

**Hamilton Community Schools
District Improvement Goals
2010/2011**

Reading Goal:

All students will increase skills in the area of informational reading.

Gap Statement :

- On the Scholastic Reading Inventory 58% of elementary students with disabilities and 61% of middle school students with disabilities scored below grade level (basic and below basic levels), compared with 20% of all elementary students and 19% of all middle school students. The scores for students in second grade indicated a greater percentage of students below grade level compared to other elementary grade levels (28% for 2nd grade; 21% for 3rd grade, 19% for 4th grade, 16% for 5th grade). Other subgroups (gender, economically disadvantaged) scored in ranges similar to the aggregate groups.
- On the Oral Reading Fluency measure of the DIBELS, 15% of second graders were considered at risk, compared with 9% of first graders and 10% of third graders.
- MEAP data analysis indicates a gap between the proficiency levels of students with disabilities and those without disabilities. On the reading test, the difference between these two groups varies by grade level, but ranges from a difference of 4% in fifth grade to 22% at ninth grade. Overall, the gap at the middle school level is greater than at the elementary level (15% or less compared to 18-22%).
- MME test results indicate gaps in reading proficiency for students with disabilities (30% proficient) and students who are economically disadvantaged (70% proficient) when compared to all students (81% proficient). Some differences also are evident between boys (74% proficient) and girls (87% proficient).

Objective:

The percent of non-disabled, disabled and economically disadvantaged students scoring in Level 1 of the MEAP reading test will increase by 10 percentage points on the Fall, 2011 MEAP test. The percentage of non-disabled, disabled and economically disadvantaged students scoring at grade level (above Basic) on the Scholastic Reading Inventory will increase by 10 percentage points by the end of the 2011/2012 school year. The percentage of non-disabled, disabled and economically disadvantaged students scoring in the proficient range on the MME reading test will increase by 15 percentage points on the Spring, 2012 MME test.

Strategies:

- District staff will implement effective, research based strategies to increase student performance in informational reading in their small group RtI reading intervention programs, summer school programs, after school programs and parent involvement activities. District staff will monitor student progress through the implementation of effective assessment and data analysis processes.
- District staff will participate in ongoing, embedded and collegial professional development to support the goal of increased student reading proficiency (e.g. comprehensive and common understanding of effective assessment strategies, data collection and analysis, technology skills needed to utilize data management, integration of technology to meet needs of individual students, effective instructional practices in the area of informational reading and reading strategies in core content areas).
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Writing Goal:

All students will demonstrate proficiency in writing.

Gap Statement :

- Performance of students on the writing tests on past MEAP and MME tests has consistently been lower than other MEAP and MME subtests. From 2005 to 2008, 88-99% of elementary students were proficient in reading, while writing proficiency rates for the same students varied from 64 to 81%. Overall, the proficiency rates increased over time, although not consistently (64%, 65%, 81%, 74% from 2005 to 2008, respectively).
- The performance of students with disabilities is lower on the writing test compared to those without disabilities. In 2008, the comparisons between the two groups demonstrate the difference: 56%/78% (4th grade), 56%/78% (5th grade), 59%/91% (6th grade), 54%/86% (7th grade), 58%/91% (8th grade).
- The proficiency level of economically disadvantaged high school students on the MME writing test was 49%, compared to a proficiency level of 63% for the class as a whole.

Objective:

All elementary and middle school students (including those with disabilities) will increase their proficiency level on the writing test of the MEAP by 15 percentage points by the fall of 2011 in grade levels tested. All high school students (including those who are economically disadvantaged) will increase their proficiency level on the writing test of the MME by 15 percentage points by the spring of 2012.

Strategies:

- District staff will implement writing instruction that includes research-based instructional practices for writing in core subject areas (eg., 6+1 Writing Traits, writing workshop, informational writing in allcore areas, development of common rubrics for core areas, professional development)

Math Goal:

All students will be proficient in math.

Gap Statement :

- Math screener assessments (from OAISD)for grades 1-3 indicate that at least 90% of students are proficient on key math concepts of grade level below current placement, however over 50% of students are not proficient on key math concepts (GLCEs) of current grade.
- MEAP math tests indicate that most students (over 95%) are scoring in the proficient range, however, about one-third of those students are scoring in Level 2. Subgroup analysis shows that the group of students with disabilities scores 10-15 proficiency points below their grade level peers. Eighth grade students with disabilities scored significantly lower with 57% proficiency compared to 88% for all 8th graders.
- Analysis of the MME math test indicates that 70% of economically disadvantaged students scored in the proficient range, while 80% of all students were proficient. The group of students with disabilities was not large enough for comparison.

Objective:

All elementary and middle school students will increase skills in the area of mathematics: the percent of students (including those with disabilities and economically disadvantaged students) in Level 1 on the MEAP math test will increase by 10 percentage points by the fall of 2011. All high school students will increase skills in the area of mathematics: The percent of high school juniors (including those who are economically disadvantaged) in Level 1 will increase by 10 percentage points by the spring of 2012.

Strategies:

- District staff will implement effective, research based strategies to increase students performance on key mathematics concepts (e.g., targeted small group math interventions, after school and summer instruction, professional development).