



## Continuous Improvement Annual Report for *Middleton High School* *December 5, 2011*

<b>Principal:</b> Denise Herrmann <b>Associate Principal – Teaching &amp; Learning, Student Organizations:</b> Laura Nyberg <b>Associate Principal – Student Services:</b> Scott Brown <b>Associate Principal – Bilingual Coordinator:</b> Mandi Maurice <b>Dean of Students:</b> Brian Morstad <b>Dean of Students:</b> Jamie Domini <b>Dean of Students/Student Services Coordinator:</b> Patrick Godar <b>Dean of Students/Student Services Coordinator:</b> Kahlen Spaulding <b>Athletic Director:</b> Bob Joers	<b>Grades Served:</b> 9-12
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<b>Cardinal School Improvement Team Members:</b>	
*Block Schedule Goal – Department Coordinator Team	
*PLC Goal – Admin Team	
*Communication/Feedback – PE Coordinator, Parent Advisory Board, MHS Senate	
*New SIP team will be formed in spring 2012	

**School Mission:**

Middleton High School's mission statement emphasizes our learning community and the learner.

***Middleton High School is a learning community that fosters intellectual growth and habits of commitment, reflection, wellness and wonderment, developing citizens who make a living, a life and a difference.***

**Core Values and Beliefs:**

We at Middleton High School have fundamental convictions, values and beliefs.

**We believe that . . .**

- our focus is students and the work they do
- students should be self-managing learners
- each student needs to develop the capacity to think and reason
- all students should be challenged intellectually
- every student can and will learn if presented with the right opportunity to do so
- goals and expectations should apply to all students, but the means to these goals will vary
- program design should be shaped by the outcomes that students need
- the tone of our school should explicitly stress the values of integrity, trust, and decency
- family and community participation and support is essential
- each individual must accept personal and community responsibility.

<b>Student Demographics</b>			
<b>Demographic Area:</b>	<b>2011-12 Data (Current Data)</b>	<b>2010-11 Data (1 Year change)</b>	<b>2006-07 Data (5 Year Change)</b>
<b>Overall Enrollment</b> (3 <sup>rd</sup> Friday Count)	1,993	1,955	1,950
<b>% Free/Reduced Lunch</b> (Title I Count)	12.99%	12.32%	8.73%
<b>% Students of Color</b> (3 <sup>rd</sup> Friday Count)	19.17%	16.70%	12.57%
<b>% Students with Disabilities</b> (3 <sup>rd</sup> Friday Count)	10.97%	10.86%	12.36%
<b>% English Language Learners</b> (3 <sup>rd</sup> Friday Count ELP 1-5)	4.02%	4.47%	3.34%
<p><b>Analysis of Demographic Situation and Significant Changes:</b>            In the past year the overall enrollment increased by nearly 40 students and the percent students of color increased by almost 3 percent.</p>			
<b>Continuous Improvement Goals and Results</b>			
<p><b>NCA/QAR Accreditation Visit:</b> A Quality Assurance Review Team representing the NCA CASI Wisconsin State Office (NCA-CASI-WI), a division of AdvancED, visited the Middleton High School on 02/24/2011-02/25/2011.</p> <p><b>Commendations</b>            The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.</p> <p><b>Commendation 1:</b> The Collaborative Learning Center is an exemplary practice that allows students to seek assistance from faculty members in all departments each period of every day.</p> <p><b>Commendation 2:</b> The Student Services delivery model exemplifies responsiveness to students and families' needs.</p> <p><b>Commendation 3:</b> Middleton High School provides a wide variety of curriculum and extracurricular offerings to meet the needs of all students.</p> <p><b>Commendation 4:</b> Middleton High School staff, with support from administrators, integrate innovation into the high school.</p> <p><b>Commendation 5:</b> There has been a dramatic change in culture throughout Middleton High School (MHS) during the past 5 years to a culture of continuous improvement, collaboration, best practices and data driven decision-making.</p> <p><b>Required Actions</b>            In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable addressing each of the required actions noted in this section.</p>			





**Required Action 1:** Organize goals into a school wide structure to clarify small group, school wide, and district goals that includes a structured action plan, time frame and a format for progress reports, review of data relating to these goals, and professional development activities related to small group, school, and district goals.

**Required Action 2:** Develop a formal action plan and professional development plan for the block schedule and professional learning communities.

**Required Action 3:** Establish and implement a formal process of gathering stakeholder feedback, especially from parents and students.

## 2011-12 School Improvement Action Plans

**Ultimate Goal: High levels of learning for ALL;  
every MHS student is an achiever**

Goal Areas	Create a collaborative culture 	Personalize the school environment 	Eliminate gaps in student achievement 	Improve literacy skills of all students 
<b>Action Plans</b>	Block Schedule Implementation Plan		Literacy Action Plan	
	Improve Communication	Co-Curricular Action Plan - Athletics and Student Organizations		
		Attendance Cohort Action Plan		
	Professional Learning Community Action Plan			

1. **Develop a formal implementation, professional development and assessment plan for the block schedule**
  - Develop assessment/monitoring tools to gauge effectiveness of new schedule
  - Develop on-going professional development opportunities for staff
2. **Develop clear expectations and support tools to maximize teacher collaboration during PLC time**
  - Provide training for effective teacher collaboration
  - Provide templates/tools to guide work and ensure consistent curriculum, instruction, and assessment products
  - Provide on-going support for teams to fully use the UBD/DI framework
3. **Increase student attendance thru development and implementation of enhanced policy and procedures**
  - Ensure timely response / consequence if student is tardy or absent from class or study hall
  - Ensure consistent and accurate attendance taking by MHS staff
4. **Improve student literacy (reading and writing) across the curriculum**
  - Identify specific students in needs and develop targeted literacy plans that can be implemented in content-area classes

**Summary of Literacy Performance Data:**

Percent meeting college readiness benchmarks on Grade 11 Plan over time

- English, class of 2011=77.4%; 2012 = 77.3%; 2013 = 78.5%
- Reading, class of 2011 = 84.1%; 2012 = 75.7%; 2013 = 87.4%

**Summary of Mathematics Performance Data:**

Percent meeting college readiness benchmarks on Grade 11 Plan over time

- Math, class of 2011 = 71.1%; 2012 = 69.4%; 2013 = 72.0%

**Summary of Science Data:**

Percent meeting college readiness benchmarks on Grade 11 Plan over time

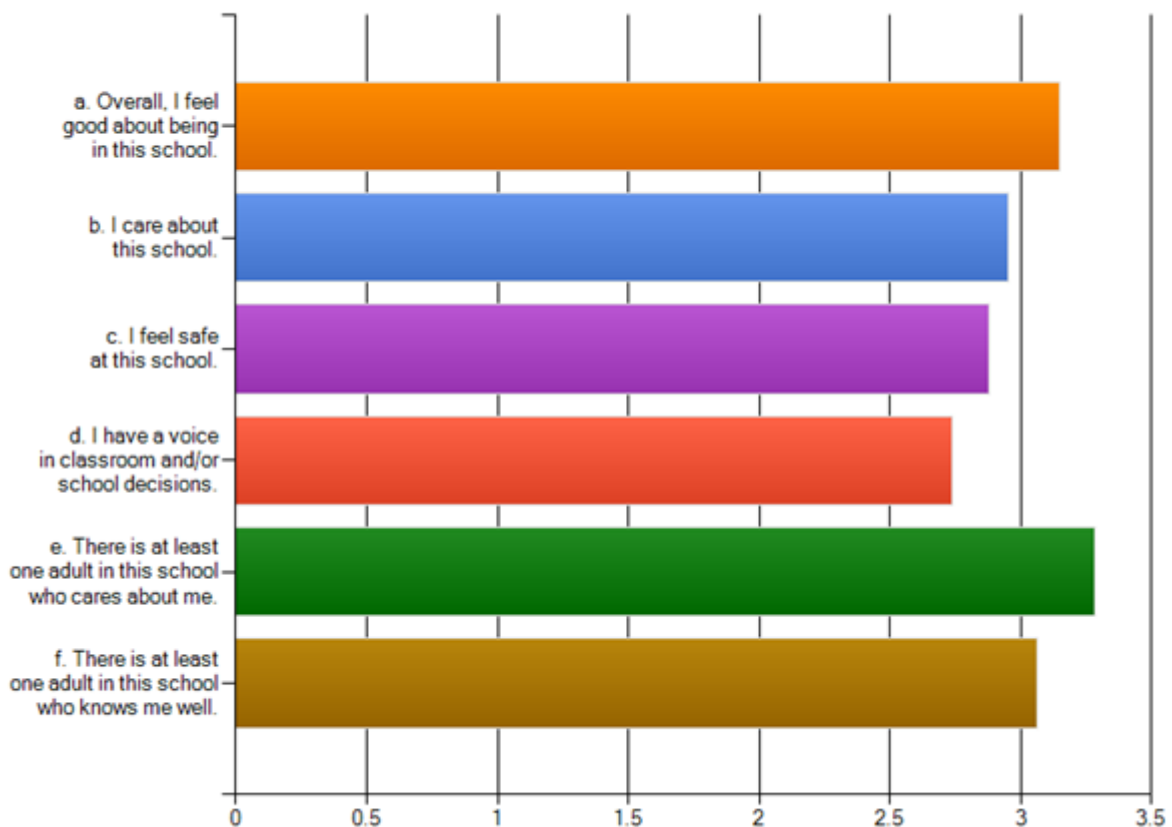
- Science, class of 2011 = 53.3%; 2012 = 54.9%; 2013 = 64.5%

<b>Behavioral Data Summary 2010-11</b>			
<b>Average Daily Attendance: 93.89%</b>		<b>Average Days Absent per Student: 3.46</b>	
<b># of Behavioral Events: 1,361</b>		<b># of Students with a Behavioral Event: 1,584</b>	
<b><u>Suspensions</u></b>			
<b><u>Type of Behavior Event</u></b>	<b><u># In-School</u></b>	<b><u># Out of School</u></b>	<b><u>Average # of Days</u></b>
Alcohol Related	1	15	2.50
Battery	1	1	2.00
Bomb Threat	0	1	5.00
Bullying	6	3	1.50
Cheating/Plagiarism	3	0	0.50
Combustion Devices	1	0	0.50
Controlled Substances Related	3	30	2.30
Disorderly Conduct	2	4	1.50
Disrespect	4	3	0.50
Disruptive Behavior	6	5	1.00
Failure to Serve Consequence	18	0	1.00
False Alarm	1	1	2.00
Fighting	8	15	3.00
Harassment	0	1	5.50
Insubordination	45	30	1.00
Physical Aggression	22	22	1.50
Pornography	1	0	1.50
Possession of Stolen Property	0	2	3.00
Profanity	15	1	1.00
Repeated Refusal to Follow School Rules	0	1	10.00
Sexual Harassment	4	2	1.50
Student Misconduct	8	1	1.00
Theft	5	11	2.50
Threatening Behavior	1	11	4.00
Tobacco Possession	1	0	1.00
Truancy	2	0	1.00
Vandalism	1	4	2.50
Verbal Aggression	3	2	1.00
Weapon Related	0	3	3.00
<b><u>Expulsions</u></b>			
<b><u>Type of Behavior Event</u></b>	<b><u>Number of Events</u></b>		
Battery	1		
Controlled Substances Related	3		
Fighting	1		
Repeated Refusal to Follow School Rules	1		
Theft	1		

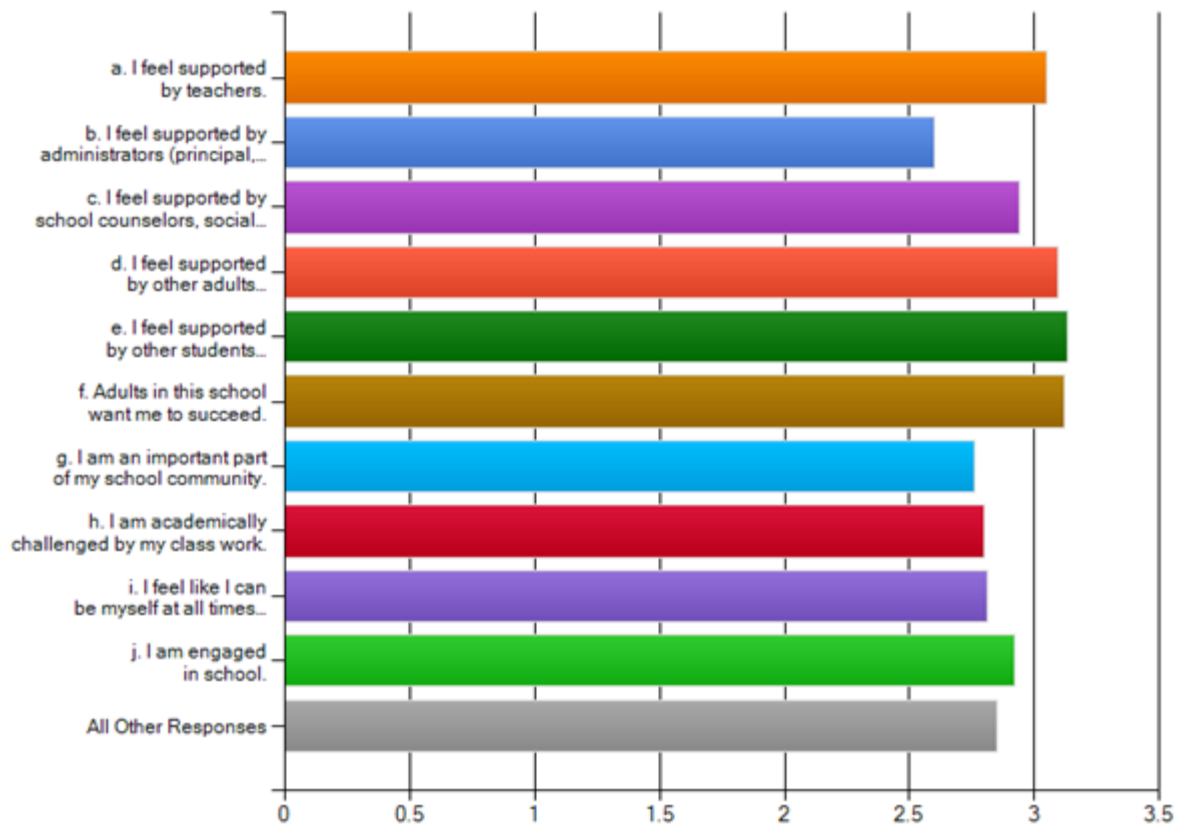
**Implications When Intersected with Other Data:****Perceptions Data Summary**

Please click the links below to access full results from the following surveys.

