

An Integrated School Improvement Plan for

West Central High School

West Central School District #235

2009-2010



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I. INTRODUCTION AND BACKGROUND

1.1 SCHOOL COMMUNITY

West Central School District #235 is in Henderson County, Illinois, which is located in the west central section of the state. The district's most distal points from north to south are approximately 26 miles and from east to west about 18 miles. The western border of the school district is the Mississippi River. The school district is comprised of 298.7 square miles of farmland and wooded areas. Townships (located in Henderson County) served by West Central School District are Bald Bluff, Biggsville, Carman, Gladstone, Lomax, Media, Oquawka, Raritan, Rozetta, Stronghurst, and Terra Haute. Townships (located in Warren County) served by the West Central School District includes Ellison, Point Pleasant, and Tompkins. Blandinsville Township (located in McDonough County) is also served by the West Central School District.

West Central High School is located along US Highway 34, two miles west of Biggsville, Illinois. The high school facility is connected to the elementary building. The superintendent is housed in the complex as well. The high school, grades 9-12, on-campus student enrollment is 309 on-campus (8 off-campus) with 20 full-time certified teachers, 6 part-time certified teachers and 4 full-time certified associates. There is also a principal, a part-time dean of students, a part-time athletic director and 2 full-time secretaries. The high school also shares with other district buildings one full-time and one part-time counselor, psychologist, social worker, nurse, speech pathologist and librarian.

School Strengths

- Our school improvement planning process involves the core academic area teachers (English and math) as well as business/technology, and the arts. All faculty members have input in the improvement planning process
- The staff is highly involved with extra-curricular activities for the students, with 58% of the faculty serving as a coach or sponsor. These include nine sports, art club, scholastic bowl team, math team, science club, speech team, Spanish club, FFA, FBLA, Student Council, National Honor Society, class officer leadership, and plays.
- All faculty members are teaching in their field of certification, and 100% meet Highly Qualified status.
- The high school offers a well balanced curriculum of college preparatory and vocational courses. There are 46 vocational courses offered, 55 core curriculum courses, 12 fine arts courses, and 3 other courses which include driver's ed and physical education.
- West Central is connected to EDUNET which provides internet access which supports curriculum. This is a wireless access partnership with Carl Sandburg College to provide quality connectivity to participating schools.
- West Central High School, in partnership with Carl Sandburg College, offers the following on-campus dual-credit classes: English Composition, Sociology, Psychology, Medical Terminology, and Introduction to Public Speaking, some of which are received online.

- The vocational department includes the following: Business/Technology classes, Agricultural Science classes, Industrial Technology classes, Family and Consumer Science classes, and Health Occupations class.
- The Fine Arts Department includes classes in art, chorus, art appreciation, photography/computer graphics, ceramics, drawing, and band.
- The English Department offers four years of English including World Authors, American Authors, Creative Writing, and Journalism.
- Four years of Spanish is offered as a foreign language.
- The Math Department offers the following: Applied Algebra 1, Applied Geometry, Applied Algebra 2, Algebra 1, Geometry, Algebra 2, Math Competency, Pre-Calculus, Calculus, and Statistics.
- Health Education, Physical Education, Personal Fitness and Driver's Education are offered.
- The Science Department offers the following: Physical Science, Biology, Advanced Biology, Anatomy/Physiology, Earth Science, Chemistry, Advanced Chemistry and Physics.
- The Social Science Department offers the following: World Geography, World History, Modern Problems, U.S. History, 20th Century History, and Civics.
- Students with special needs are mainstreamed according to their I.E.P. but are assisted by three Resource Room teachers and four associates.

School Challenges

- Academic departments continue working to align curriculum to state standards and college readiness standards, but this task is ongoing.
- Parent attendance at Parent/Teacher conferences is below expectation. For the October conferences, parents were asked to come to school to pick up their child's report card. The high school had a turn out of 49%.
- Forty-five (45) parents (out of about 309) responded to a school survey which was designed to identify parent attitudes about the school.
- On the 2008 Reading PSAT test, 44% of tested students did not meet or exceed standards.
- On the 2008 Mathematics PSAT test, 63% of students did not meet or exceed standards.

