

# Midland High School

*SCHOOL IMPROVEMENT PLAN*  
2007-2008



# **Midland High School Improvement Plan 2007-2008**

Revised : October 1, 2007

**A mission for Midland High School:**

***Dedicated to academic excellence, the Midland High School community promotes mutual respect, personal well being, and lifelong learning as students prepare to be productive citizens in an increasingly complex, global society.***

**To accomplish this mission, our goals are to:**

- **Provide students with the skills and knowledge necessary to be successful**
- **Model dignity, respect, honest communication, responsibility, and personal integrity in a safe learning environment**
- **Develop students' critical thinking and problem-solving skills**
- **Promote adaptable technological skills**
- **Encourage awareness and appreciation of cultural diversity**

**The success of Midland High School meeting its mission is defined by student performance in several key measures:**

- **Overall academic indicators: Grades, honor roll, National Honor Society, Illinois State Scholars**
- **Standardized assessments: ACT, Prairie State, and PLAN.**
- **Graduation rate**
- **Attendance**
- **Overall participation in athletic/co-curricular activities**

**The purpose of the School Improvement Plan is to.....**

- **Assist in identifying how our students currently perform.**
- **Serve as a vehicle for setting goals for student performance**
- **Identify actions to reduce the discrepancy between current and desired performance.**

**As such, the School Improvement Plan should be....**

- **Known by all – students, teachers, parents**
- **A central focus of our activities as faculty**
- **Based on a knowledge of where we are now**
- **Clear about the goals we wish students to achieve**  
**Precise in its action plan and responsibility**

## I. PLAN DEVELOPMENT, REVIEW AND IMPLEMENTATION

- A. School Support Team: The goals in this school improvement plan were a result of the work of the Midland High School Learning Teams and collaboration of the members of the Building Curriculum Council and parents.
- B. Description of Parent Notification Letter (Title I Schools only): N/A
- C. Description of Stakeholder Involvement:

Every teacher within the Midland High School building is part of a professional learning team. In addition, each team has a member serve on a building curriculum council. The building curriculum council meets quarterly to discuss curriculum, discipline, and school improvement. Likewise, three representatives from the Building Curriculum Committee serve on our District Curriculum Committee to discuss district-wide curriculum, professional development, and improvement. Equally important, the Midland High School Principal's Advisory Committee also contributes to the improvement of the school. For example, the Principal's Advisory Committee provides financial and program assistance, curricular issues, and addresses community concerns. During the Principals Advisory Committee meetings the school improvement process is communicated to the community through this committee.

- D. Description of the Peer Review Process:

Midland High School has implemented a continuous school improvement process titled T.E.A.M.S. TEAMS is an acronym that represents Target, Enact, Assess, Modify, and Share. During T.E.A.M.S. sessions all school improvement planning is done on a cyclical basis. For example, the Midland Learning Teams will meet in August/September to target student weaknesses. Likewise, the learning teams will also enact an action plan in August/September to respond to curricular weaknesses. During the month of April the learning teams will review the district assessments to modify the aforementioned action plan. After the process is complete district staff will share the success or failures with the school community and stakeholders.

### C. THE COMMUNITY

The Midland School District is a rural, consolidated district that provides programs for students in grades pre-school through high school. The district has three attendance centers. The elementary school is located in Lacon, the middle school is located in Sparland, and the high school is located in rural Varna. The district is 176 square miles and transports over 80% of its 851 students daily. Unfortunately, diversity has remained unchanged over the past six years. For example, the student population is 97.9% Caucasian, 1.8% Black, .4% and Hispanic.

## **DISTRICT PROBLEMS**

One problem the Midland District continues to face focuses on finances. For example, the District EAV remains rather stagnant with only a 6.25% within the past five years. The closing of one rural Midland school and the creation of attendance centers in the spring of 2003 was very unsettling for the Midland Community. The challenges facing small rural districts with dwindling enrollment and assessed evaluation often create unsettling circumstances with the community residents. Matching fiscal responsibility with increasing educational demands is often unpopular. Currently, the district has recently been removed from AWES status. However, Midland High School did not make AYP this year due to deficient test scores.