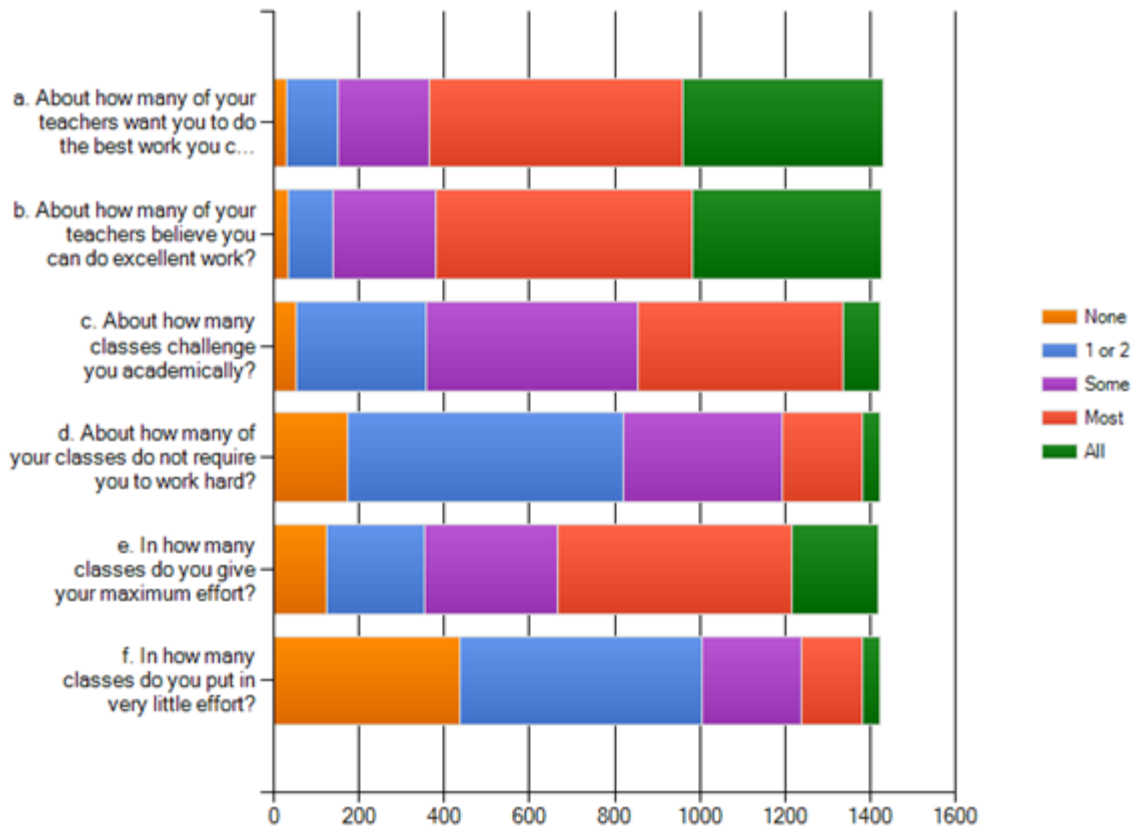
- Results from the 2010-11 MHS Student Engagement Survey
- Results from the [2009-2010 MHS Student Engagement Survey](#)
- Results from the [2008-2009 MHS Student Engagement Survey](#)

**How do you feel about the following questions related to your high school?**

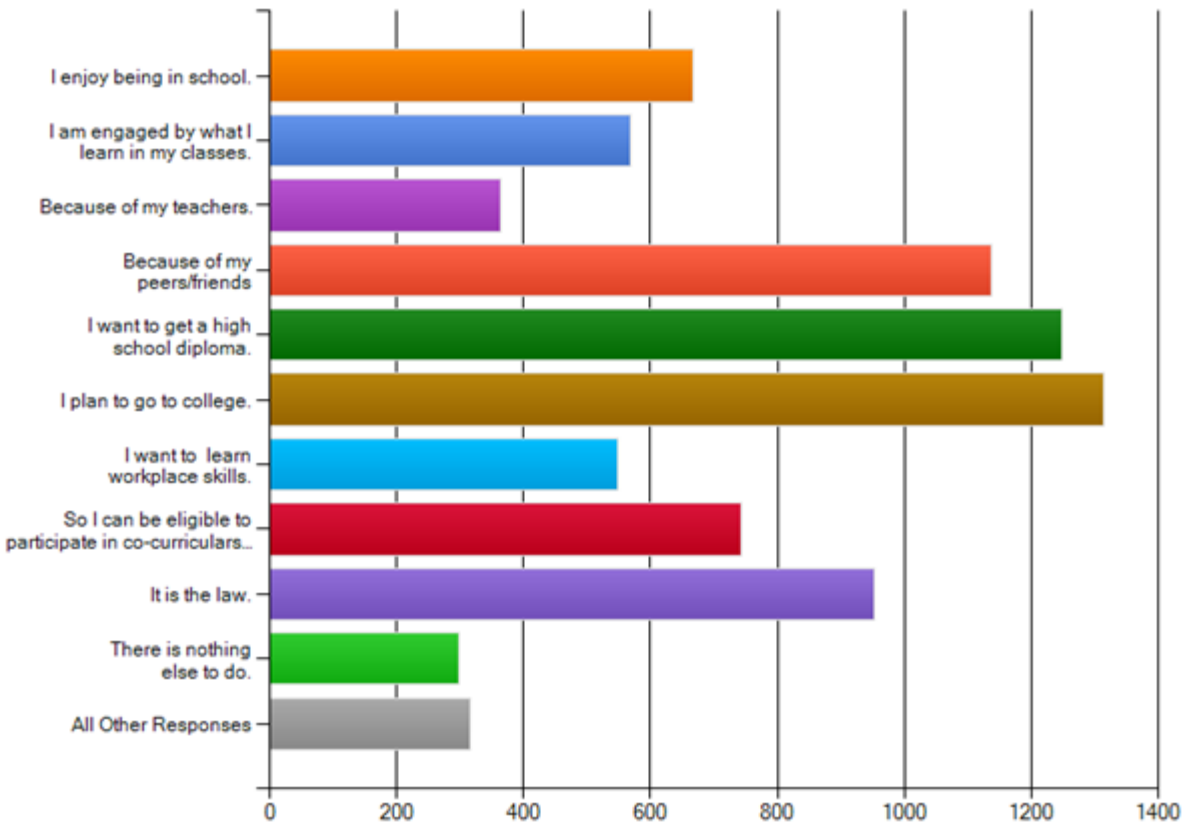
### How often do you feel the following statements apply to your high school?



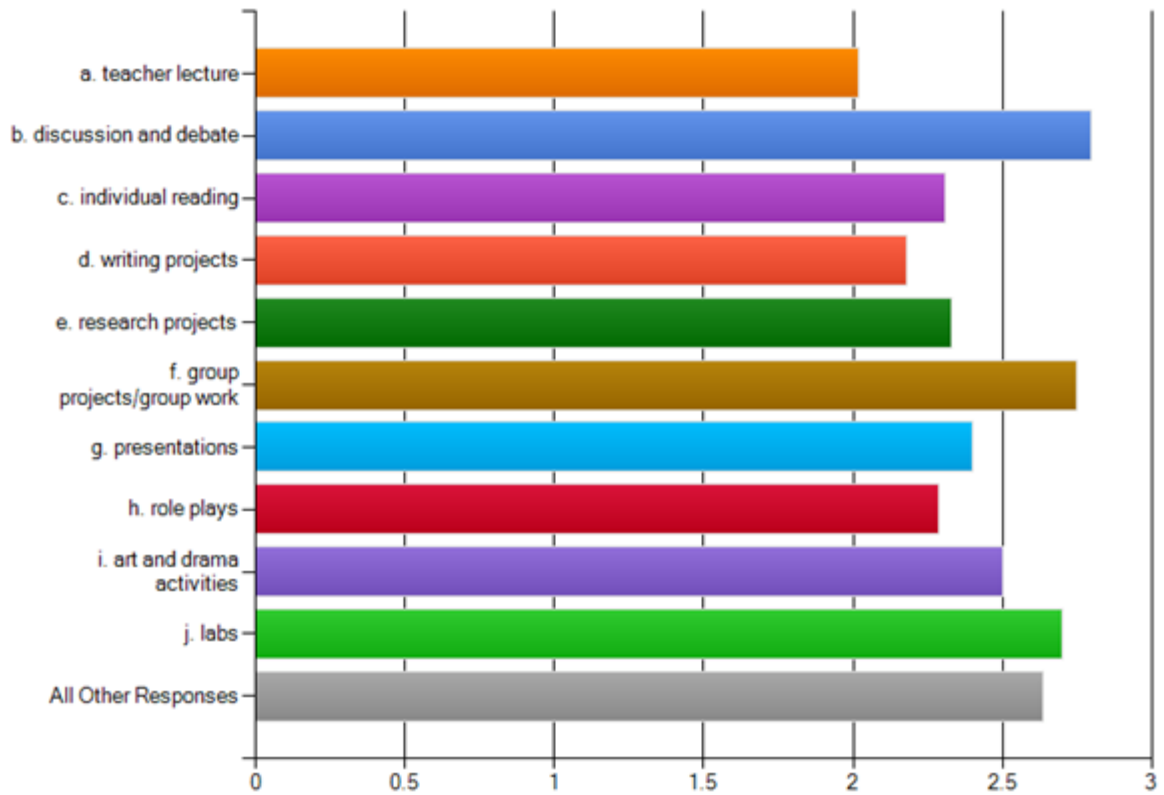
### What do you believe about the following?



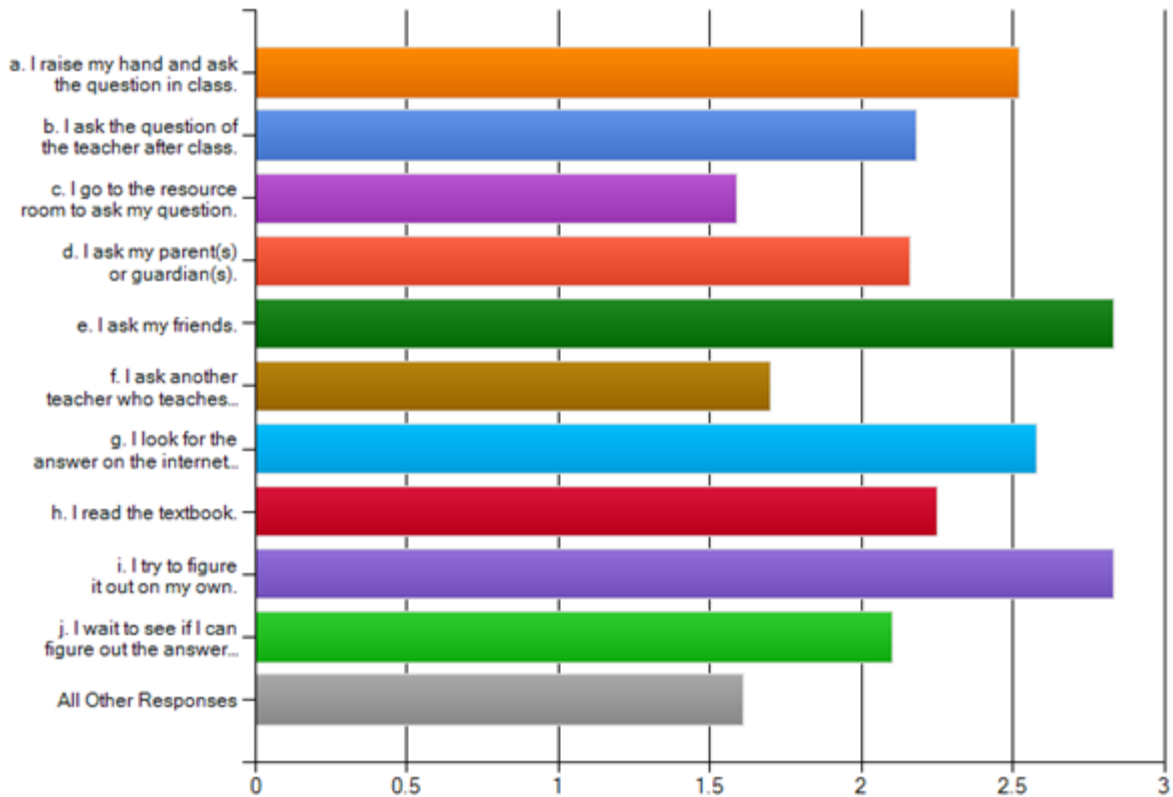
Why do you come to school? (Choose all that apply.)



