

MIDWEST CENTRAL MIDDLE SCHOOL

2007 – 2008 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 2007-2008 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 2007-2008

Prepared for approval by the Midwest Central CUD #191 Board of Education, fall of 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
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
06-07	304	140	164	300	2	0	1	1	0

Observations:

- Student enrollment increased by 1.5% this past year school 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
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%
06-07	38.3%	14.8%	93.3%	1.0%	93	Not Offered	51	100.0%

Observations:

- Low income reached a record high in the past five years.
- Mobility rate continues to increase over the past three years.
- Student daily attendance rate dropped to lowest rate over the past five year span.
- Chronic truancy rose to 1.0% from a low of 0.3%.
- The numbers for Special Education showed an increase after decreasing over a three year span.
- Title I Service was terminated at the middle school two years ago.

STUDENT DISCIPLINARY ACTIONS

SCHOOL YEAR	DETENTIONS	IN-SCHOOL SUSPENSION	OUT-OF-SCHOOL SUSPENSION	BUS REFERRALS	EXPULSIONS	TOTAL REFERRALS
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	616
06-07	440	97	21	81	1	640

Observations:

- The in-school suspension program has reduced the number of students being suspended from school.
- Bus referrals remain below 100 for the past two years.
- Total referrals for discipline remain below 700 for the past three years.

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
02-03 Final Grade	51.6	27.5	12.7	6.3	1.9	91.8
03-04 Final Grade	49.2	25.8	12.3	8.1	4.6	87.3
04-05 Final Grade	46.3	26.9	17.3	6.6	2.9	90.5
05-06 Final Grade	51.4	16.8	16.8	10.0	4.9	85.0
06-07 Final Grade	50.6	20.4	15.8	8.8	4.4	86.8

Seventh Grade

YEAR	% A's	% B's	% C's	% D's	% F's	% Mastery
02-03 Final Grade	40.1	27.3	19.0	8.6	5.0	86.4
03-04 Final Grade	36.8	37.2	19.5	5.0	1.5	93.5
04-05 Final Grade	45.6	30.9	15.1	5.9	2.5	91.6
05-06 Final Grade	50.3	28.7	17.0	3.6	0.4	96.0
06-07 Final Grade	43.2	31.0	17.7	5.8	2.3	91.9

Eighth Grade

YEAR	% A's	% B's	% C's	% D's	% F's	% Mastery
02-03 Final Grade	48.8	26.3	15.7	6.8	2.4	90.8
03-04 Final Grade	38.1	32.5	21.5	7.0	0.9	92.1
04-05 Final Grade	41.9	30.1	19.6	7.0	1.3	91.6
05-06 Final Grade	46.7	23.9	17.0	6.3	6.1	87.6
06-07 Final Grade	43.9	28.2	18.5	6.8	2.6	90.6

Observations:

- Each Grade Level achieved 85% or better at the Mastery Level.
- The percent of students failing classes were below 3% for grades seven and eight.

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MCMS ACHIEVEMENT ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST

Adequate Yearly Progress Report 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	Yes	2006-07 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2006-07 State Improvement Status	

Observations:

- *This is the second year the middle school did not make AYP.*
- *For 2006 this school did not make AYP in Reading, but made AYP in Mathematics.*
- *For 2007 this school did not make AYP in Mathematics, but made AYP in Reading.*

Student Groups	Percentage Tested on State Tests				Percent Meeting / Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
<i>State AYP Minimum Target</i>	<i>95.0</i>		<i>95.0</i>		<i>55.0</i>			<i>55.0</i>			<i>90.0</i>		<i>72.0</i>	
All	100.0	Yes	100.0	Yes	83.5		Yes	82.3		Yes	93.3	Yes		
White	100.0	Yes	100.0	Yes	83.2		Yes	82.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	42.2	36.3	Yes	35.6	51.2	No				
Economically Disadvantaged	100.0	Yes	100.0	Yes	74.2		Yes	72.0		Yes				