1.2 SCHOOL IMPROVEMENT TEAM

Table 1: Core School Improvement Team

<i>Core Team Members</i>	<i>Position</i>	<i>Role</i>	<i>Starting Year of Service</i>	<i>Years on Team</i>
Mr. Phil Geiser	Principal	Chairperson	2005	Constant
Mr. Shawn Whitaker	English	Recorder	2007	1
Mrs. Jeanne Seitz	Math	Data Collector/Assessment	2005	3
Mr. Dan Potts	Band	Implementation	2007	1
Mrs. Cherry Simmons	Art	Implementation	2005	3
Mrs. Trish Foxall	Business	Implementation	2006	2

<i>Team Member</i>	<i>Committee</i>	<i>Roles/Responsibilities</i>
Mrs. Trish Foxall	Survey Team Leader	Create, administer, tabulate, and analyze Parent/Student/Teacher Surveys
Mrs. Mary Killey	Survey Team Member	
Ms. Judy Weyer	Survey Team Member	
Mr. Dan Morrison	Survey Team Member	
Ms. Stephanie Sims	Survey Team Member	
Mrs. Jeanne Seitz Mrs. Melinda Frakes	Data Collection/Assessment Team Leader	Section 2 for new plan creation and observations
Mrs. Marie Baker	Data Collection/Assessment Member	
Ms. Lanie Hultgren Mrs. Karen Starbuck	Data Collection/Assessment Member	
Mr. Jay Blender	Data Collection/Assessment Member	
Mrs. Linda Jones/Mr. Adam Albrecht	Data Collection/Assessment Member	
Mr. Steve Arnold	Date Collection/Assessment Member	
Mrs. Cherry Simmons	Professional Development	Keep track of PD and who and how many attended. Evaluation of development received and recommend future PD.
Mr. Adam Boyle	PD Member	
Ms. Megan Irwin	PD Member	
Mrs. Karen Gall	PD Member	
Mr. Shawn Whitaker	PD Member	
Mrs. Cindy Smith	Implementation of Plan	Quarter Progress Reports and keeping on schedule current plan activities
Mrs. Lara Kendell	Implementation Member	
Mrs. Jane Alexander	Implementation Member	
Miss Nancy Gibb	Implementation Member	
Mr. Robert Frank	Implementation Member	
(cont. on next page)		

Mr. Phillip Geiser Mrs. Melinda Frakes	Communication/Community Activities Team Leader	Acts as a liaison between the school and the community and keep record of involvement at activities. Section 5.3 of plan.
Mr. Darrel Gittings	Communication/Community	
Mr. Dan Potts	Communication/Community	
Mrs. Chris Singleton	Communication/Community	
Mrs. Renee Schneider	Communication/Community	
Mrs. Joanne Hilligoss	Communication/Community	

Observations: Every teacher in the high school serves on a school improvement subcommittee. The work on this plan is a collaboration of all the high school teachers.

As the West Central High School Staff believes that School Improvement can only be actualized through the efforts of all stake holders, all West Central High School Staff will continue each year to be a part of the SIP Team. The Length of Service will remain open as staff members rotate into the Core School Improvement Team.

1.3 OTHER INFORMATION

- West Central School District #235 is in its fourth year as a newly consolidated school district. .
- West Central offers a large variety of extra-curricular activities that make it possible for all students to participate.
- West Central is located in an economically depressed area.
- West Central School district has been impacted by flooding during the summer of 2008, resulting in the displacement of 40 students, and at least 1 faculty member. 27,000 acres of land were under water and many roads in the district were closed, resulting in significant socio-economic impact. All students suffered some degree of disruption to personal and family life during the flood. A certain number of students will be considered “homeless” for the coming year, allowing for transportation from temporary housing in other districts.
- Local factories continue to close or downsize resulting in a high rate of unemployment.
- 19% of the high school population has an IEP.
- Students attending ED/BD classes are transported to Macomb, 45 miles away.
- As the high school is not located in a town, all students must be transported or provide their own transportation.
- Bus routes begin picking-up students at 7:00 AM. Buses arrive at 8:00 AM.