**To what degree does each of the following types of learning methods in class excite and/or engage you?**



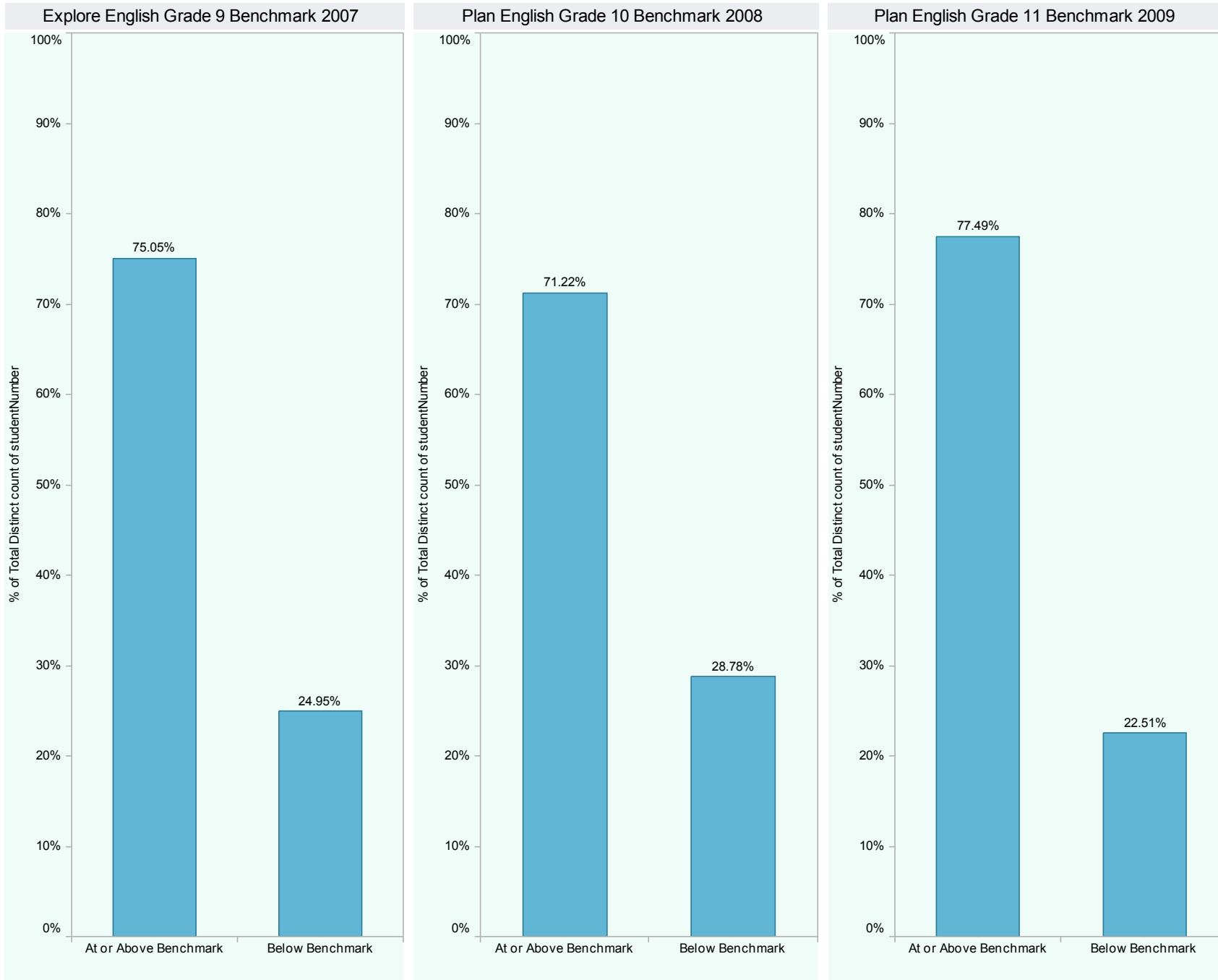
**When you have a question or need help in class related to academic work, how often do you use the following strategies to get your answer?**



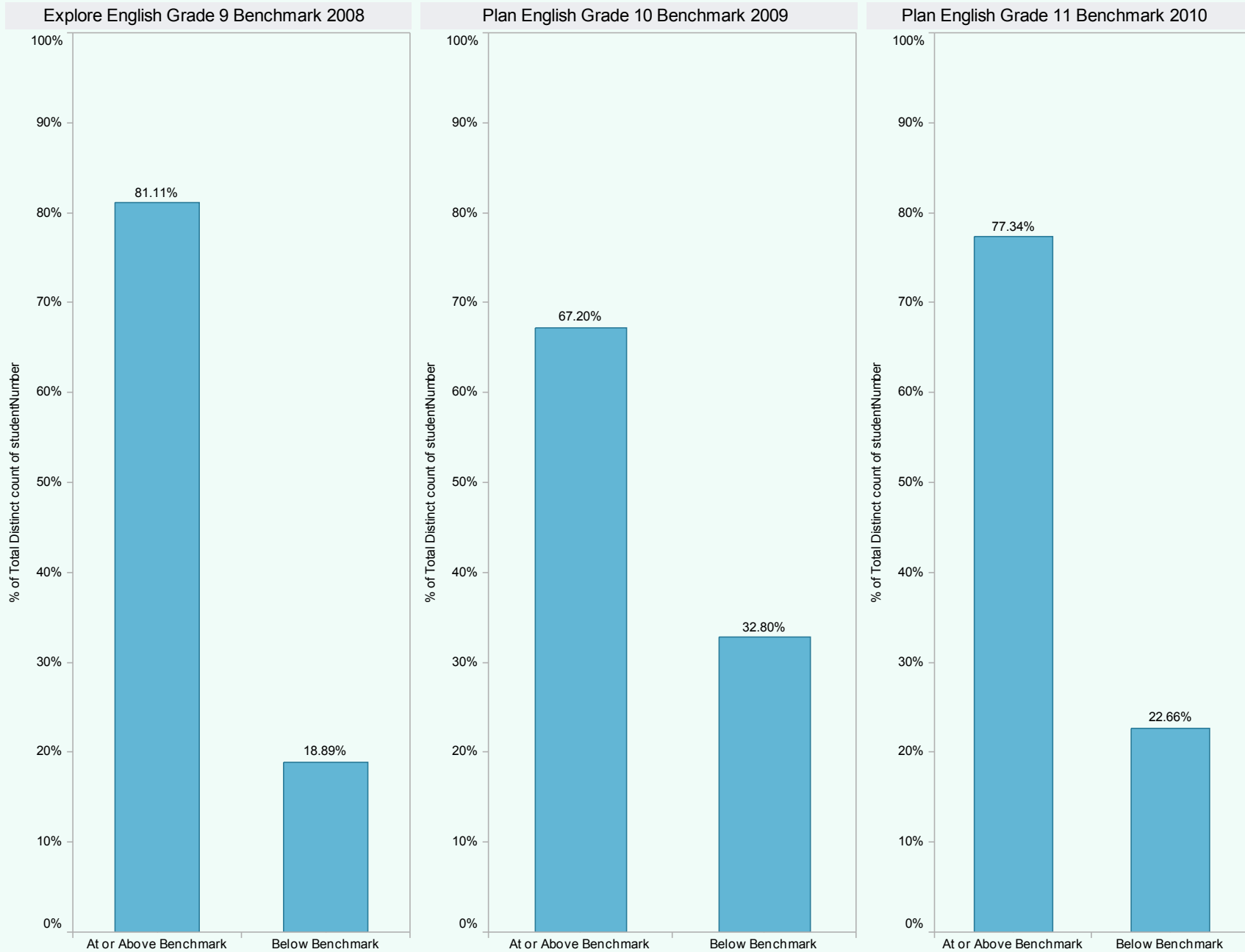
**Implications When Intersected with Other Data:**

- Perception data continues to be very favorable. 90% of students agree or strongly agree with the statement, "Overall, I feel good about being in this school."
- Over 90% of students report an important reason they come to school is because they plan to go to college.

