

# ***MIDWEST CENTRAL MIDDLE SCHOOL***

## ***2006 – 2007 SCHOOL IMPROVEMENT PLAN***

As part of the State Internal Review process and the School Improvement Planning process, the staff of Midwest Central Middle School participated in early dismissal days to analyze areas that are included in the Internal Review process: analyze test results, discipline, student achievement, attendance, school climate, staff development, and staff moral. The following School Improvement Plan for 2006-2007 is the result of the conclusions reached by the teachers and the administration of Midwest Central Middle School. The School Improvement Plan is presented in four sections.

- Part I – Teaching and Learning, including an analysis of the learning environment
- Part II – Student Learning, Progress and Achievement, including analysis of the Illinois Standards Achievement Test and its impact on curriculum
- Part III – The School As A Learning Community, including analyzing the strengths and weaknesses of the current organizational structure of MCMS
- Part IV – Goals, Timeline and Budget for School Improvement for 2006-2007

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## Mission Statement

The mission of Midwest Central Middle School is to meet the academic, emotional, physical, and social needs of our middle school students in a safe, positive, and multidisciplinary environment; to encourage them to be responsible and accountable in meeting the goals based on those needs; and to help prepare them to adapt to an ever changing technological society.

## Building Goals

- Encourage students to be academically responsible while meeting curriculum objectives.
- Enhance career awareness through media and community resources.
- Provide all levels of learners with the opportunity to achieve success through various programs and instructional methods.
- Promote the understanding that education is the responsibility of the students, staff, and parents.
- Demonstrate how the subject areas complement one another through interdisciplinary units.
- Promote good citizenship.
- Integrate technology into all course offerings.
- Offer a diversity of extracurricular activities.
- Utilize hands-on activities so students see relevance to the real world.
- Provide a safe academic environment for student learning and growth.

## PART I – TEACHING AND LEARNING

As part of the Internal Review Process, each school district across Illinois is required to examine the following key areas of their school each year:

- The Learning Environment
- Learning Processes
- Teaching/Instructional Strategies
- Student Responses

The staff and administration of Midwest Central Middle School to better understand the key elements of Teaching and Learning at our school have compiled the following information and charts.

## STUDENT DEMOGRAPHICS

SCHOOL YEAR	TOTAL	MALE	FEMALE	WHITE	BLACK	AMERICAN INDIAN	ASIAN / PACIFIC	HISPANIC	MULTIRACIAL ETHNIC
01-02	311	166	145	305	2	0	2	2	0
02-03	313	164	149	308	1	0	1	3	0
03-04	290	159	131	287	1	0	1	1	0
04-05	297	168	129	292	2	0	2	1	0
05-06	288	146	142	281	3	1	1	2	0

Observations:

- Student enrollment decreased this past year.

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## SCHOOL CHARACTERISTICS / ACADEMIC PROGRAMS

SCHOOL YEAR	LOW INCOME	MOBILITY RATE	ATTENDANCE RATE	CHRONIC TRUANCY	ADVANCED CLASSES	TITLE I SERVICES	SPECIAL EDUCATION	PARENTAL INVOLVMENT
01-02	23.5%	18.0%	93.9%	2.6%	93	22	48	100.0%
02-03	27.8%	15.6%	94.1%	0.6%	103	15	53	100.0%
03-04	31.2%	11.4%	94.1%	0.7%	85	15	49	100.0%
04-05	34.7%	12.5%	94.4%	1.0%	83	10	47	100.0%
05-06	33.7%	14.3%	94.5%	0.3%	88	Not Offered	46	100.0%

### Observations:

- Low income dropped 1% after a steady annual increase for five years.
- Mobility rate showed an increase over the past two years.
- Student daily attendance rate has shown a slight increase over the past six years.
- Chronic truancy remained below one percent and dropped to an all time low.
- The numbers for Special Education has decreased over the past three years.
- All Title I Service was moved to the primary school.

## STUDENT DISCIPLINARY ACTIONS

SCHOOL YEAR	DETENTIONS	IN-SCHOOL SUSPENSION	OUT-OF-SCHOOL SUSPENSION	BUS REFERRALS	EXPULSIONS	TOTAL REFERRALS
01-02	526	125	45	288	0	984
02-03	219	120	26	341	1	707
03-04	396	59	20	314	0	789
04-05	424	89	37	135	0	685
05-06	417	92	30	77	0	781

### Observations:

- Serious student disciplinary actions (i.e., expulsions) have not occurred over the past three years.
- Significant drop in bus referrals over the past two years.
- Total referrals for discipline increased over 700.