II. DATA COLLECTION, ORGANIZATION AND TRENDS

2.1 DATA COLLECTION METHODS

Table 2: Data Collection Methods

Data information was taken from a variety of sources. SIP team members prepared three surveys (parent, student, and faculty.) Assessments included results from ACT, PSAE, PLAN, Work Keys, Fall Housing Report, grades, and behavior referrals.

TYPE	NUMBER	TITLE	TIMEFRAME	REPOSENSE RATE	PURPOSE
Survey	304 310 317	Parent Survey	October 2008 October 2007 October 2006	15% 16% 25%	To identify parent concerns.
Survey	304 310 317	Student Survey	November 2008 November 2007 October 2006	89% 85% 84%	To identify student concerns.
Survey	27 28 25	Faculty/Staff Survey	October 2008 October 2007 October 2006	89% 100% 92%	To identify staff concerns.
Formal Assessment	2007-2008 #57 2006-2007 #84 2005-2006 #67	PSAE Overall Scores	2007-2008 2006-2007 2005-2006	100% 100% 100%	To identify strengths and areas of concern.
Formal Assessment	2007-2008 #57 2006-2007 #84 2005-2006 #67	ACT Overall Scores	2007-2008 2006-2007 2005-2006	100% 100% 100%	To identify strengths and areas of concern.
Documents	2007-2008 2006-2007 2005-2006	Teacher Certificates	2007-2008 2006-2007 2005-2006	100% 100% 100%	To ascertain that all staff are certified and highly qualified to teach in their subject area.
Documents	2007-2008 2006-2007 2005-2006	Fall Housing Report	2007-2008 2006-2007 2005-2006	NA	To identify individual students and special needs.
Documents	2007-2008 2006-2007 2005-2006	WCSD #235 Consolidation Demographic Document.	2007-2008 2006-2007 2005-2006	NA	To identify area demographics.

2.2 DISTRICT AND SCHOOL ASSESSMENT DATA

Table 3a: District ISAT/PSAE/ACT Profile Charts

West Central CUSD #235
2008 Testing Cycle

ADEQUATE YEARLY PROGRESS DATA						
BASED ON ISAT & PSAE MEETS and EXCEEDS						
All Subjects & Subgroups required to be 62.5% or above						
	West Central 2006	State 2006	West Central 2007	State 2007	West Central 2008	State 2008
3rd Grade						
Reading -All	65%	71%	62%	73%	69%	72%
Reading – Low Inc/Non	59%/70%	54%/82%	58%/65%	57%/84%	53%/82%	57%/85%
Reading – IEP/Non-IEP	17%/74%	40%/76%	43%/67%	43%/78%	23%/79%	43%/76%
Math – All	89%	86%	86%	87%	84%	85%
Math – Low Income/Non	84%/93%	74%/94%	84%/88%	76%/94%	78%/90%	75%/94%
Math – IEP/Non-IEP	58%/94%	67%/89%	71%/90%	70%/90%	46%/93%	68%/88%
4th Grade						
Reading - All	79%	73%	75%	74%	79%	73%
Reading – Low Inc/Non	63%/91%	58%/84%	73%/78%	58%/85%	79%/79%	59%/85%
Reading – IEP/Non-IEP	50%/86%	40%/79%	7%/89%	41%/79%	62%/83%	41%/78%
Math - All	91%	85%	91%	86%	96%	85%
Math – Low Inc/Non	84%/95%	74%/93%	95%/88%	76%/93%	93%/98%	75%/93%
Math – IEP/Non-IEP	56%/100%	62%/89%	54%/99%	65%/90%	77%/100%	64%/88%
Science - All	92%	80%	83%	80%	87%	76%
Science – Low Inc/Non	84%/98%	64%/91%	82%/85%	64%/91%	82%/91%	61%/89%
Science-IEP/Non-IEP	75%/97%	63%/83%	46%/91%	62%/83%	62%/93%	59%/79%
5th Grade						
Reading - All	74%	68%	79%	70%	79%	74%
Reading – Low Inc/Non	69%/78%	52%/81%	50%/98%	53%/82%	79%/78%	58%/86%
Reading – IEP/Non-IEP	32%/87%	31%/75%	33%/90%	34%/76%	14%/92%	39%/79%
Math - All	86%	79%	90%	83%	92%	81%
Math – Low Inc/Non	77%/92%	64%/89%	77%/98%	71%/91%	94%/90%	70%/91%
Math – IEP/Non-IEP	63%/93%	50%/83%	53%/98%	56%/87%	64%/97%	55%/86%
Writing			42%		43%	55%
6th Grade –						
Reading - All	81%	73%	75%	73%	95%	79%
Reading – Low Inc/Non	69%/89%	58%/84%	61%/86%	58%/85%	93%/96%	66%/89%
Reading – IEP/Non-IEP	40%/90%	33%/79%	20%/91%	34%/80%	82%/97%	43%/85%
Math - All	80%	79%	76%	81%	91%	83%
Math – Low Inc/Non	66%/89%	66%/89%	68%/82%	70%/90%	82%/96%	72%/91%
Math – IEP/Non-IEP	53%/87%	46%/85%	30%/90%	49%/87%	36%/100%	52%/87%
Writing					63%	60%