## **TAX BASE**

The majority of our employment base is located in Peoria and surrounding communities with the Midland District serving as the second largest employer in the county. Local growth in EAV is seen mostly with residential assessment. For example, the Adjusted Valuation is for the 06-07 school year was \$85,440 - which translated into a total extension of \$3,578,577. As a result, 54% of the districts' revenues are contributed by the community. As a result, with state aid being questionable on a yearly basis, it is the local wealth that has kept the Midland District relatively solvent.

## **COMMUNITY SUPPORT**

The communities, in general, are supportive of the school system. The support of the system school has remained consistent and the need to continue to strive towards excellence is present. The schools enjoy active PTO's, Booster, Rotary, and Women's Clubs that are active and supportive of the schools. The district has an Educational Foundation that offers grants for classrooms and teachers to assist with the educational endeavors that extend beyond the budgetary constraints. To date, they have assisted with over \$30,000 for the children of the school district.

**MIDLAND HIGH SCHOOL - MIDLAND CUSD 7**  
**Student Demographics & Characteristics - Race / Ethnicity**

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
<b>S C H O O L</b>	1999	98.3	0	1.7	0	0	-
	2000	99.3	0	0.7	0	0	-
	2001	98.5	0.4	1.1	0	0	-
	2002	99.3	0.4	0.4	0	0	-
	2003	98.9	0.8	0	0.4	0	-
	2004	98.5	0.7	0.4	0.4	0	-
	2005	97.7	1.5	0.4	0.4	0	0
	2006	97.5	2.1	0.4	0	0	0
	2007	97.9	1.8	0.4	0	0	0

**MIDLAND HIGH SCHOOL - MIDLAND CUSD 7**  
**Student Demographics & Characteristics - Enrollments**

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	1999	287	-	-	-	-	-	-
	2000	267	-	-	-	-	-	-
	2001	271	-	-	-	-	-	-
	2002	276	-	-	-	-	-	62
	2003	264	-	-	-	-	-	72
	2004	267	-	-	-	-	-	68
	2005	263	-	-	-	-	-	54
	2006	284	-	-	-	-	-	77
	2007	284	-	-	-	-	-	75

**MIDLAND HIGH SCHOOL - MIDLAND CUSD 7**  
**Student Demographics & Characteristics - Educational Environment**

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
<b>S C H O O L</b>	1999	0	10.5	97.0	92.5	13.2	16	5.3	3.5	86.3
	2000	0	17.2	95.6	93.2	12.1	10	3.6	3.7	80.6
	2001	0	15.1	100.0	93.7	21.8	2	0.8	3.0	87.5
	2002	0	14.5	100.0	94.2	23.0	2	0.7	1.1	85.3
	2003	0	15.9	100.0	94.7	16.7	3	1.1	2.7	100.0
	2004	0	13.5	100.0	94.3	6.1	1	0.4	2.2	84.4
	2005	0	18.3	100.0	94.7	6.1	2	0.7	1.5	86.8
	2006	0	21.1	100.0	94.2	18.2	2	0.7	0.4	92.6
	2007	0	16.2	100.0	93.6	14.9	2	0.7	3.2	100.0

**MIDLAND CUSD 7**  
**District Financial Information - Expenditure Rates**

	Year	Tax Year	EAV per Pupil (\$)	Total School Tax Rate per \$100 (\$)		Fiscal Year	Instructional Expenditure per Pupil (\$)	Operating Expenditure per Pupil (\$)
<b>D I S T R I C T</b>	1999	1996	57,116	4.60		1997 - 1998	3,348	5,232
	2000	1997	59,943	4.94		1998 - 1999	3,513	5,533
	2001	1998	66,434	4.96		1999 - 2000	3,928	6,274
	2002	1999	72,639	4.92		2000 - 2001	4,214	6,811
	2003	2000	78,072	4.96		2001 - 2002	4,481	6,940
	2004	2001	81,355	4.95		2002 - 2003	4,665	7,420
	2005	2002	83,818	4.95		2003 - 2004	4,361	6,963
	2006	2003	86,961	4.87		2004 - 2005	4,734	7,691
	2007	2004	85,440	4.42		2005 - 2006	5,151	8,170