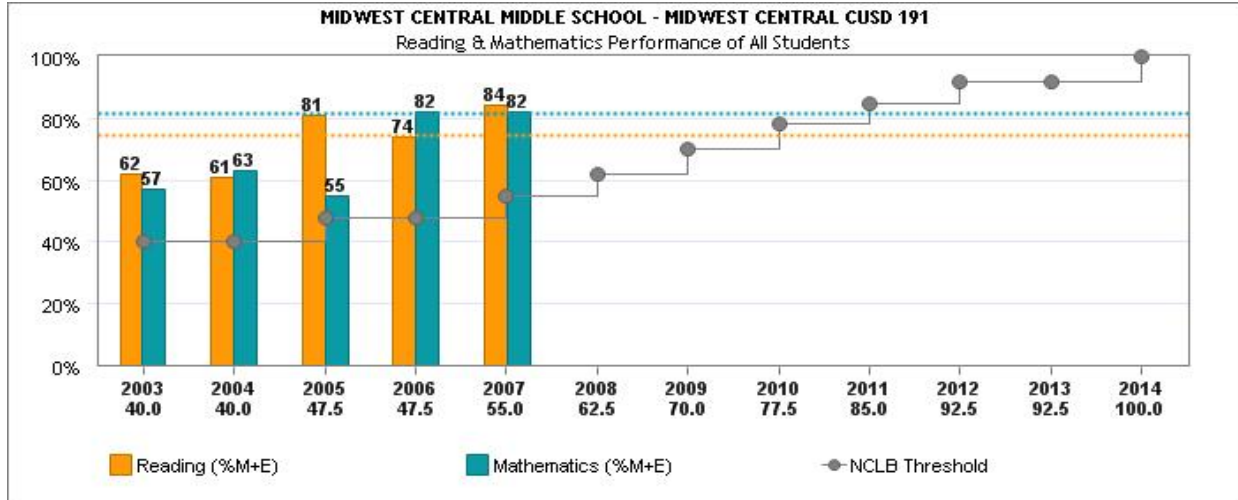
Observations:

- *The sub-group for Students with Disabilities made AYP in Reading because of the SAFE HARBOR TARGET.*
- *All student groups made AYP in Reading and Mathematics except for the sub-group for Students with Disabilities in the area of Mathematics.*

Progress towards 100% of students meeting standards in reading & mathematics by 2014

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Yearly Progress Table
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	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
AYP Target (%Meets + %Exceeds)	40.0	40.0	47.5	47.5	55.0	62.5	70.0	77.5	85.0	92.5	92.5	100
Reading												
All Subgroups	61.8	60.9	81.1	74.3	83.5							
White (%)	63.4	60.9	81.7	75.2	83.2							
Black (%)	0	0	0	0	0							
Hispanic (%)	0	0	0	0	0							
Asian/Pacific Islander (%)	0	0	0	0	0							
Native American (%)	0	0	0	0	0							
Multi-racial/Ethnic (%)	-	0	0	0	0							
LEP (%)	0	0	0	0	0							
Students with Disabilities (%)	-	0	0	29.2	42.2							
Economically Disadvantaged (%)	0	0	0	65.9	74.2							
Mathematics												
All Subgroups	56.6	63.0	54.7	81.5	82.3							
White (%)	57.7	63.0	54.8	82.2	82.8							
Black (%)	0	0	0	0	0							
Hispanic (%)	0	0	0	0	0							
Asian/Pacific Islander (%)	0	0	0	0	0							
Native American (%)	0	0	0	0	0							
Multi-racial/Ethnic (%)	-	0	0	0	0							
LEP (%)	0	0	0	0	0							
Students with Disabilities (%)	-	0	0	45.8	35.6							
Economically Disadvantaged (%)	0	0	0	69.3	72.0							

Observations:

- Reading scores showed highest percent over the past five year span.
- In the area of mathematics, scores rose again – over 80% the past two years.