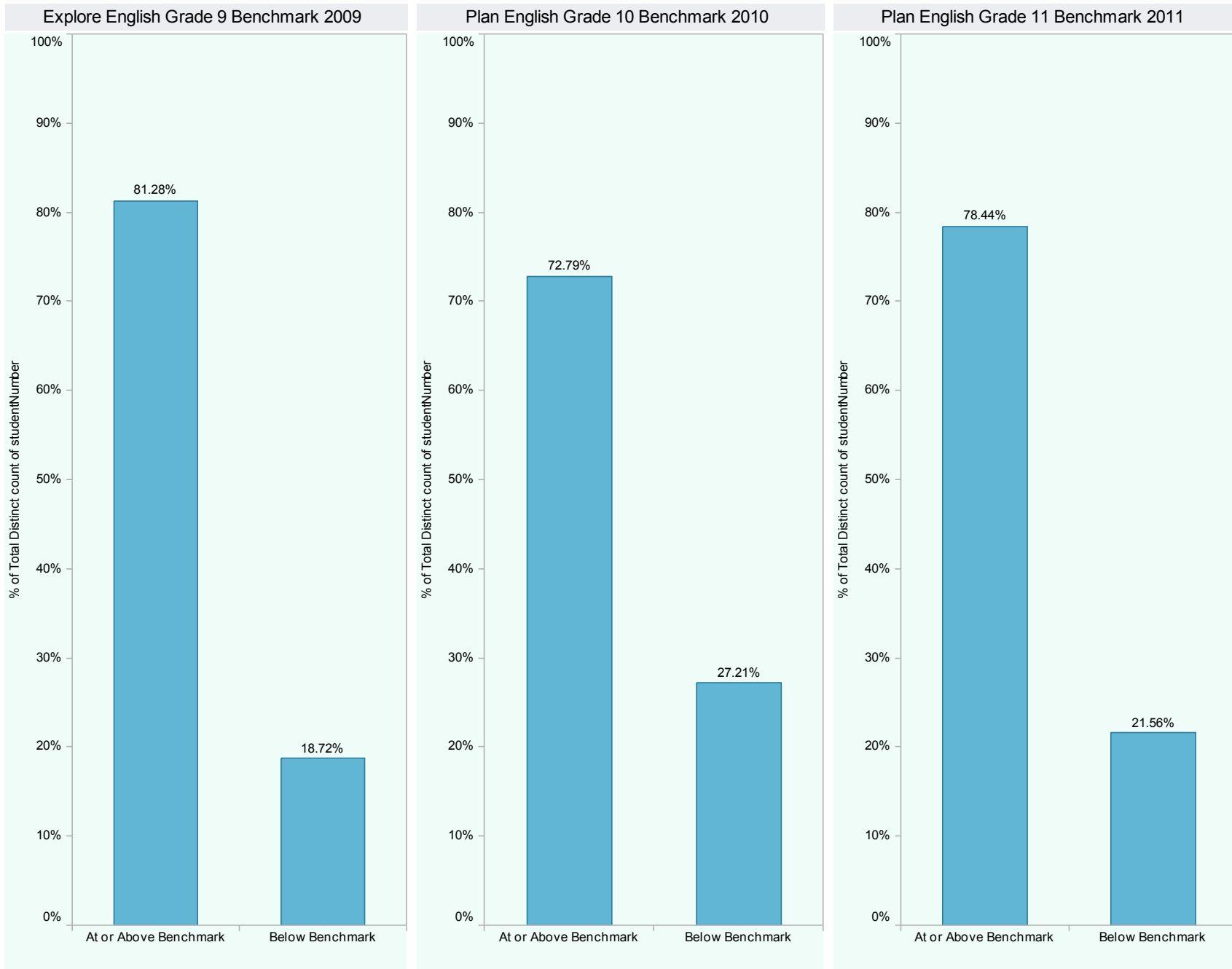
# Class of 2011 English Benchmarks



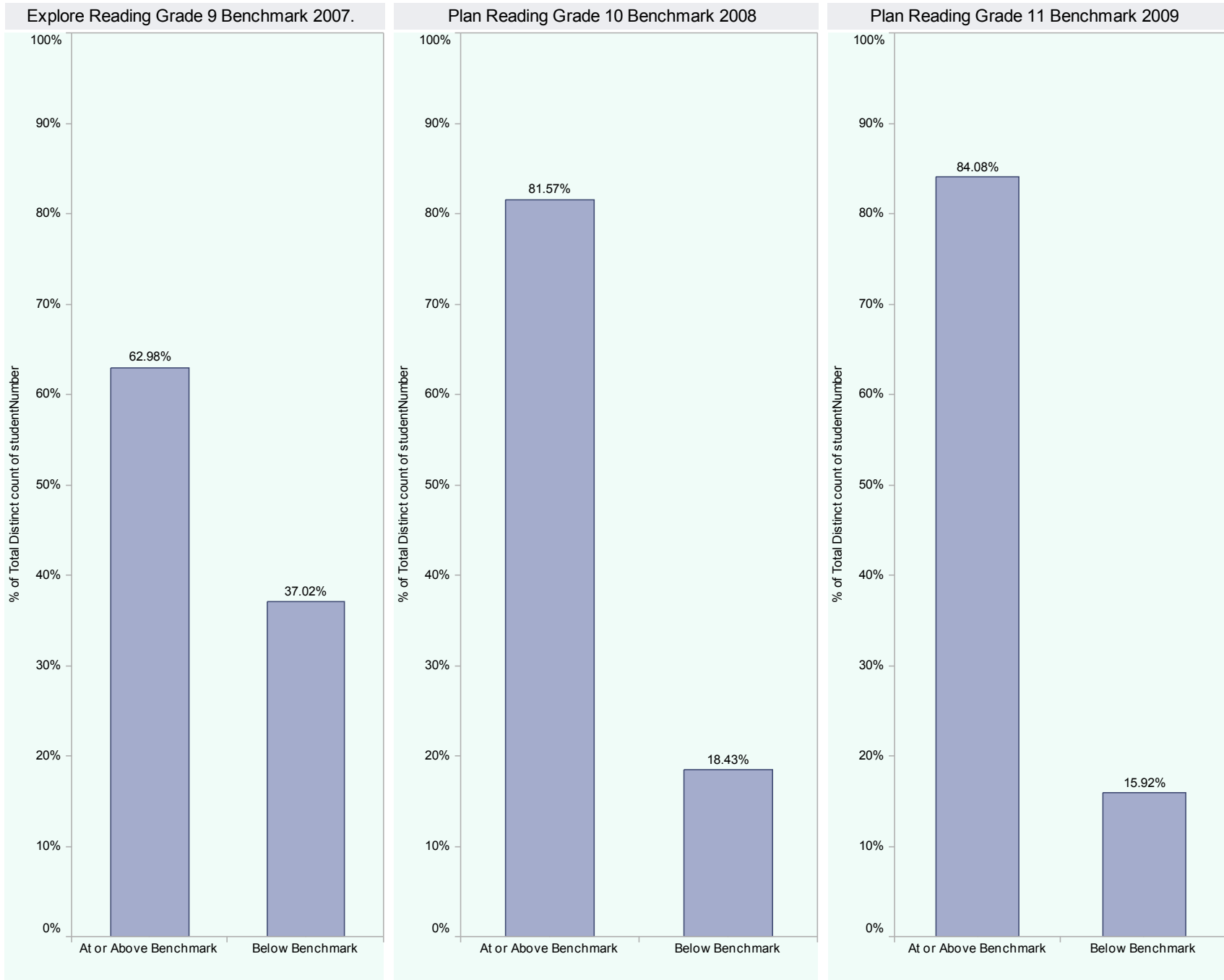
# Class of 2012 English Benchmarks



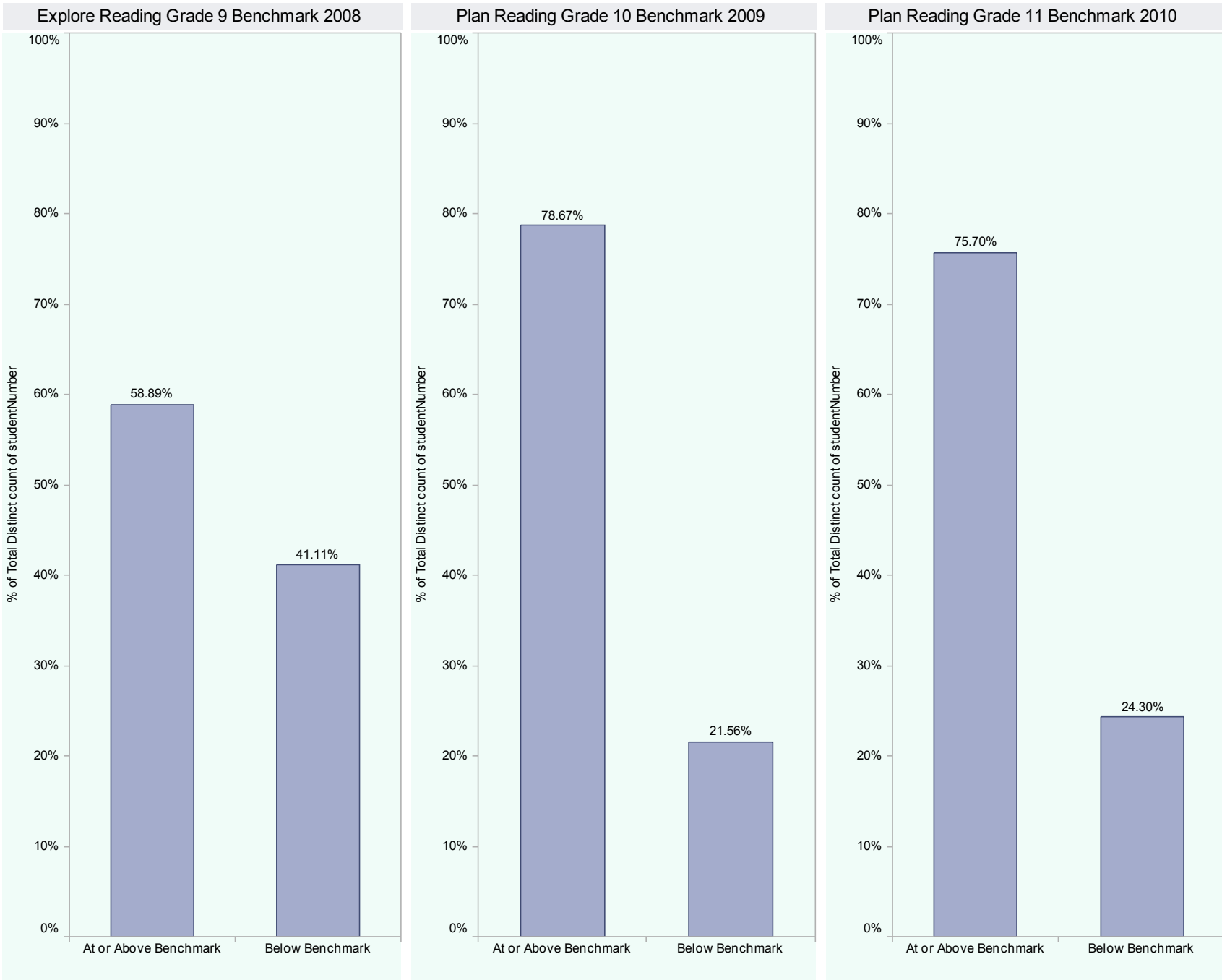
# Class of 2013 English Benchmarks



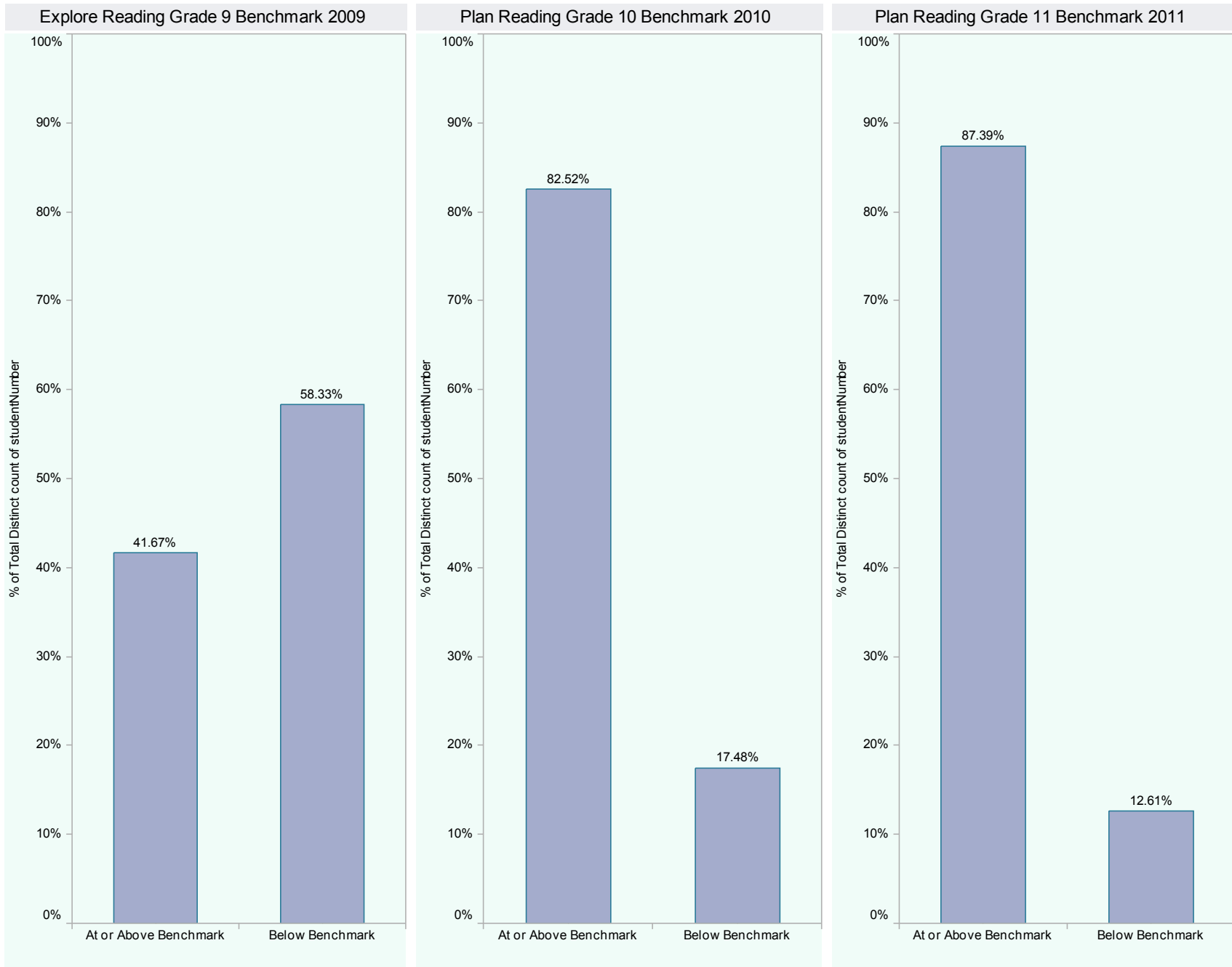
# Class of 2011 Reading Benchmarks



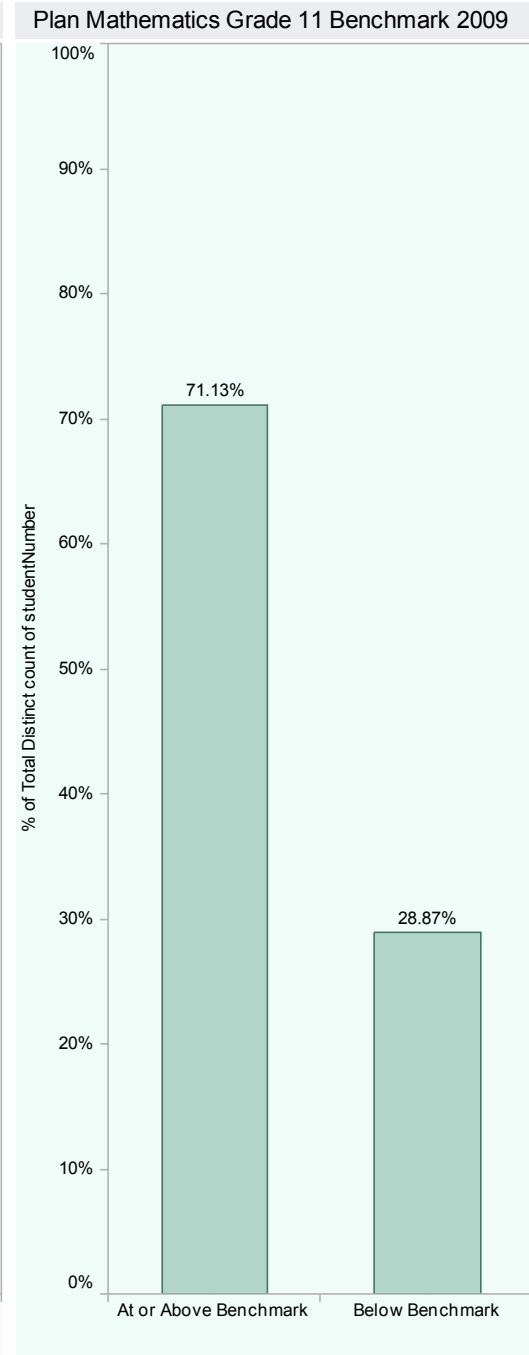
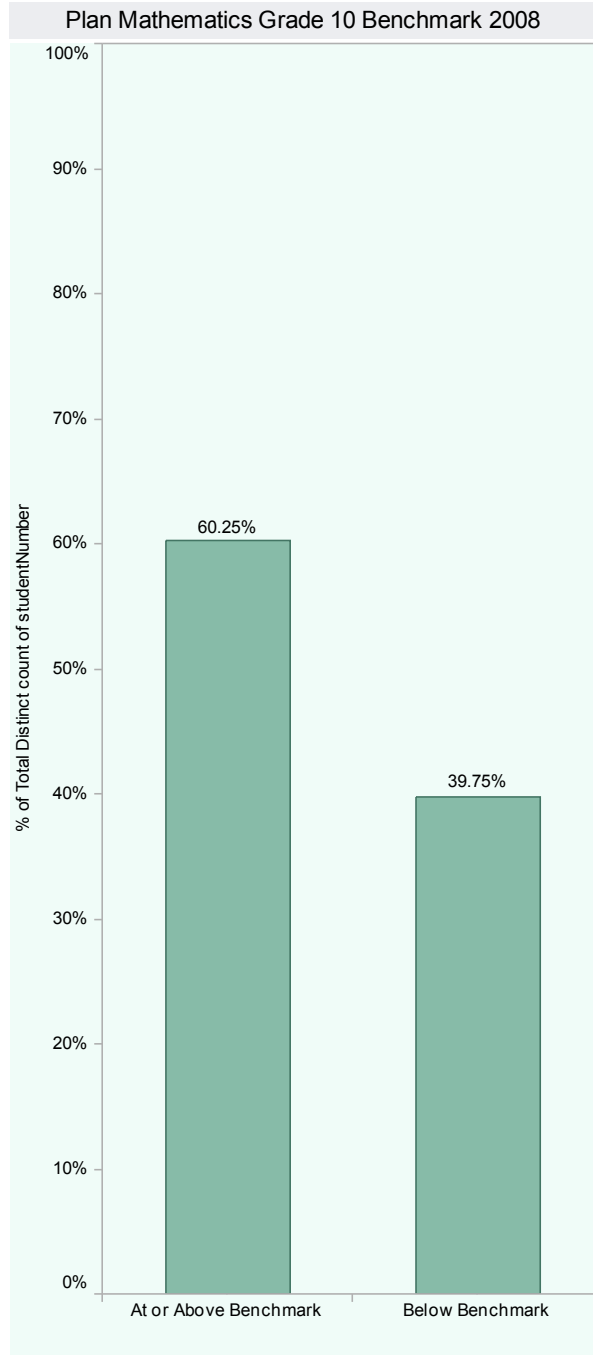
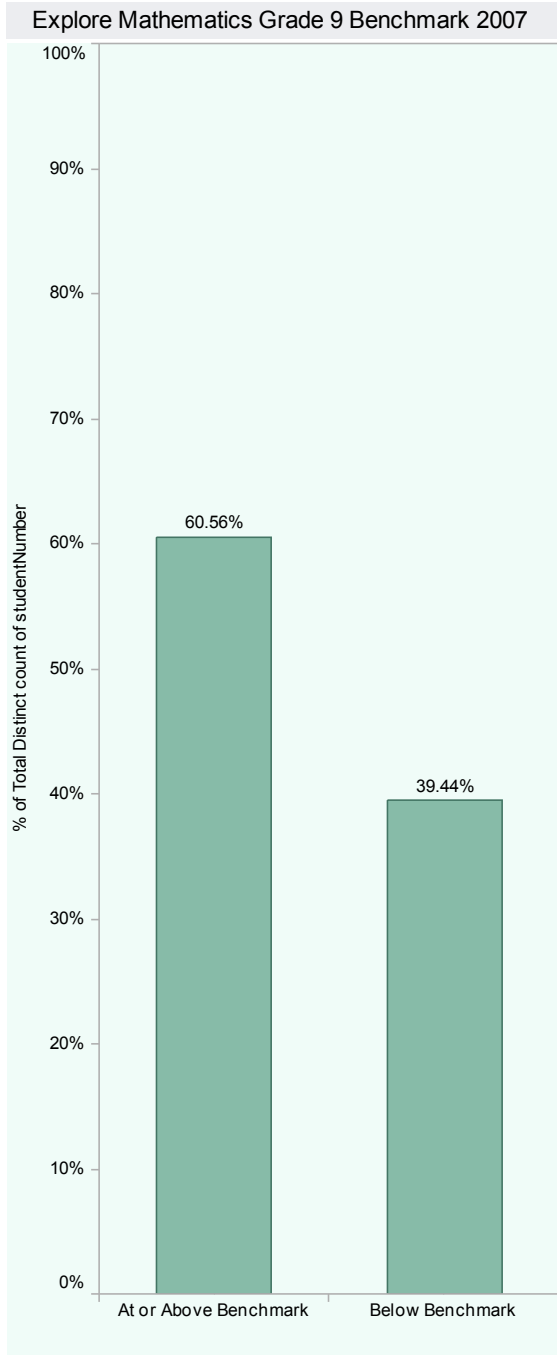
# Class of 2012 Reading Benchmarks