**MIDLAND CUSD 7**  
**District Financial Information - Revenue Amounts**

	Year	Fiscal Year	Local Property Taxes (\$)	Other Local Funding (\$)	General State Aid (\$)	Other State Funding (\$)	Federal Funding (\$)
<b>D I S T R I C T</b>	1999	1997 - 98	-	-	-	-	-
	2000	1998 - 99	-	-	-	-	-
	2001	1999 - 00	-	-	-	-	-
	2002	2000 - 01	3,202,634	446,157	2,083,498	860,887	347,988
	2003	2001 - 02	3,464,412	321,892	2,117,584	628,864	317,218
	2004	2002 - 03	3,501,917	305,489	1,913,280	589,481	255,918
	2005	2003 - 04	3,645,065	319,335	2,029,107	800,194	283,533
	2006	2004 - 05	3,544,984	354,317	2,126,795	630,501	266,817
	2007	2005 - 06	3,202,027	376,550	2,213,285	585,294	257,475

**MIDLAND CUSD 7**  
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## II. DATA AND ANALYSIS

### A. Data Collection and Information-School Assessment and AYP Data:

#### PSAE (Prairie State Assessment Exam) Class of 2007

Beginning in April of the 2001-2002 school year, all junior level students throughout Illinois, with the exception of some ESL and special education students, took the ACT as a part of the PSAE (Prairie State Achievement Exam). Prior to the 2001-2002 school year, only those students who wished to apply for admission to college took the ACT. The 2000-2001 school year can be viewed as a year of transition. Many students still took the ACT on national test dates, as had been the practice for many years. These same students, plus all who did not participate on the national test dates took the ACT as part of the PSAE.

Each student's PSAE score included components from three types of tests: the ACT, the ACT Workkeys, and State developed assessments. ACT subtests included in the PSAE score were English, Mathematics, Reading, and Science Reasoning. Included from the Workkeys assessment were Reading for Information, and Applied Mathematics. Finally, the PSAE score included State Developed assessments in Writing, Science, and Social Science.

Composite students PSAE scores were grouped into Performance Levels:

#### Exceeds Standards (Level 4)

- Student work demonstrates advanced knowledge and skills in the subject.
- Students creatively apply knowledge and skills to solve problems and evaluate the results.

#### Meets Standards (Level 3)

- Student work demonstrates proficient knowledge and skills in the subject.
- Students effectively apply knowledge and skills to solve problems.

#### Below Standards (Level 2)

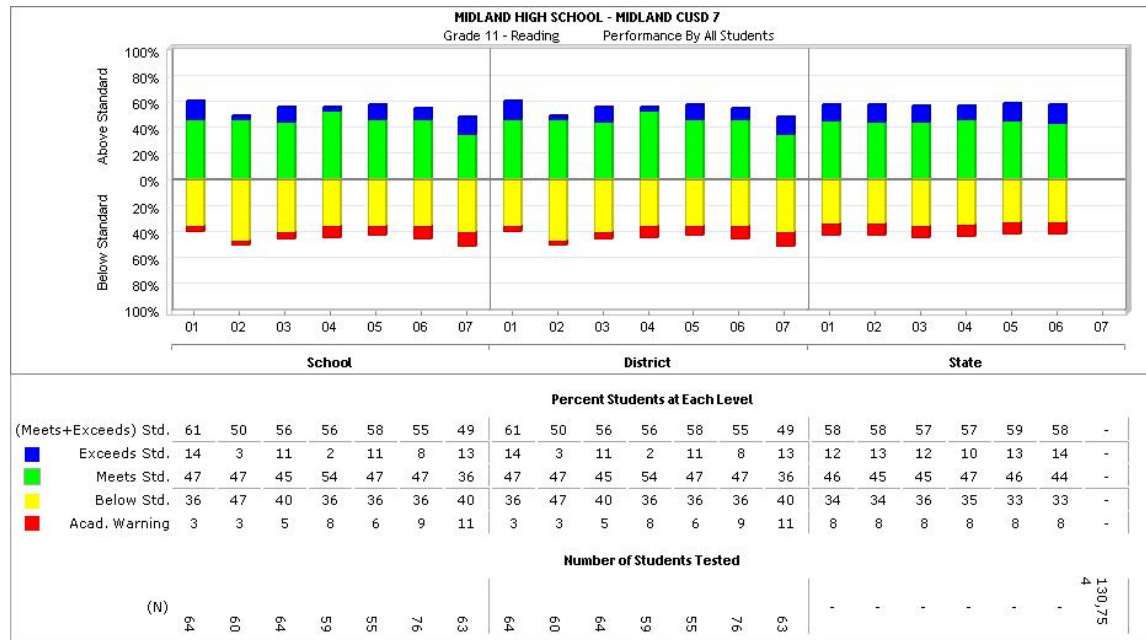
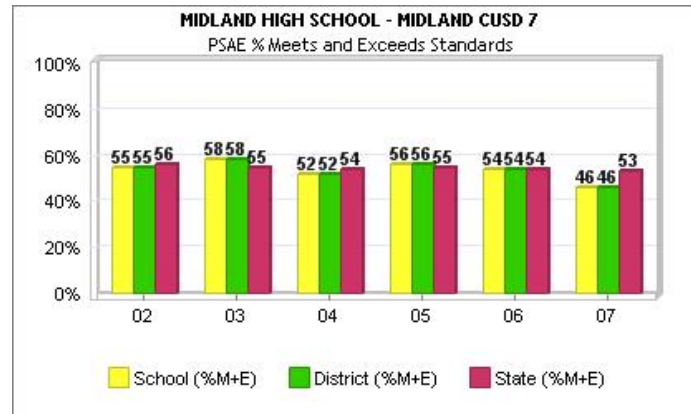
- Student work demonstrates basic knowledge and skills in the subject.
- However, because of gaps in learning, students apply knowledge and skills in limited ways.