## PART II – STUDENT LEARNING, PROGRESS, AND ACHIEVEMENT

As part of the Internal Review Process, each school district across Illinois is required to examine the following key areas of their school each year:

- Student Work
- Curriculum Design and Alignment
- Assessment Systems

The staff and administration of Midwest Central Middle School to better understand the key elements of Student Learning, Progress, and Achievement at our school have compiled the following information and charts.

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## MCMS ACHIEVEMENT ON LOCAL ASSESSMENT

The yearly grade for each academic class is used as MCMS Local Assessment of the curricular areas. The Percent of Mastery is the sum of these three columns; % A's, % B's, and % C's. These three columns are coordinated with the area of Meets and Exceeds Standards at the State Level. The level of Below Standards has been coordinated with % D's – Does Not Meets – and % F's – Academic Warning.

### Sixth Grade

YEAR	% A's	% B's	% C's	% D's	% F's	% Mastery
01-02 Final Grade	43.2	26.3	19.0	7.4	4.1	<i>88.5</i>
02-03 Final Grade	51.6	27.5	12.7	6.3	1.9	<i>91.8</i>
03-04 Final Grade	49.2	25.8	12.3	8.1	4.6	<i>87.3</i>
04-05 Final Grade	46.3	26.9	17.3	6.6	2.9	<i>90.5</i>
05-06 Final Grade	51.4	16.8	16.8	10.0	4.9	<i>85.0</i>

### Seventh Grade

YEAR	% A's	% B's	% C's	% D's	% F's	% Mastery
01-02 Final Grade	47.1	23.8	17.3	7.8	4.0	<i>88.4</i>
02-03 Final Grade	40.1	27.3	19.0	8.6	5.0	<i>86.4</i>
03-04 Final Grade	36.8	37.2	19.5	5.0	1.5	<i>93.5</i>
04-05 Final Grade	45.6	30.9	15.1	5.9	2.5	<i>91.6</i>
05-06 Final Grade	50.3	28.7	17.0	3.6	0.4	<i>96.0</i>

### Eighth Grade

YEAR	% A's	% B's	% C's	% D's	% F's	% Mastery
01-02 Final Grade	47.4	26.7	19.1	6.0	0.7	<i>93.2</i>
02-03 Final Grade	48.8	26.3	15.7	6.8	2.4	<i>90.8</i>
03-04 Final Grade	38.1	32.5	21.5	7.0	0.9	<i>92.1</i>
04-05 Final Grade	41.9	30.1	19.6	7.0	1.3	<i>91.6</i>
05-06 Final Grade	46.7	23.9	17.0	6.3	6.1	<i>87.6</i>

#### Observations:

- Each Grade Level achieved 85% or better at the Mastery Level.
- The percent of students failing increased significantly in grades six and eight.

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## MCMS ACHIEVEMENT ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST

### EIGHTH GRADE ISAT PERFORMANCE PROFILE

Combine Performance Levels of Meets & Exceeds Standards

	READING	2002	2003	2004	2005	2006
MCMS	All Students	66%	65.4%	61.3%	81.3%	77.2%
State Average	All Students	68%	67.7%	67.1%	72.8%	N.A.
<i>+/- Comparison</i>	<i>All Students</i>	<i>- 2%</i>	<i>- 2.3%</i>	<i>- 5.8%</i>	<i>+ 8.5%</i>	<i>(?)</i>

	MATHEMATICS	2002	2003	2004	2005	2006
MCMS	All Students	57%	65.1%	63.4%	53.2%	81.5%
State Average	All Students	52%	53.1%	54.4%	54.3%	N.A.
<i>+/- Comparison</i>	<i>All Students</i>	<i>+ 5%</i>	<i>+ 12.0%</i>	<i>+ 9.0%</i>	<i>- 1.1%</i>	<i>(?)</i>

*Observations:*

- Reading dropped in last year's test, but remained above 75%.
- In the area of mathematics, we had a significant increase – highest score in five year span.
- The writing assessment was dropped for the spring of 2005, but will return in the spring of 2007.