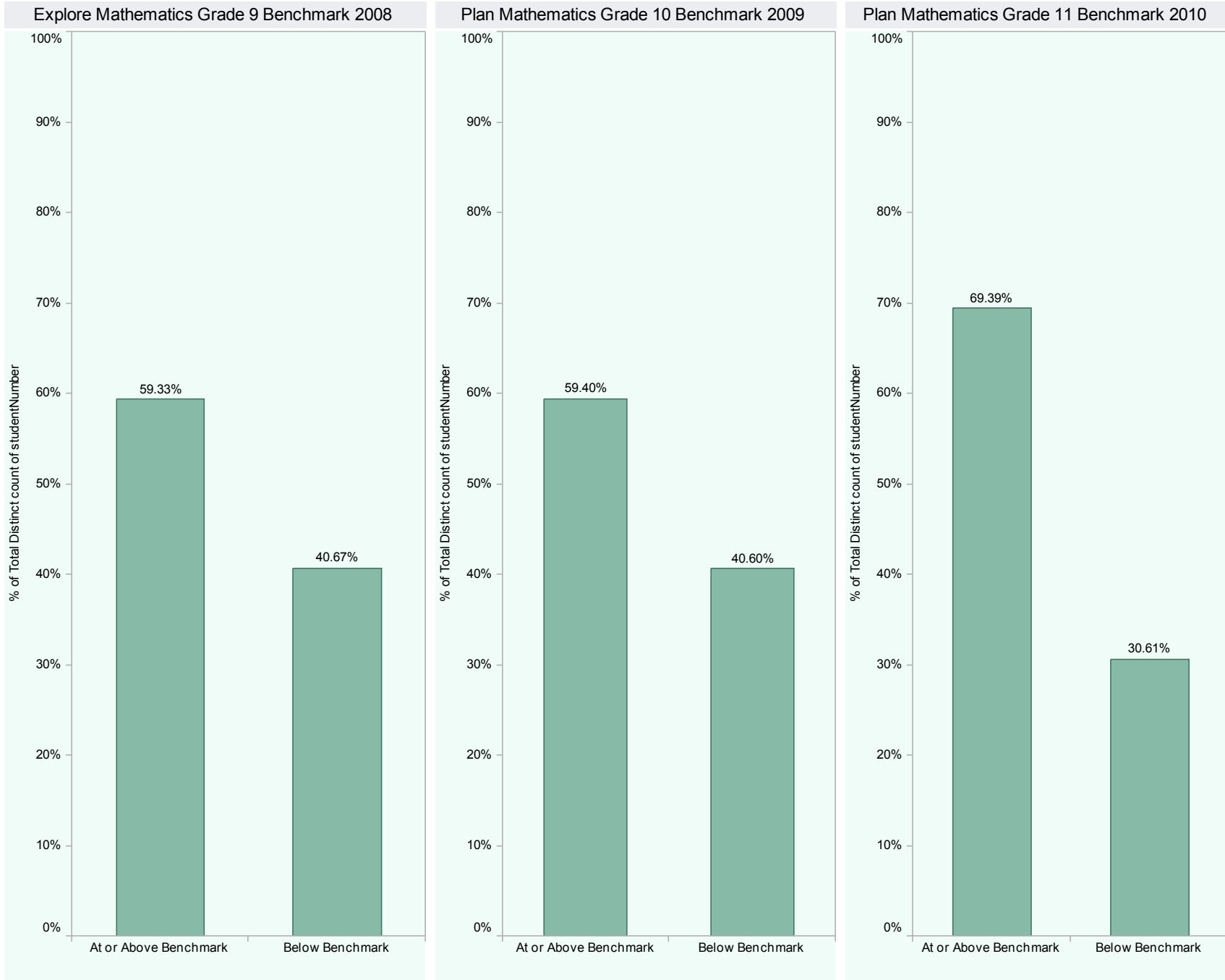
# Class of 2013 Reading Benchmarks



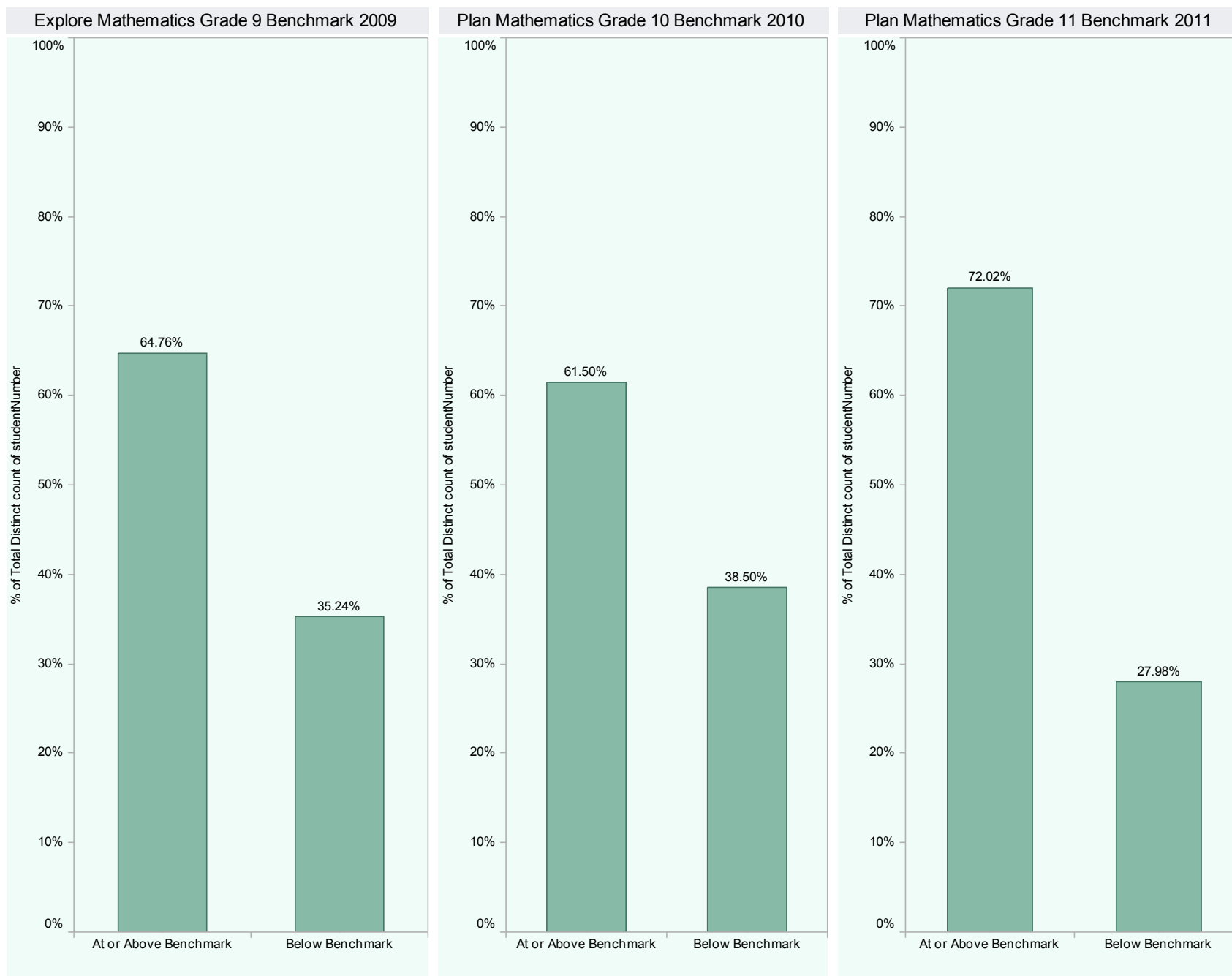
# Class of 2011 Mathematics Benchmarks



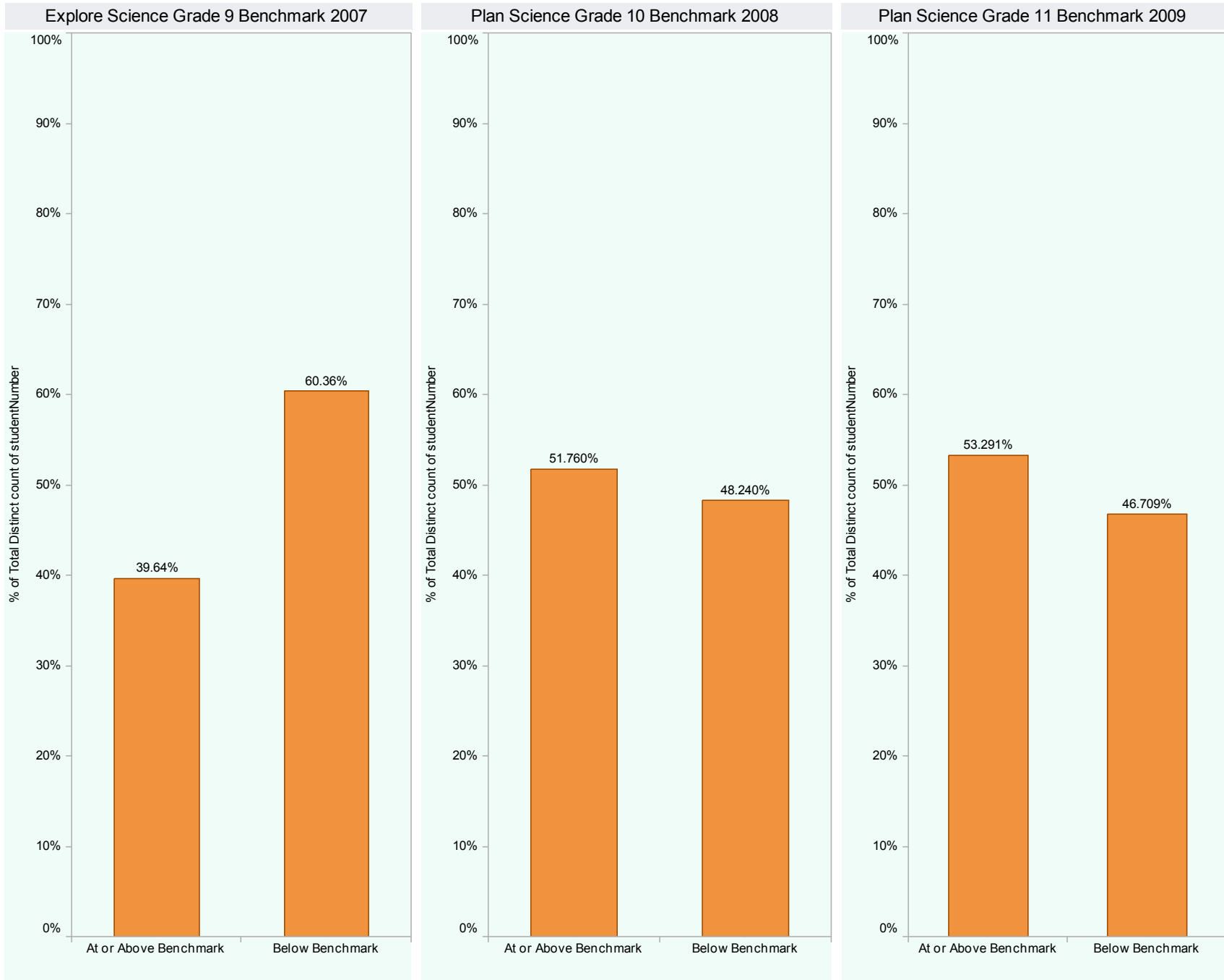
# Class of 2012 Mathematics Benchmarks