EIGHTH GRADE ISAT PERFORMANCE PROFILE

Combine Performance Levels of Meets & Exceeds Standards

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	READING	2003	2004	2005	2006	2007
MCMS	All Students	65.4%	61.3%	81.3%	75.3%	84.9%
State Average	All Students	67.7%	67.1%	72.8%	79.2%	81.8%
<i>+/- Comparison</i>	<i>All Students</i>	<i>- 2.3%</i>	<i>- 5.8%</i>	<i>+ 8.5%</i>	<i>- 3.9%</i>	<i>+ 3.1%</i>

	MATHEMATICS	2003	2004	2005	2006	2007
MCMS	All Students	65.1%	63.4%	53.2%	81.4%	84.9%
State Average	All Students	53.1%	54.4%	54.3%	78.2%	81.3%
<i>+/- Comparison</i>	<i>All Students</i>	<i>+ 12.0%</i>	<i>+ 9.0%</i>	<i>- 1.1%</i>	<i>+ 3.2%</i>	<i>+ 3.6%</i>

Observations:

- Reading scores showed highest percent over the past five year span.
- In the area of mathematics, scores rose again – over 80% the past two years.

SEVENTH GRADE ISAT PERFORMANCE PROFILE

Combine Performance Levels of Meets & Exceeds Standards

	READING	2003	2004	2005	2006	2007
MCMS	All Students	Not Tested	Not Tested	Not Tested	69.4%	88.1%
State Average	All Students	Not Tested	Not Tested	Not Tested	72.0%	73.4%
<i>+/- Comparison</i>	<i>All Students</i>				<i>- 2.6%</i>	<i>+ 14.7%</i>

	MATHEMATICS	2003	2004	2005	2006	2007
MCMS	All Students	Not Tested	Not Tested	Not Tested	78.6%	73.8%
State Average	All Students	Not Tested	Not Tested	Not Tested	76.1%	79.4%
<i>+/- Comparison</i>	<i>All Students</i>				<i>+ 2.5%</i>	<i>- 5.6%</i>

	SCIENCE	2003	2004	2005	2006	2007
MCMS	All Students	75.2%	82.2%	86.3%	90.8%	86.9%
State Average	All Students	73.7%	74.4%	74.6%	80.9%	79.3%
<i>+/- Comparison</i>	<i>All Students</i>	<i>+ 1.5%</i>	<i>+ 7.8%</i>	<i>+ 11.7%</i>	<i>+ 9.9%</i>	<i>+ 7.6%</i>

Observations:

- Reading scores increased this past year and remain above the state average.
- Mathematics scores dropped from the previous year and fell below the state average.
- Science scores dropped, but remain above 85% for the past four years.

SIXTH GRADE ISAT PERFORMANCE PROFILE

Combine Performance Levels of Meets & Exceeds Standards

	READING	2003	2004	2005	2006	2007
MCMS	All Students	Not Tested	Not Tested	Not Tested	75.6%	73.2%
State Average	All Students	Not Tested	Not Tested	Not Tested	72.8%	73.4%
<i>+/- Comparison</i>	<i>All Students</i>				<i>+ 2.8%</i>	<i>- 0.2%</i>

	MATHEMATICS	2003	2004	2005	2006	2007
MCMS	All Students	Not Tested	Not Tested	Not Tested	84.4%	79.5%
State Average	All Students	Not Tested	Not Tested	Not Tested	79.1%	81.4%
<i>+/- Comparison</i>	<i>All Students</i>				<i>+ 5.3%</i>	<i>- 1.9%</i>

Observations:

- Reading and mathematics scores dropped from the previous year.
- Reading and mathematics scores were below the state average this past year.

PART III – THE SCHOOL AS A LEARNING COMMUNITY

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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 2006-2007 as part of striving to reach the building goals set in last year's School Improvement Plan.