### SEVENTH GRADE ISAT PERFORMANCE PROFILE

Combine Performance Levels of Meets & Exceeds Standards

	READING	2002	2003	2004	2005	2006
MCMS	All Students	Not Tested	Not Tested	Not Tested	Not Tested	70.6%
State Average	All Students	Not Tested	Not Tested	Not Tested	Not Tested	N.A.
<i>+/- Comparison</i>	<i>All Students</i>					<i>(?)</i>

	MATHEMATICS	2002	2003	2004	2005	2006
MCMS	All Students	Not Tested	Not Tested	Not Tested	Not Tested	79.3%
State Average	All Students	Not Tested	Not Tested	Not Tested	Not Tested	N.A.
<i>+/- Comparison</i>	<i>All Students</i>					<i>(?)</i>

	SCIENCE	2002	2003	2004	2005	2006
MCMS	All Students	82%	75.2%	82.2%	86.3%	91.3%
State Average	All Students	73%	73.7%	74.4%	74.6%	N.A.
<i>+/- Comparison</i>	<i>All Students</i>	<i>+ 9%</i>	<i>+1.5%</i>	<i>+ 7.8%</i>	<i>+11.7%</i>	<i>(?)</i>

*Observations:*

- Science scores increased above 90% for the first time.
- The performance level for science this year reached its highest scoring in the past five years.

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## SIXTH GRADE ISAT PERFORMANCE PROFILE

Combine Performance Levels of Meets & Exceeds Standards

	READING	2002	2003	2004	2005	2006
MCMS	All Students	Not Tested	Not Tested	Not Tested	Not Tested	75.6%
State Average	All Students	Not Tested	Not Tested	Not Tested	Not Tested	N.A.
<i>+/- Comparison</i>	<i>All Students</i>					(?)

	MATHEMATICS	2002	2003	2004	2005	2006
MCMS	All Students	Not Tested	Not Tested	Not Tested	Not Tested	84.4%
State Average	All Students	Not Tested	Not Tested	Not Tested	Not Tested	N.A.
<i>+/- Comparison</i>	<i>All Students</i>					(?)

### Observations:

- First year of testing for sixth grade since.

*Detailed ISAT testing results from the spring of 2006 are not available at this time, only the 2006 Adequate Yearly Progress (AYP) Status Report – this attached at the end.*

*Testing results will be presented to parents or guardians, students and school personnel at a later date.*

## PART III – THE SCHOOL AS A LEARNING COMMUNITY

As part of the Internal Review Process, each school district across Illinois is required to examine the following key areas of their school each year:

- Shared Vision/Mission
- Leadership/Administration
- Organizational Structure
- Professional Development/Support for Staff
- Community Participation

Under this category of The School As A Learning Community, the MCMS staff engaged in the following activities during the 2005-2006 as part of striving to reach the building goals set in last year's School Improvement Plan.

1. Revised criteria for determining placement in advanced classes for the following core curriculum areas: reading, English, and mathematics.
2. Involved parents and community members into various school programs: Career Fair, Reality Store, and Healthy Living Fair.
3. Surveyed students of school climate with the assistance of the Illinois Department of Human Services: conducted the 2006 Illinois Youth Survey.
4. Continued to implement and evaluate methods to improve student attendance by offering rewards and activities for exceptional monthly attendance and by monitoring student truancy with the assistance of the R.O.E. Truancy Program (S.P.I.R.I.T.).
5. Continued the Character Education Program by recognizing students monthly who exemplified the pillar characteristics.
6. Increased Media Center usage by utilizing the District Librarian.
7. Provide professional development for staff to provide teaching methods to improve student performance on standardized testing: ISAT.

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### PART IV – GOALS, TIMELINE & BUDGET FOR SCHOOL IMPROVEMENT 2006-2007