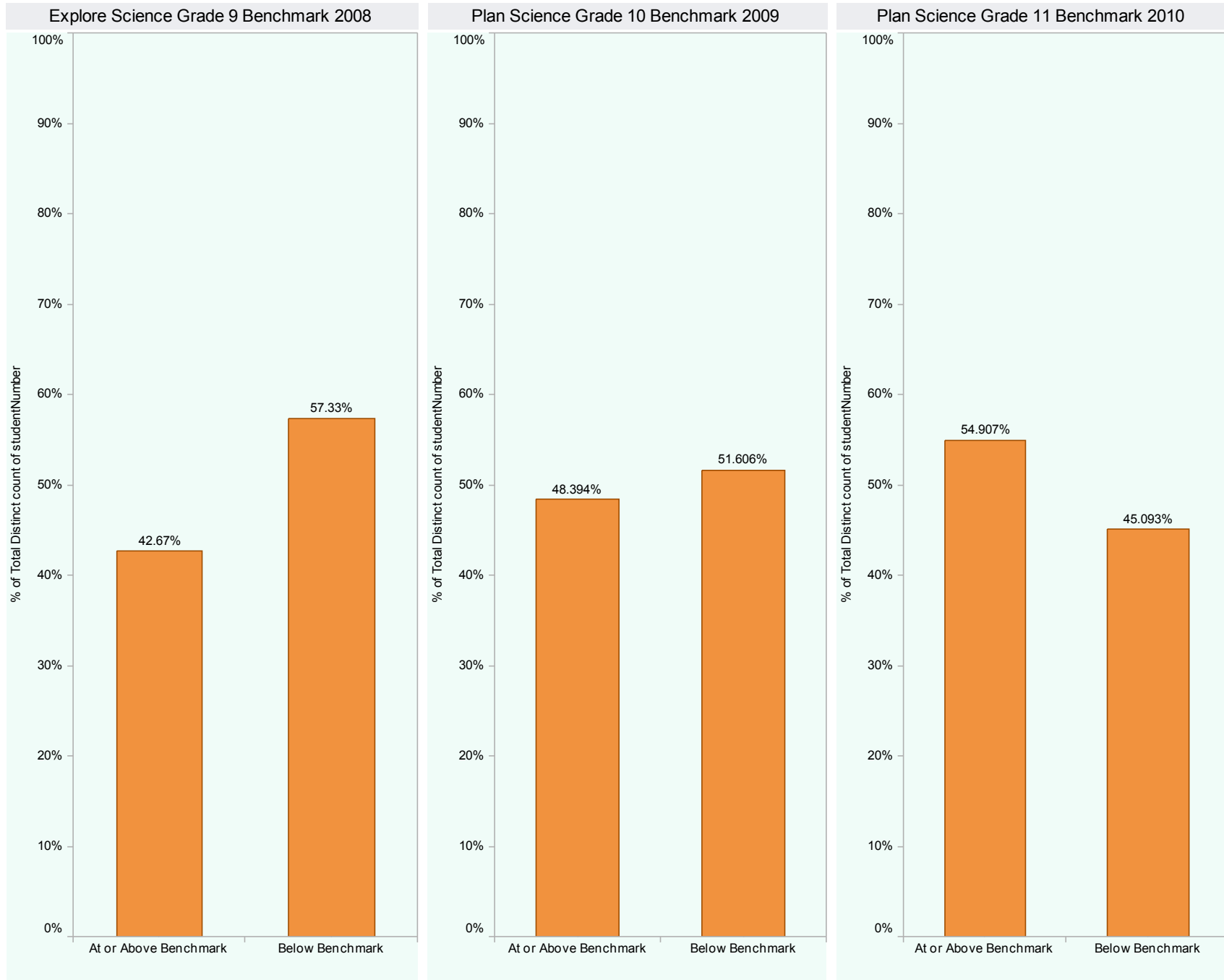
# Class of 2013 Mathematics Benchmarks



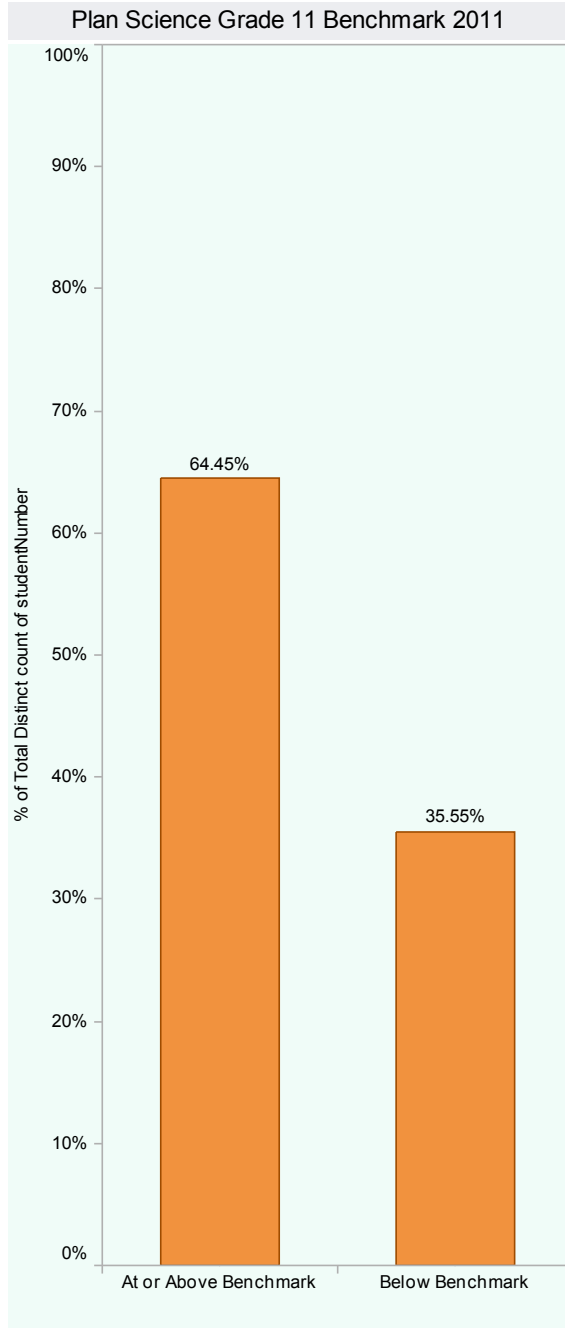
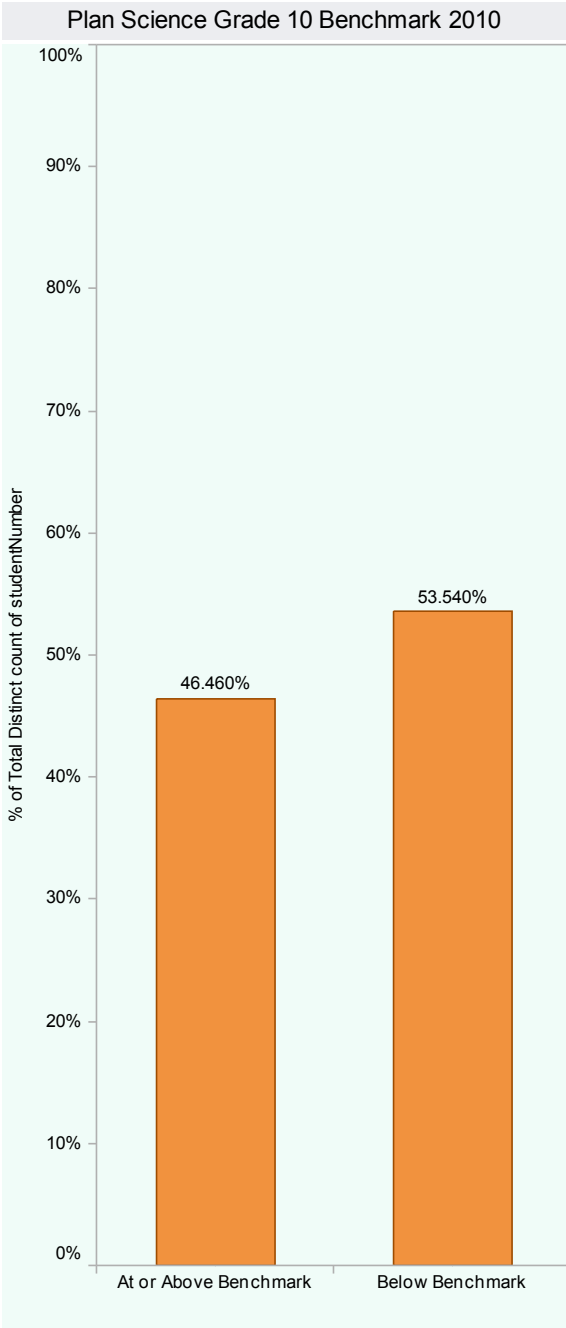
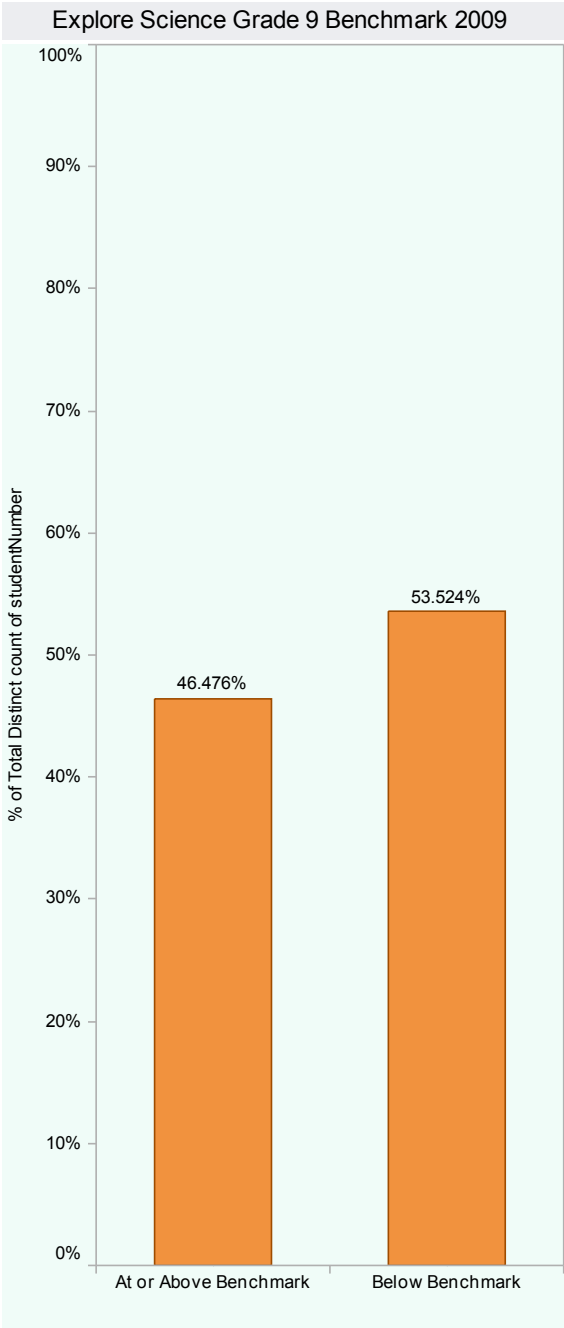
# Class of 2011 Science Benchmarks