#### Academic Warning (Level 1)

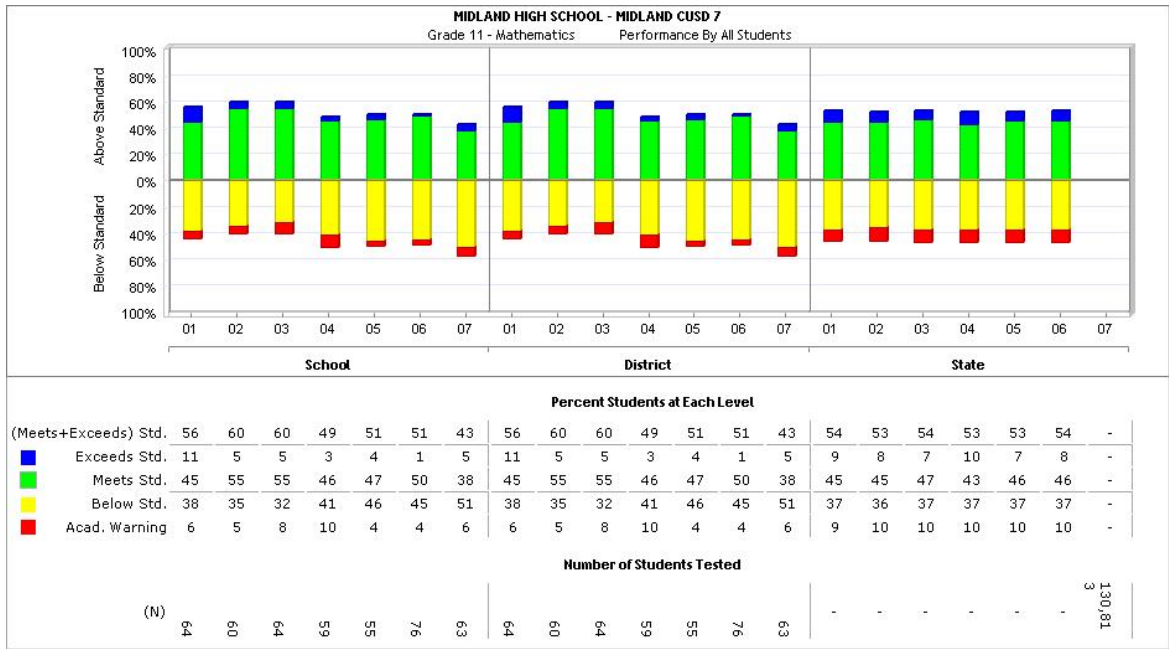
- Student work demonstrates limited knowledge and skills in the subject.
- Because of major gaps in learning, students apply knowledge and skills ineffectively.