1. Staff began making revisions to the MS Curriculum and checked the alignment with Illinois Learning Standards & Frameworks.
2. A mentoring program for new certified staff members was implemented in the middle school.
3. The new technology was implemented into most of the core curriculum.
4. Parents & community participated in various middle school programs.
5. The middle school continued to evaluate methods for improving student attendance.
6. The school climate issues were continually monitored throughout the year to provide a safe learning environment.
7. The Character Education Program recognized students monthly who exemplified the pillar characteristics.
8. A new social science series was implemented for each grade level.
9. Improving student performance on standardized assessments was targeted in the area of reading.
10. Changes were implemented to make the in-school suspension more productive.

PART IV – GOALS, TIMELINE & BUDGET FOR SCHOOL IMPROVEMENT 2007-2008

GOALS	FUNDS	ACTIVITIES
1. Continue to check and apply alignment of MS Curriculum with the Illinois Learning Standards	Title IIA Grant Mid-Illini Educational Cooperative Grant Local	1. Certified teaching staff will use early dismissal days for updating District curriculum objectives for the middle school. 2. Certified teaching staff will verify the middle school curriculum is aligned with the Illinois Learning Standards.
2. Continue the mentoring program for new certified staff members	Local	1. All first year teachers to the teaching profession will be involved the C.H.A.D.D. Program offered by the MIEC. 2. Meetings will be conducted on a regular basis with the designated mentor. 3. Informal observations will be conducted by the mentor to all first year teachers.
3. Continue to implement technology into the core curriculum	Title IID Grant Library Grant	1. Train students to access on-line reference materials. 2. Present basic information technology skills (for example; MS Word and Power Point, internet research). 3. Investigate and implement curriculum-enhancing programs. 4. Continue to use technology within the curriculum. 5. Enhance interdisciplinary curricular units.
4. Involve parents & community participation in various school programs	Local EFE funds	1. Parents / Community Members will participate in Career Fair and Reality Store. 2. Continue to use volunteers in these areas: tutoring, clerical, field trip supervision, etc. 3. Include parent(s) on Handbook Policy Committee.
GOALS	FUNDS	ACTIVITIES
5. Continue to evaluate methods for improving student	Regional Office of Education	1. Adhere to R.O.E. Truancy Program (S.P.I.R.I.T.). 2. Coordinate activities and rewards for attendance incentives with

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attendance	Local	SILT. 3. Continue parent notification for chronic absenteeism.
6. Monitor school climate issues	Local	1. Specific survey questions to be developed by SILT for parents and students. 2. Survey parents on school safety and academic satisfaction via on-line survey or paper survey. 3. Survey students on school safety (bullying). 4. Survey students on character education principles (self-inventory).
7. Continue the Character Education program	Local EFE funds	1. The Six Pillars of Character Education program will be introduced to 6 th grade students and reviewed by 7 th & 8 th grade students. 2. Recognize students monthly-based pillar characteristics. 3. Continued use of school district psychologist and social worker as counselors.
8. Research new mathematics series for each grade level.	Title IIA Grant Mid-Illini Educational Cooperative Grant Local	1. Math curriculum meetings across the district. 2. Evaluate new series to determine if staff development needs to be provided by textbook company.
9. Improve student performance on standardized assessments – especially in the area of reading & mathematics for identified students	Title IIA Grant Mid-Illini Educational Cooperative Local	1. School Improvement early dismissal days – discuss strategies for improving student performance in the area of reading or mathematics (concentrate on the identified students with weaknesses). 2. Additional instruction in reading & mathematics for students with IEPs as needed. 3. Professional Development – workshops, conferences, seminars.
10. Make more productive use of the in-school suspension	Local	1. Counseling / video presentation and reflection statement 2. Adhere to ISS schedule (to include physical activity) 3. Grade level charts indicating supplemental assignments

THE FOLLOWING PROGRAMS WILL REMAIN TO IMPROVE THE QUALITY OF EDUCATION

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.