7th Grade						
Reading - All	68%	72%	76%	73%	76%	78%
Reading – Low Inc/Non	58%/77%	57%/82%	68%/81%	59%/84%	61%/85%	65%/87%
Reading – IEP/Non-IEP	25%/80%	30%/79%	53%/81%	32%/80%	29%/84%	38%/84%
Math - All	76%	76%	81%	79%	79%	80%
Math – Low Inc/Non	63%/88%	61%/86%	74%/85%	67%/89%	61%/91%	68%/89%
Math – IEP/Non-IEP	20%/92%	36%/83%	47%/89%	42%/86%	29%/89%	45%/86%
Science - All	81%	81%	91%	79%	85%	79%
Science – Low Inc/Non	70%/92%	68%/90%	87%/94%	65%/90%	79%/89%	65%/90%
Science – IEP/Non-IEP	50%/90%	49%/86%	73%/95%	48%/84%	43%/93%	49%/84%
8th Grade						
Reading - All	75%	79%	74%	82%	83%	81%
Reading – Low Inc/Non	81%/70%	67%/87%	58%/89%	72%/89%	65%/90%	70%/89%
Reading – IEP/Non-IEP	50%/83%	38%/86%	32%/86%	41%/89%	36%/91%	42%/87%
Math - All	65%	78%	65%	81%	75%	80%
Math – Low Inc/Non	61%/88%	64%/87%	51%/78%	69%/90%	63%/81%	68%/89%
Math – IEP/Non-IEP	20%/79%	38%/85%	11%/80%	42%/88%	42%/81%	43%/86%
Writing			61%		67%	63%
11th Grade – All – PSAE						
Reading	52%	58%	46%	54%	56%	53%
Reading – Low Inc/Non	29%/58%	35%/67%	19%/62%	31%/63%	43%/64%	29%/63%
Reading – IEP/Non-IEP	8%/62%	18%/64%	7%/54%	19%/59%	10%/66%	19%/58%
Math	36%	54%	31%	53%	37%	53%
Math – Low Inc/Non	7%/43%	28%/63%	10%/43%	27%/62%	24%/44%	27%/63%
Math – IEP/Non-IEP	8%/42%	13%/59%	0%/37%	15%/58%	0%/45%	13%/58%
Writing			54%		54%	
Science	42%	51%	45%	51%	47%	51%
Science – Low Inc/Non	27%/45%	23%/61%	23%/59%	25%/61%	38%/53%	24%/62%
Science – IEP/Non-IEP	8%/49%	13%/56%	0%/54%	14%/56%	10%/55%	13%/56%
11th Grade - Percentage of Students Meeting College Readiness Standards						
English	51%	60%	54%	60%	63%	60%
Mathematics	15%	34%	18%	37%	18%	37%
Reading	30%	43%	37%	42%	40%	43%
Science	13%	22%	14%	24%	14%	24%
Meeting all Four	9%	18%	10%	19%	9%	20%
ACT Summary						
Composite	17.9	19.8	18.4	20.0	18.9	20.1
English	17.1	19.3	18.5	19.5	18.6	19.6
Math	17.5	19.8	17.3	20.2	17.7	20.3
Reading	18.0	19.7	18.5	19.8	19.3	20.0
Science Reasoning	18.5	19.7	18.8	19.9	19.0	20.1
Percent Tested on ACT	100%		100%		100%	
Number Tested	67	128,710	84	132,236	57	134,604