Midland High School students in grades 11 were assessed with the Prairie State Achievement Test in April of 2007. In addition, students in Grade 9 are assessed with the EXPLORE Test and students in grade 10 are assessed with the PLAN test. Both test are written by the ACT Corporation – the PLAN Test provides a predictor for the ACT exam. Student performance on all tests are listed below:

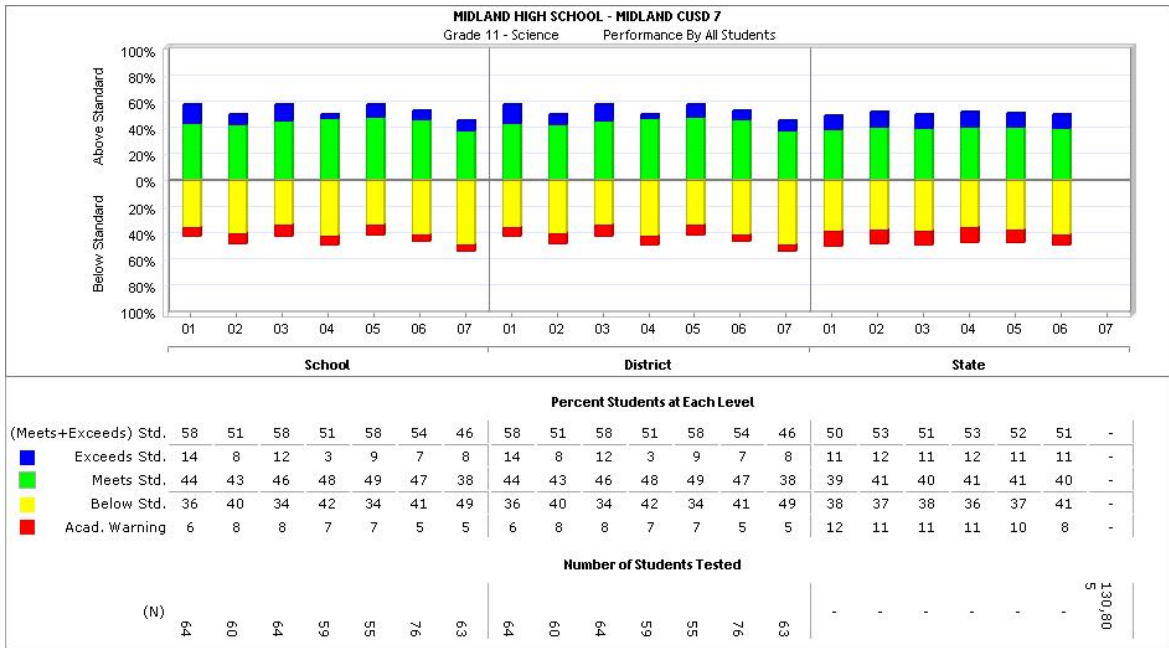
### Prairie State Achievement Test 2007



### Reading

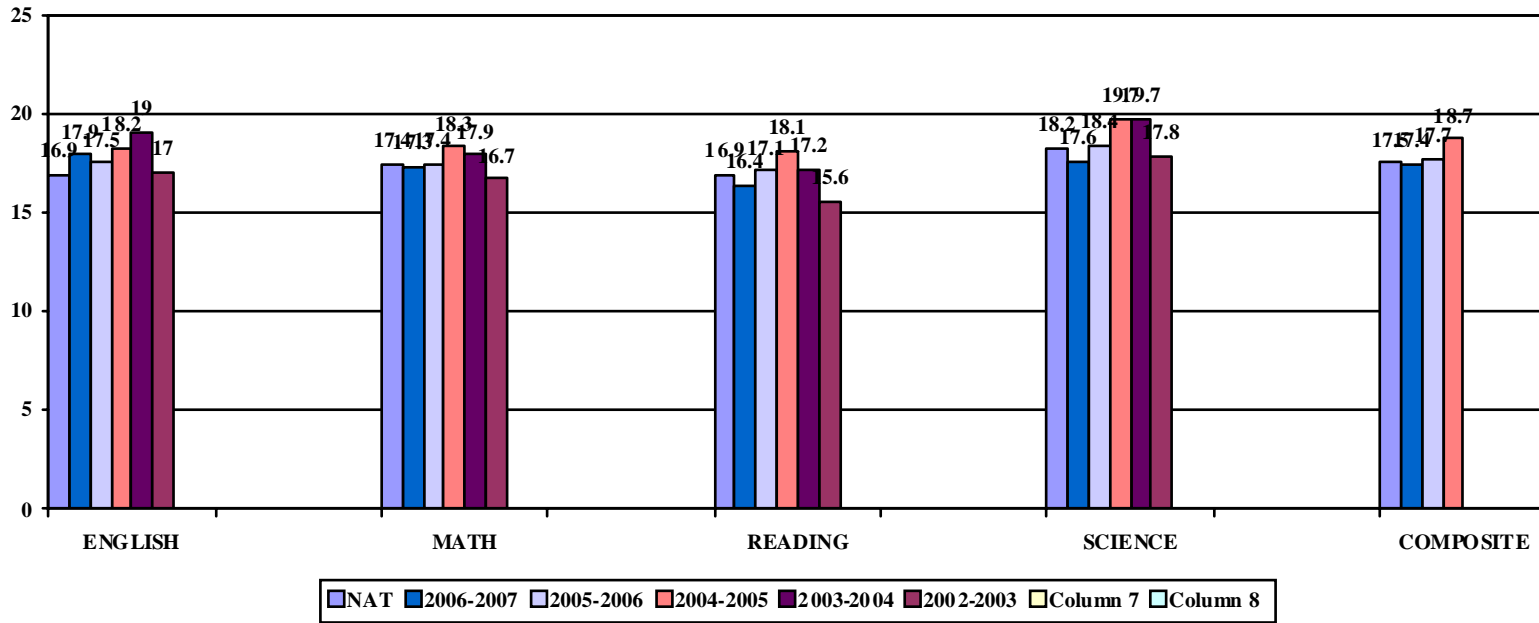


### Math

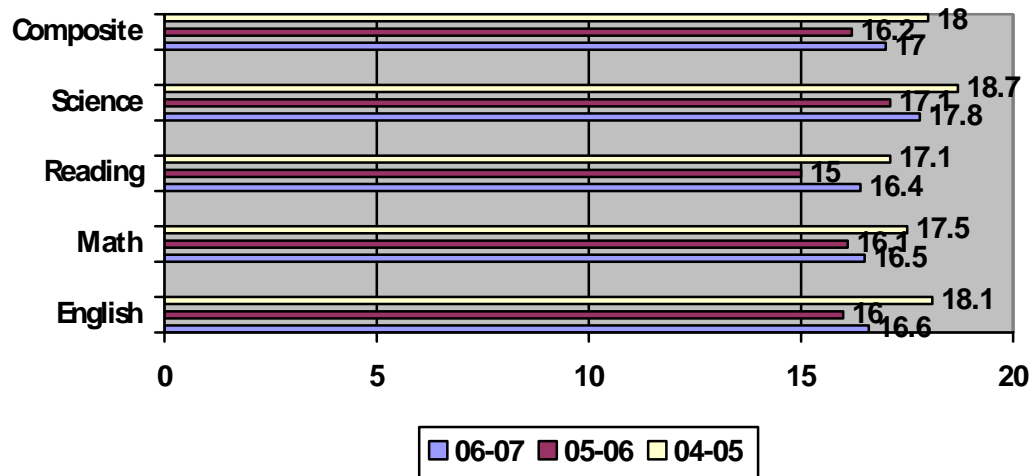


### Science

PLANScores -10th Grade



EXPLORE TEST- 9<sup>th</sup> Grade



## **B. Data Analysis:**

Trend analysis over the last several years (appendix A) indicates that students at Midland High School have performed about the same as the state average – until this year – specifically in math and reading. As a result, this year will be a watershed year for the school. For example, this year reading will be emphasized in all subject areas. Specifically, all instructional disciplines will implement reading strategies. The reading strategies include, Cornell Notes, KWL, and T.H.I.E.V.E.S.

### **READING**

For the past three years reading levels have remained fairly consistent. However, this year, as the throughout the state, Midland High School experienced a dramatic drop in reading scores. Consequently, MHS staff implemented the aforementioned reading strategies for the 07-08 school year. Equally important, professional staff is currently developing a reading program to implement for the 08-09 school year.

### **MATH**

Reading has remained fairly consistent in the past three years. In fact, math scores actually improved during the 05-06 school year. However, during the 06-07 school year, again like the state, math scores deteriorated drastically. As a result, vocational and elective teachers implemented an emphasis on mathematics. The math learning team is currently purposing a double-block of math instruction and support for students struggling with math.