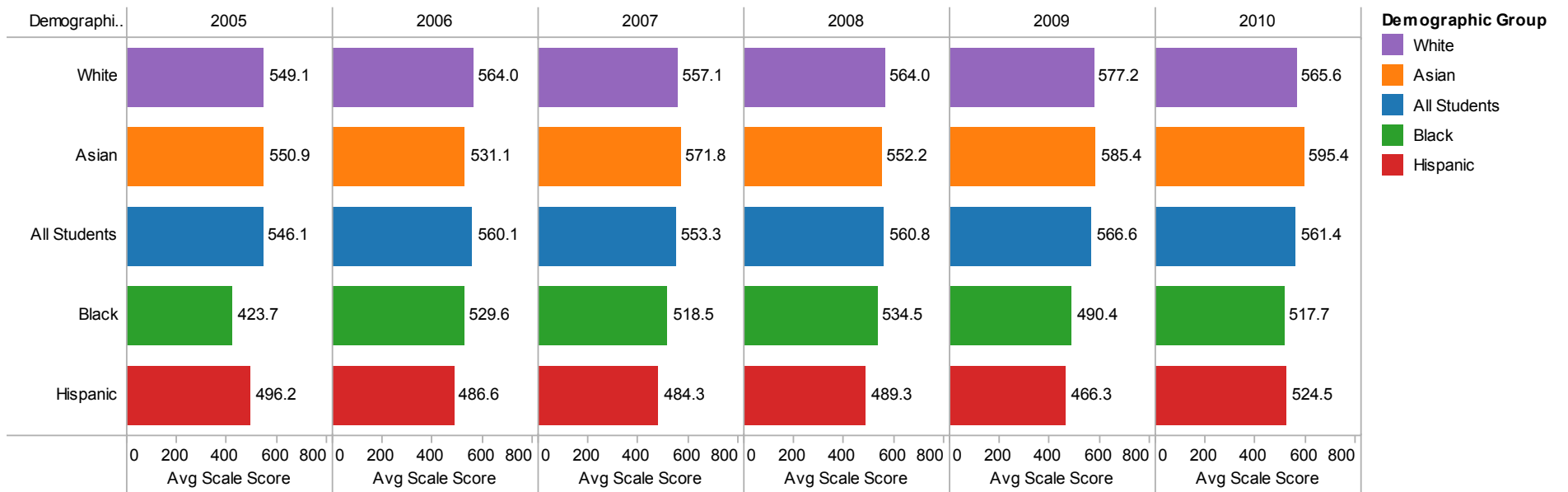
# Class of 2012 Science Benchmarks



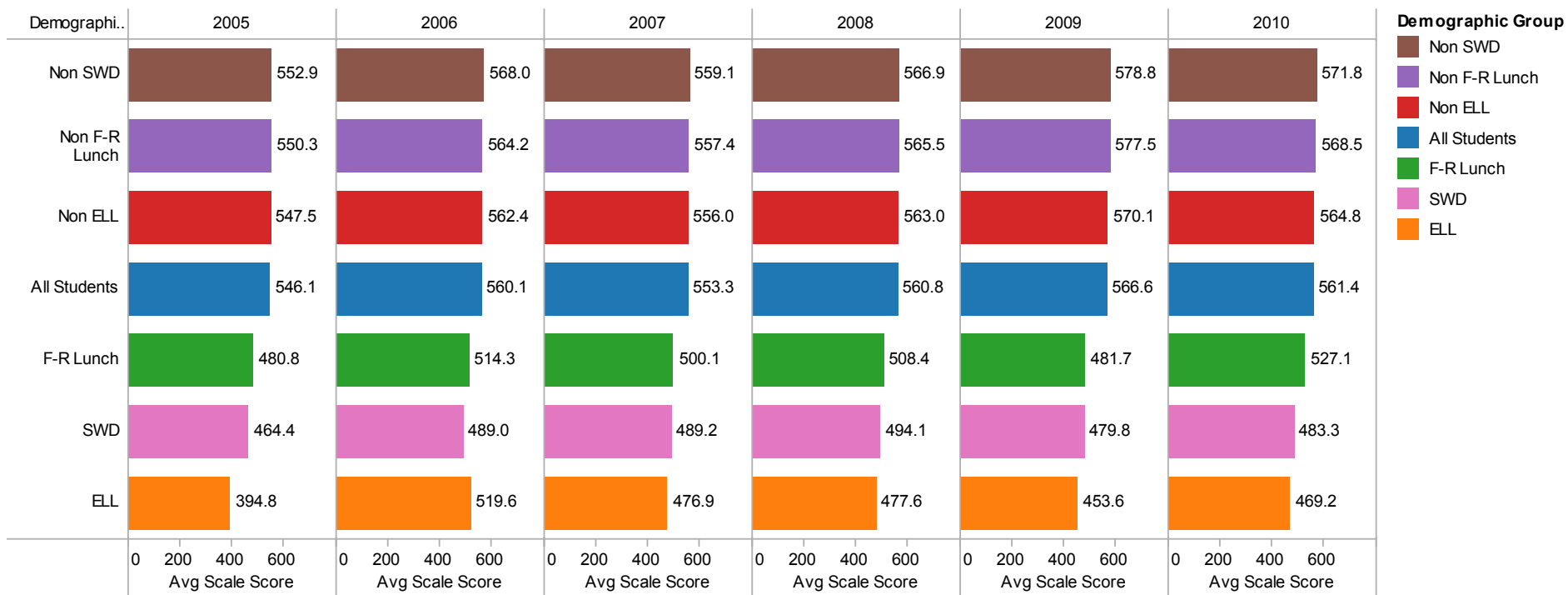
# Class of 2013 Science Benchmarks



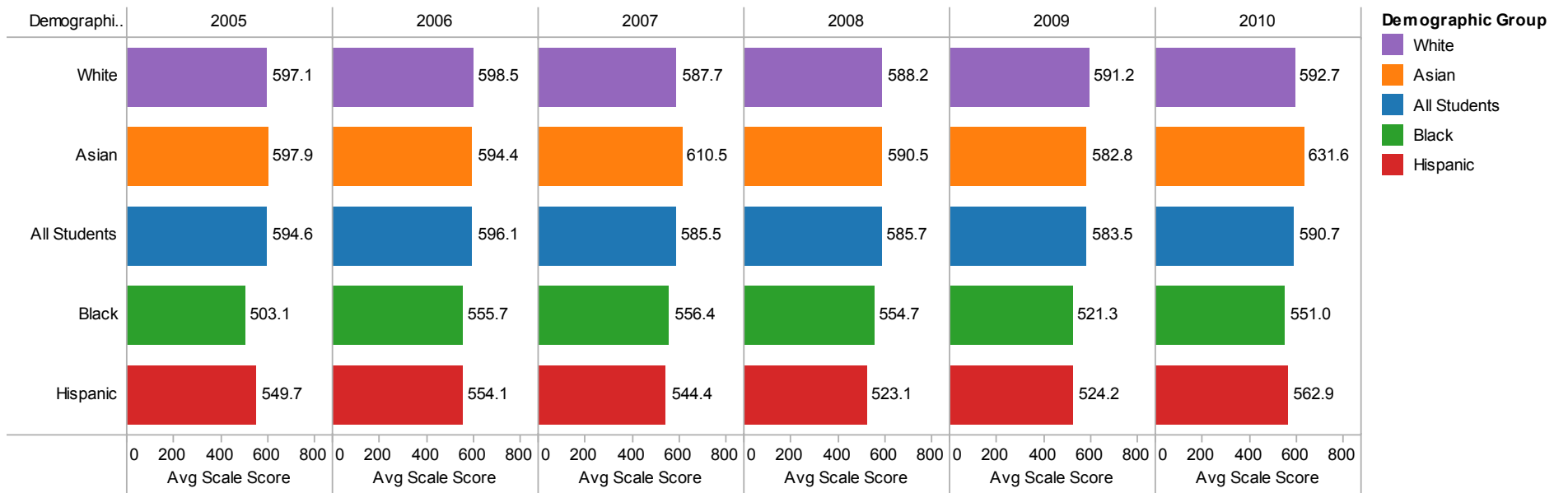
WKCE Reading Average Scale Score by Race



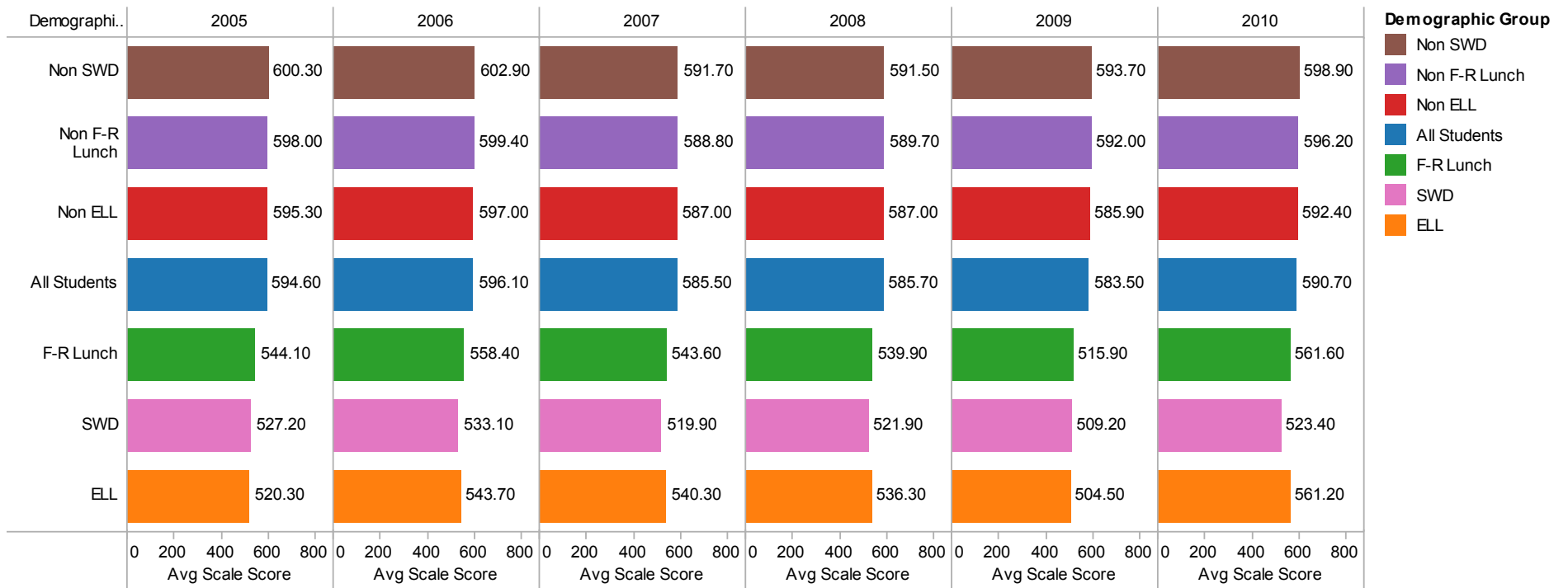
WKCE Reading Average Scale Score by SES, ELL, & Disability Status



WKCE Mathematics Average Scale Score by Race



WKCE Mathematics Average Scale Score by SES, ELL, & Disability Status



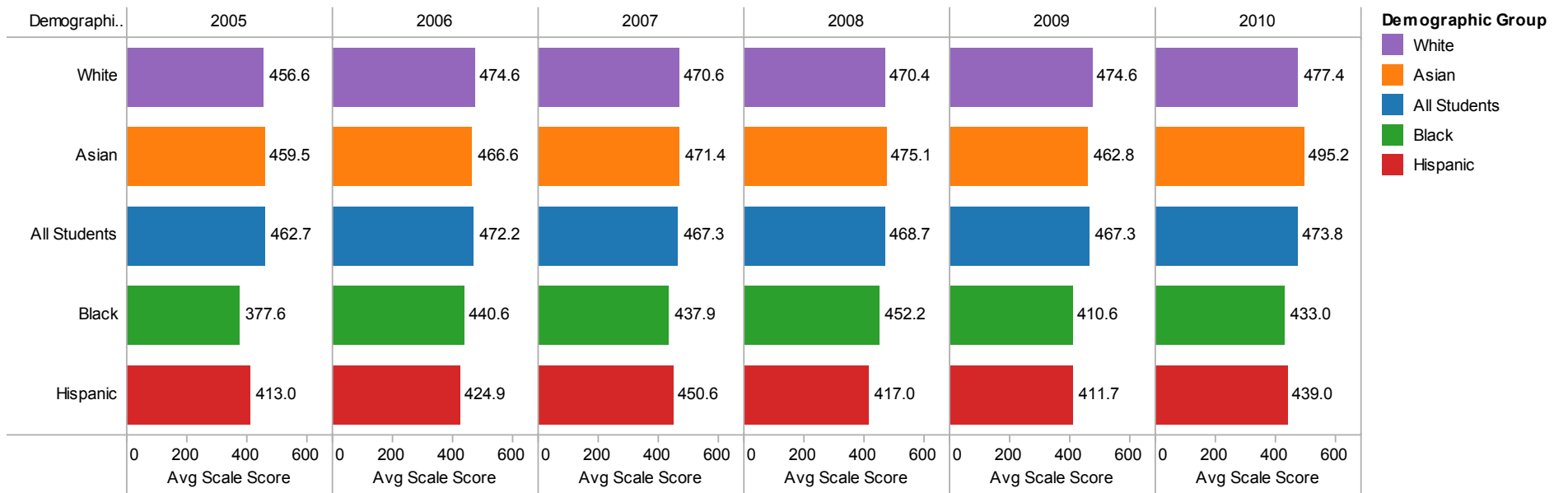
WKCE Language Arts Average Scale Score by Race