2008-2009 Observations:

- The percentage of students who met or exceeded in Reading increased by 10 percentage points from 46% to 56%.
- The percentage of low income students who met or exceeded in Reading increased by 24 percentage points from 19% to 43%.
- The percentage of non-low income students who met or exceeded in Reading increased by 2 percentage points from 62% to 64%.
- The percentage of IEP students who met or exceeded in Reading increased by 3 percentage points from 7% to 10% whereas non-IEP students increased 12 percentage points from 54% to 66%.
- The percentage of students who met or exceeded in Math increased by 6 percentage points from 31% to 37%.
- The percentage of low income students who met or exceeded in Math increased by 14 percentage points from 10% to 24%. The 2008 score represents an increase of 17 percentage points over 2006.
- The percentage of non-low income students who met or exceeded in Math increased by 1 percentage point from 43% to 44%
- No IEP students met or exceeded in Math in 2006-2007 or 2007-2008, whereas non-IEP students increased 8 percentage points from 37% to 45%.
- The difference between the percentage of Math students at West Central who meet or exceed standards and the state average has decreased from 18 percentage points in 2006 to 16 percentage points in 2008.
- The number of students who met or exceeded in Writing remained constant from 2007 at 54%.
- The percentage of students who met or exceeded in Science increased 2 percentage points from 45% to 47%.
- The percentage of low-income students who met or exceeded in Science increased by 15 percentage points from 23% to 38%.
- The percentage of non-low income students who met or exceeded in Science dropped by 6 percentage points from 59% to 53%.
- The percentage of IEP students who met or exceeded in Science increased 10 percentage points from 0% to 10%.
- The percentage of non-IEP students who met or exceeded in Science increased 1 percentage point from 54% to 55%.
- ACT composite scores increased .5 points from 18.4 to 18.9, and a full point from 17.9 in 2006.
- English scores increased .1 points from 18.5 to 18.6.
- Math scores increased .4 points from 17.3 to 17.7.
- Reading scores increased .8 points from 18.5 to 19.3.
- Science reasoning increased .2 points from 18.8 to 19.0.
- All ACT scores remain below state averages, but the gap between state averages and West Central scores is narrowing.
- Scores range between 0.7 to 2.6 points below state average.

2007-2008 Observations:

- The percentage of students who met or exceeded in Reading dropped by 6 percentage points from 52% to 46%.
- The percentage of low income students who met or exceeded in Reading dropped 10 percentage points from 29% to 19%.
- The percentage of non-low income students who met or exceeded in Reading increased by 4 percentage points.
- The percentage of IEP students who met or exceeded in Reading dropped by 1 percentage point from 8% to 7% whereas non-IEP students dropped 8 percentage points from 62% to 54%.