GOALS	FUNDS	ACTIVITIES & TIMELINE
1. Revise MS Curriculum and check alignment with Illinois Learning Standards	Title IIA Grant Local	<ol style="list-style-type: none"> <li>1. Certified teaching staff will use early dismissal days for revising District curriculum objectives for the middle school.</li> <li>2. Certified teaching staff will verify the middle school curriculum is aligned with the Illinois Learning Standards.</li> </ol>
2. Implement mentoring program for new certified staff members	Local	<ol style="list-style-type: none"> <li>1. All first year teachers to the teaching profession will be involved the C.H.A.D.D. Program offered by the MIEC.</li> <li>2. Meetings will be conducted on a regular basis with the designated mentor.</li> <li>3. Informal observations will be conducted by the mentor to all first year teachers.</li> </ol>
3. Implement new technology into core curriculum	Title IID Grant Library Grant	<ol style="list-style-type: none"> <li>1. Train students to access on-line reference materials.</li> <li>2. Present basic information technology skills (for example; MS Word and Power Point, internet research).</li> <li>3. Investigate and implement curriculum-enhancing programs.</li> <li>4. Continue to use technology within the curriculum.</li> <li>5. Enhance interdisciplinary curricular units.</li> </ol>
4. Involve parents & community participation in various school programs	Local EFE funds	<ol style="list-style-type: none"> <li>1. Parents / Community Members will participate in Career Fair and Reality Store.</li> <li>2. Continue to use volunteers in these areas: tutoring, clerical, field trip supervision, etc.</li> <li>3. Include parent(s) on Handbook Policy Committee.</li> </ol>
5. Continue to evaluate methods for improving student attendance	Regional Office of Education Local	<ol style="list-style-type: none"> <li>1. Adhere to R.O.E. Truancy Program (S.P.I.R.I.T.).</li> <li>2. Coordinate activities and rewards for attendance incentives.</li> <li>3. Continue parent notification for chronic absenteeism.</li> </ol>
6. Monitor school climate issues	Local	<ol style="list-style-type: none"> <li>1. Survey parents on school safety and academic satisfaction via on-line survey or paper survey.</li> <li>2. Survey students on school safety (bullying).</li> <li>3. Survey students on character education principles (self-inventory).</li> </ol>
7. Continue Character Education program	Local EFE funds	<ol style="list-style-type: none"> <li>1. The Six Pillars of Character Education program will be introduced to 6<sup>th</sup> grade students and reviewed by 7<sup>th</sup> &amp; 8<sup>th</sup> grade students.</li> <li>2. Recognize students monthly-based pillar characteristics.</li> <li>3. Continued use of school district psychologist and social worker as counselors.</li> </ol>
8. Implement new social science series for each grade level.	Title IIA Grant Local	<ol style="list-style-type: none"> <li>1. Grade level meetings conducted to coordinate activities.</li> <li>2. Evaluate new series to determine if staff development needs to be provided by textbook company.</li> </ol>
9. Improve student performance on standardized assessments – especially in the area of reading for identified students	Title I Title IIA Grant Local	<ol style="list-style-type: none"> <li>1. School Improvement early dismissal days – discuss strategies for improving student performance in the area of reading (concentrate on the identified students with weaknesses).</li> <li>2. Additional instruction in reading for students with IEPs as needed.</li> <li>3. Professional Development – workshops, conferences, seminars.</li> </ol>
10. Make more productive use of the in-school suspension	Local	<ol style="list-style-type: none"> <li>1. Counseling / video presentation and reflection statement</li> <li>2. Adhere to ISS schedule (to include physical activity)</li> <li>3. Grade level charts indicating supplemental assignments</li> <li>4. Used as a tutorial study hall for students at-risk of retention</li> </ol>

**THE FOLLOWING PROGRAMS WILL REMAIN TO IMPROVE THE QUALITY OF EDUCATION**

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## *2006 – 2007 School Improvement Plan*

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**CORE SUBJECTS:** Core Subjects at MCMS are English, reading, mathematics, science, social sciences, and physical development. Physical development is physical education for all sixth and eighth graders that meets every day for the academic year. Physical development is one semester of physical education and one semester of health for all seventh graders.

**FINE ARTS:** Fine Arts classes at MCMS include chorus and band.

**TECHNOLOGY:** Technology is incorporated into the core subject classes. Computer applications used are word processing, spreadsheets, making slide presentations, and Internet access.

**GIFTED AND TALENTED PROGRAM:** MCMS offers accelerated classes in reading, English, and mathematics for grades six, seven, and eight. The mathematics program offers pre-algebra for seventh graders and algebra for eighth graders.

**SPECIAL EDUCATION:** Resource services are offered in most core areas at MCMS. MCMS also provides a full continuum of instructional programs. Each Special Education Teacher monitors all areas of learning during study hall time.

**OTHER COMMITTEES:** School Improvement Leadership Team (SILT) which meets regularly, Character Education which meets at least four times throughout the year to monitor school climate, and Career Awareness which meets at least three times the first semester to plan a Career Day in January. The School Improvement Planning Committee meets bi-annually.