special Education Department chair</b> to support the collaboration model. (SB 168)	<b>This activity will be fully implemented when</b> a professional development plan has been developed then approved by SBDM.	Special Education Dept Chair	September, 2009 – May, 2010	-0-  Job embedded	N/A		
	<b>Short-term success of this activity will be measured through</b> professional development documentation and classroom observations.						
	<b>Long-term success of this activity will be measured</b> a 26% increase in proficient/distinguished with students w/disabilities performance in reading and 34% increase in proficient/distinguished students w/disabilities performance in math.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>C1. f.</b> A Response to Intervention Team will develop a <b>data plan and training plan</b> on procedures for implementing an intervention system.	<b>This activity will be fully implemented when</b> a plan is developed then approved by SBDM.	Response To Intervention Team members	December, 2009 – May, 2010	\$2000.00  (Training)	IAKSS  Title I District Funds  RFP		
	<b>Short-term success of this activity will be measured through</b> quarterly student progress reporting and SAT (student assistance team) reports.						
	<b>Long-term success of this activity will be measured through</b> a 26% increase in proficient/distinguished with students w/disabilities performance in reading and 34% increase in proficient/distinguished students w/disabilities performance in math.						

**Edythe J. Hayes Middle School**  
**Comprehensive School Improvement Plan – Academic Performance Component**  
**Component Managers: Instructional Coaches**

**Objective with Measures of Success, Strategy C2:** By May 2010, 100% of the EJH teaching staff will design learning activities that require all students to use higher-order thinking and problem-solving skills

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C2. a. An Accelerated Learning Committee will develop a five year plan for implementation of a college readiness (Pre-AP) program for all students.	<b>This activity will be fully implemented when</b> a five year plan is developed then approved by SBDM council.	Accelerated Learning Committee	August, 2009 – May, 2010	\$20,000 Training and Site visit	IAKSS RFP		
	<b>Short term success of this activity will be measured through</b> training and development of documentation.						
	<b>Long-term success of this activity will be measured</b> 80% of 8 <sup>th</sup> grade students are in at least one Pre-AP course by August, 2012.						

**Edythe J. Hayes Middle School**  
**Comprehensive School Improvement Plan – Academic Performance Component**  
**Component Managers: Instructional Coaches**

**Objective with Measures of Success, Strategy C3:** By May 2010, 100% of teachers will provide opportunities for Technology to be used by the students and to provide for differentiate of instruction and to demonstrate learning.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>C3. a.</b> A technology committee will create and monitor implementation of a five year technology integration plan. (End date 2014).	<p><b>This activity will be fully implemented when</b> a committee is created; a plan is developed and approved by SBDM council.</p> <p><b>Short-term success of this activity will be measured through</b> documentation of the planning process and meeting minutes indicating shared decision making.</p> <p><b>Long-term success of this activity will be measured</b> classroom observations, lesson development and student work demonstrates implementation of technology.</p>	Technology Committee Chairperson	September, 2009 – April, 2010	-0-	N/A		

## Edythe J. Hayes Middle School

### Comprehensive School Improvement Plan – Learning Environment Component

Component Managers: Associate Principal/Youth Service Center Coordinator

Priority Need	Goal (Addresses the Priority Need)
<p>According to Foundation Parent Surveys, PTSA volunteer applications and PTSA Board Minutes, there are 200 volunteers that have volunteered over 1,000 hours at Hayes Middle School to support the academic role. The Parent Survey indicates that volunteers do not always understand their role in attributing to Hayes academic environment. The information provided indicates a difference between the level of interest and the understanding of the volunteer’s role in providing service.</p>	<p>By May, 2010 we will</p> <ol style="list-style-type: none"> <li>1. Develop a volunteer training program to maximize their efforts to support student achievement.</li> <li>2. Create workshops for parents designed to deepen understanding of the middle school environment</li> </ol>
Causes and Contributing Factors	Objectives with Measures of Success
<p>D. Efforts have not been focused on training or orienting volunteers to their role while volunteering due to lack of scheduling and planning.</p> <p>E. An organized effort has not been implemented to address parent workshops based upon parent needs.</p>	<p>D1 By May, 2010, a volunteer training program will be developed and implemented to train volunteers on duties and responsibilities while volunteering at Hayes Middle.</p> <p>E1 By May, 2010 our Foundations committee will coordinate with our YSC and plan three family/parent nights throughout the year based upon parent interest</p>

# Edythe J. Hayes Middle School

## Comprehensive School Improvement Plan – Learning Environment Component

**Component Manager: Associate Principal/Youth Service Coordinator**

**Objective with Measures of Success, Strategy D1: By May, 2010, a volunteer training program will be developed and implemented to train volunteers on duties and responsibilities while volunteering at Hayes Middle.**

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>D1. a.</b> A committee of parents and staff will develop a framework to design a volunteer training program.	<b>This activity will be fully implemented when</b> a training program has been developed and communicated to all stakeholders.	Associate Principal	September, 2009 – May, 2010	\$500.00	General Funds  YSC		
	<b>Short-term success of this activity will be measured through</b> parent workshop evaluations, which will indicate that 100% of participants are fully prepared to volunteer at Hayes Middle.						
	<b>Long-term success of this activity will be measured through</b> a 10% increase of involvement based upon PTSA volunteer logs.						
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>D1. b.</b> A schedule will be developed to implement volunteer training workshops to be communicated at the beginning of the year, and monthly through the website, parent correspondence, PTSA newsletter and PTSA volunteer chairperson.	<b>This activity will be fully implemented when</b> the schedule is developed and communicated to all stakeholders,	PTSA Volunteer Coordinator	December, 2009 – May, 2010	-0-	N/A		
	<b>Short-term success of this activity will be measured through</b> PTSA newsletter and website will communicate the schedule to all stakeholders.						
	<b>Long-term success of this activity will be measured through</b> a 10% increase of involvement based upon PTSA volunteer logs.						

# Edythe J. Hayes Middle School

## Comprehensive School Improvement Plan – Learning Environment Component

**Component Manager: Associate Principal/Youth Service Coordinator**

**Objective with Measures of Success, Strategy E1:** By May, 2010 our Foundations committee will coordinate with our YSC and plan several family nights throughout the year to increase specific workshops based upon parent interest.

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>E1.a</b> Foundations will use data from annual parent survey to identify and develop three family/parent workshops.	<b>This activity will be fully implemented when</b> three parent workshops have been developed.	Foundations Chairperson	June of each year	-0-	Foundations Chairperson		
	<b>Short-term success of this activity will be measured through</b> parent workshop evaluations, which will indicate that 100% of participants have increased awareness of their middle school student's needs.	YSC Coordinator			YSC Coordinator		
	<b>Long-term success of this activity will be measured through</b> by 95% of parents indicate responding positively to all statements in the school relationship category of the Foundation survey.						

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
<b>E1. b.</b> Foundations will coordinate with the YSC three family/parent workshops. This will be communicated via website, PTSA newsletter, PTSA board members and other parent correspondence.	<b>This activity will be fully implemented when</b> three family/parent workshops are conducted.	Foundations Chairperson	September of each year – May of each year	\$1,000.00	SECTION 6		
	<b>Short term success of this activity will be measured through</b> parent workshop evaluations, which will indicate that 100% of participants have increased awareness of their middle school student's needs.	YSC			YSC		
	<b>Long-term success of this activity will be measured</b> by 95% of parents indicate responding positively to all statements in the school relationship category of the Foundation survey.						