### **SCIENCE**

Similarly to math and reading science scores have fell this year as well – again like the state. As a result, professional science instructor continue to review state frameworks to ensure that an appropriate and aligned curriculum is being taught in the science department

**C. Educator Data and Qualifications for Midland High School**

MIDLAND HIGH SCHOOL - MIDLAND CUSD 7 District Teacher & Administrator Information - Teacher Demographics								
	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Male (%)	Female (%)
D I S T R I C T	1999	100.0	0	0	0	0	27.8	72.2
	2000	100.0	0	0	0	0	28.0	72.0
	2001	100.0	0	0	0	0	24.9	75.1
	2002	100.0	0	0	0	0	24.4	75.6
	2003	100.0	0	0	0	0	23.2	76.8
	2004	100.0	0	0	0	0	25.0	75.0
	2005	100.0	0	0	0	0	25.4	74.6
	2006	100.0	0	0	0	0	25.2	74.8
	2007	100.0	0	0	0	0	27.1	72.9

**MIDLAND HIGH SCHOOL - MIDLAND CUSD 7**  
**District Teacher & Administrator Information - Teacher Characteristics**

Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
1999	72	16	35,585	83	17	18	13	-	-
2000	71	17	36,594	86	14	18	12	-	-
2001	72	16	37,299	86	14	17	12	-	-
2002	74	16	39,025	84	16	16	13	0	0
2003	69	17	41,068	83	17	17	13	0	0
2004	64	18	44,193	80	20	20	12	1	0
2005	63	18	44,581	78	22	18	12	0	0
2006	63	17	46,550	80	20	18	12	2	0
2007	67	16	46,136	75	25	16	13	0	0

D I S T R I C T

### III. ACTION PLAN

#### OBJECTIVES FOR CONTINUOUS AND SUBSTANTIAL PROGRESS

**A. Objective 1:** To increase the number of students currently exceeding state standards in reading by 20% upon completion of the 2007-2008 school year.

Strategies and Activities for this objective	Timeline	Budget
<p><b>B. Student Strategies and Objectives:</b></p> <p>All students will be given instruction relating to study skills and reading strategies. Specifically, during the first two weeks of school all English classes will provide instruction on how to implement Cornell Notes for students. In addition, all teachers will be required to implement Cornell Notes into every day instruction.</p>	<p>Commencement of the 07-08 school year.</p>	<p>None. Supplies as need from building fund</p>
<p><b>C. Professional Development Strategies and Objectives:</b></p> <p>All teachers will be provided in-service training by English instructors during the first two weeks of school.</p>	<p>-Professional development activity to be completed during 2007-08 school year</p> <p>-</p>	
<p><b>D. Parent Involvement Strategies and Activities for this Objective:</b></p> <p>Parental input required to develop individual learning profiles for all students. Parents will be involved in giving direct input and feedback through Parents Advisory Council.</p>	<p>Parent Advisory Meetings to be conduct on a monthly basis</p>	<p>Principal's supply budget for necessary meetings.</p>

**E. Process for monitoring the effectiveness of the strategies and activities for this objective**

1. Analysis of 2008 PSAE results will determine if 20% more students fall in the "exceeds" category.
2. Analysis of the 2008 MAP results to determine weaknesses in classroom instruction.

**F. Person(s) overseeing the strategies and activities for this objective:** Building principal, classroom teachers, & curriculum team members.

### III. ACTION PLAN

#### OBJECTIVES FOR CONTINUOUS AND SUBSTANTIAL PROGRESS

**A. Objective 2:** Improve instruction of Special Education students through the implementation of an inclusion program.

Strategies and Activities for this objective	Timeline	Budget
<p><b>G. Student Strategies and Objectives:</b></p> <p>All special education students with cross categorical learning disabilities will be fully included in regular ed classrooms with support from a special education teachers.</p>	<p>2007-2007 School year</p>	<p>none</p>
<p><b>H. Professional Development Strategies and Objectives:</b></p> <p>Teachers will be dispatched to professional development activities to be trained in team teaching strategies.</p>	<p>-Professional development activity to be completed during 2007-08 school year</p>	<p>-Title I Professional Development funds and district professional development funds</p>

**B. for this Objective:**

**Parent Involvement Strategies and Activities**

Decisions will be made at staffing meets for Special Education students.

**C. Process for monitoring the effectiveness of the strategies and activities for this objective**

3. PSAE assessment
4. MAP assessment

5. Teacher Surveys

D. **Person(s) overseeing the strategies and activities for this objective:** Building principal, classroom teachers