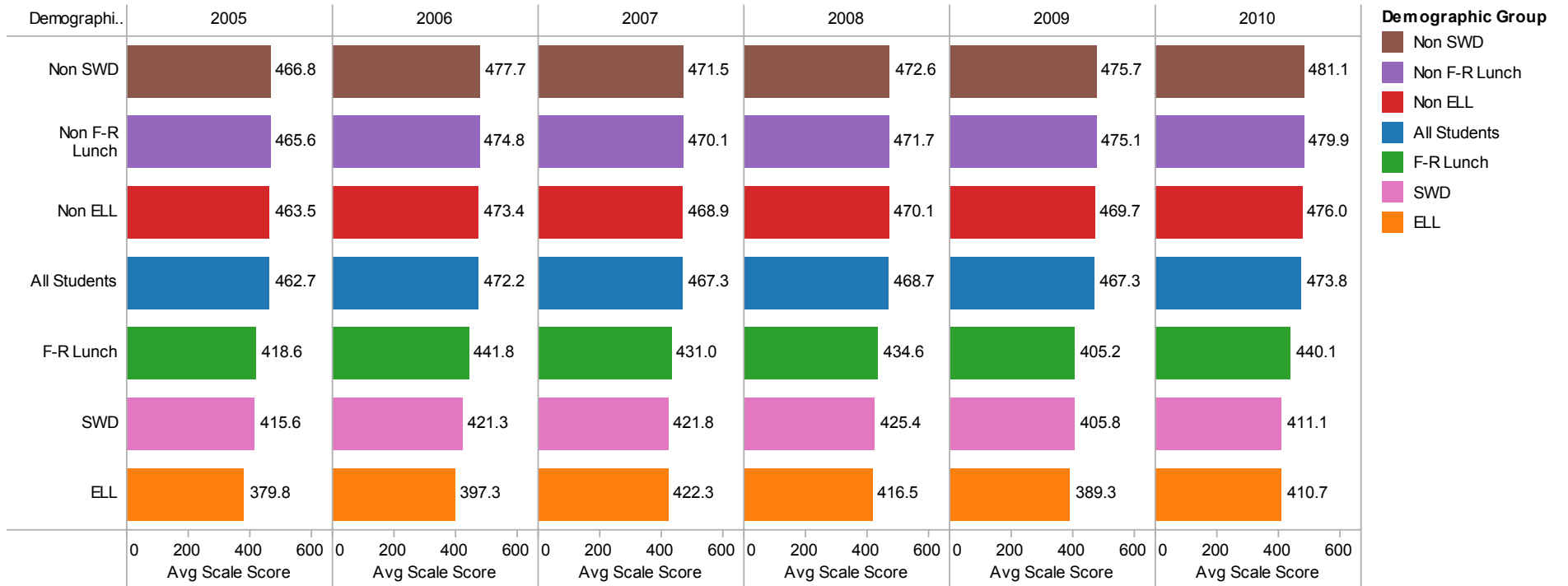
WKCE Language Arts Average Scale Score by SES, ELL, & Disability Status



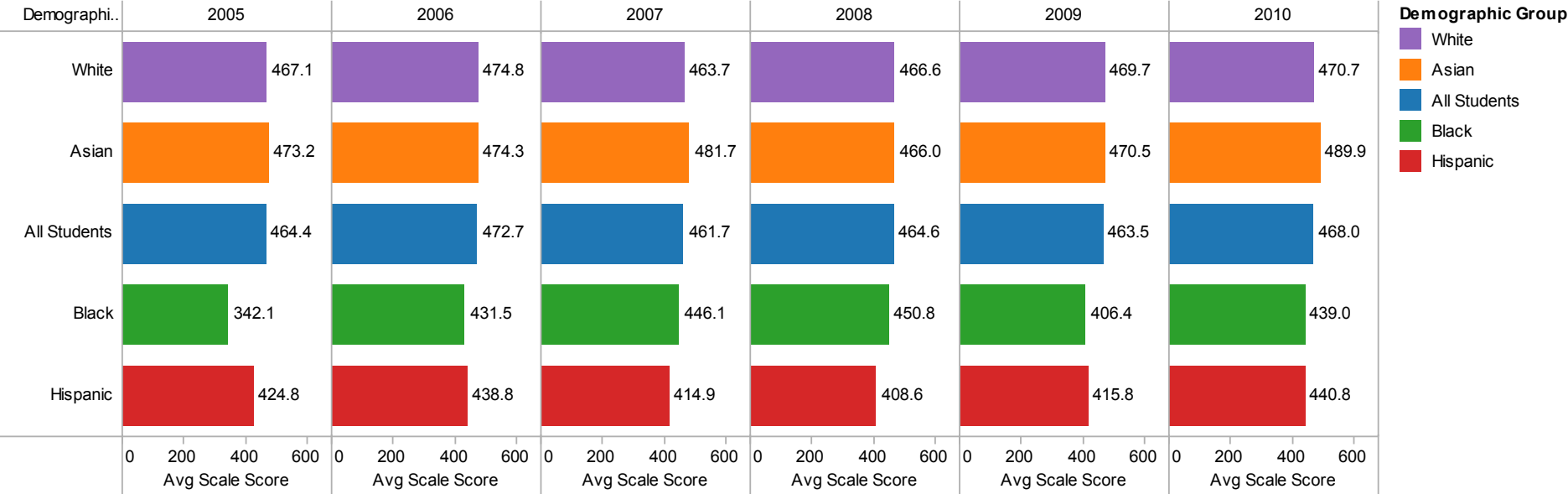
WKCE Science Average Scale Score by Race



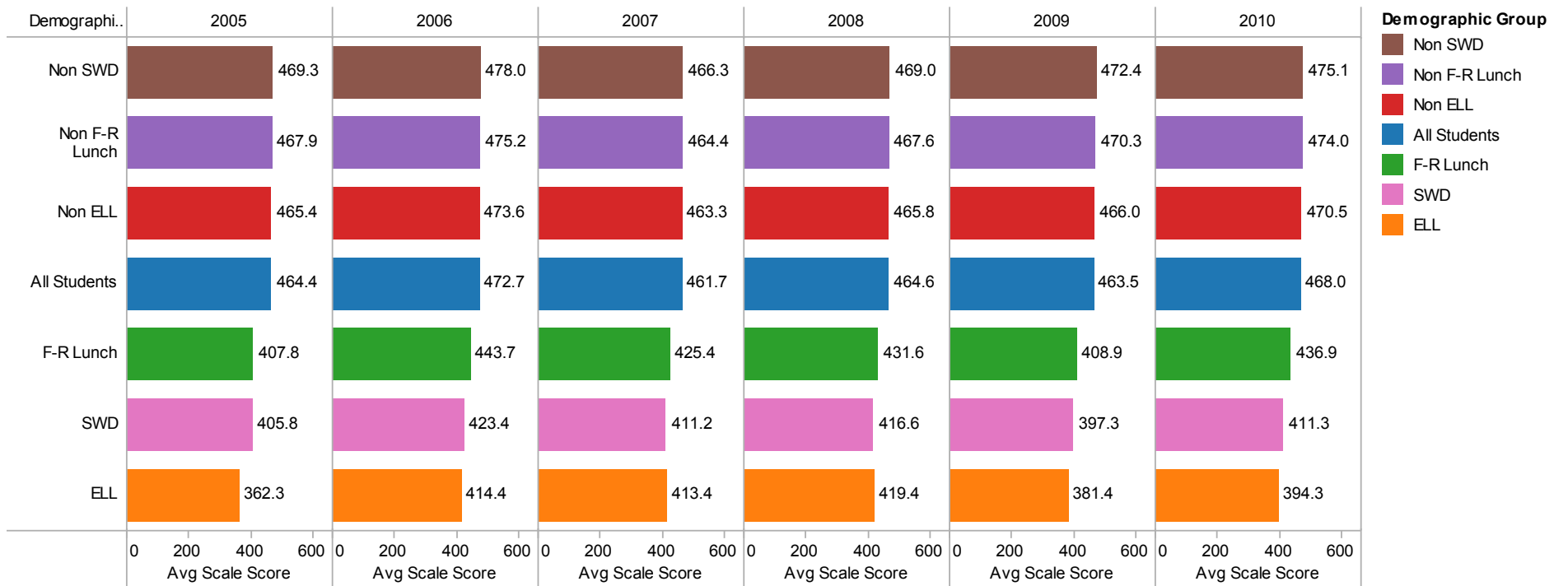
WKCE Science Average Scale Score by SES, ELL, & Disability Status



WKCE Social Studies Average Scale Score by Race



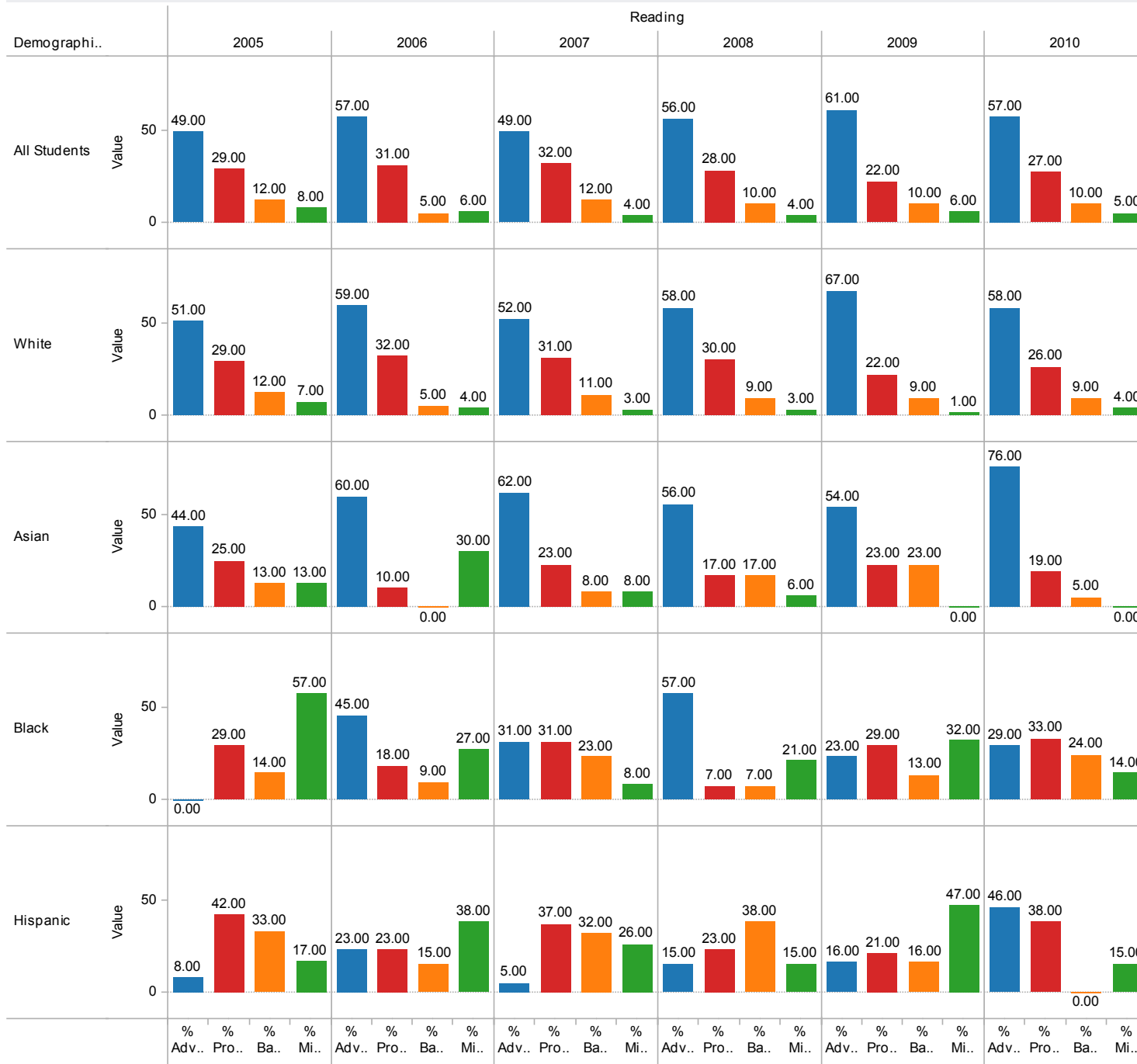
WKCE Social Studies Average Scale Score by SES, ELL, & Disability Status



### WKCE Reading Proficiency by Race

#### Measure Names

- % Advanced
- % Proficient
- % Basic
- % Minimal



### WKCE Reading Proficiency by SES, ELL, & Disability Status

**Measure Names**  
 % Advanced  
 % Proficient  
 % Basic  
 % Minimal