- The percentage of students who met or exceeded in Math dropped by 5 percentage points from 36% to 31%.
- The percentage of low income students who met or exceeded in Math increased by 3 percentage points from 7% to 10%.
- The percentage of IEP students who met or exceeded in Math dropped by 8 percentage points from 8% to 0% whereas non-IEP students dropped 5 percentage points from 42% to 37%.
- The percentage of non-low income students who met or exceeded in Math remained the same which is still 19 percentage points below state average.
- None of our IEP students met or exceeded in Math.
- 54% of all students tested met or exceeded in Writing.
- The percentage of students who met or exceeded in Science increased 3 percentage points from 42% to 45%.
- The percentage of low-income students who met or exceeded in Science dropped by 4 percentage points from 27% to 23%.
- The percentage of non-low income students who met or exceeded in Science increased by 14 percentage points from 45% to 59%.
- The percentage of IEP students who met or exceeded in Science dropped 8 percentage points from 8% to 0%.
- The percentage of non-IEP students who met or exceeded in Science increased 5 percentage points from 49% to 54%.
- ACT composite scores increased .5 points from 17.9 to 18.4.
- English scores increased 1.4 points from 17.1 to 18.5.
- Reading scores increased .5 points from 18.0 to 18.5.
- Math scores decreased .2 points from 17.5 to 17.3.
- Science reasoning increased .3 points from 18.5 to 18.8.
- All ACT scores were below state averages.
- Scores range between 1.0 to 2.9 points below state average.
- 97.6% of West Central students tested during 2006-2007 were Caucasian.
- Reading scores decreased 6 percentage points from 2005-2006 to 2006-2007.
- Math scores decreased 4 percentage points from 2005-2006 to 2006-2007.
- Science scores increased 2 percentage points from 2005-2006 to 2006-2007.
- West Central ACT Reading average score increased .5 points from 2005-2006 to 2006-2007.
- West Central ACT Math average score decreased .2 points from 2005-2006 to 2006-2007.
- West Central ACT English average score increased 1.4 points from 2005-2006 to 2006-2007.

2006-2007 Observations:

- Math achieved the lowest AYP rate 35% compared to Science 43% and Reading 52%.
- All academic areas are 2 or more points below the state average on the ACT.
- Reading achieved adequate yearly progress with 52% of students meeting or exceeding standards.
- Reading was the highest ACT area (18.0) compared to math (17.5) and English (17.1).
- Math scores of meets/exceeds for WCHS (35%) were down from both schools before consolidation from (U 36.4/S 55.5). Science scores were lower (43% AYP) than either schools scores before consolidation.
- In reading, the percentage of students who met or exceeded standards in grade 11 was 52%.
- In the high school building, the percentage of students who met or exceeded standards in 2006 decreased in every subject area when compared to the

percentages of students who met or exceeded standards in every subject area in both the Union and Southern Districts in 2005.

- In the high school building, the average score on ACT in 2006 decreased in the composite and every subject area when compared to the average scores of students in both the Union and Southern Districts in 2005.
- In the high school building, the highest percentage of students who met or exceeded standards in any subject area was found in Reading at 52%, Science at 43%, and Math at 35%. As a school, when looking at the group of all students, AYP (47.5%) was achieved only in Reading.
- In the high school building, the highest average score on the ACT was earned in Science Reasoning (18.5), followed by Reading (18.0), Math (17.5), and English (17.1)
- 95.5% of West Central students tested during 2005-2006 were Caucasian. 52% of West Central students tested met or exceeded Reading scores.

Table 3b: District ISAT/PSAE/ACT Profile Charts by Gender

West Central CUSD #235
2007-2008 Testing Cycle

	WC Males 06-07	WC Females 06-07	State Males 06-07	State Females 06-07	WC Males 07-08	WC Females 07-08	State Males 07-08	State Females 07-08
11th Grade – All								
Reading	52.9%	51.6%	55.7%	61.1%	36.6%	55.8%	51.1%	56.9%
Math	47.1%	24.2%	56.1%	51.3%	26.8%	55.6%	55.5%	49.9%
Science	53%	30.3%	54.9%	46.8%	41.5%	48.9%	53.8%	48.3%

Note: In the WC male and female columns, the group highlighted is the **higher** performing group in each subject in each grade level. In the state columns, the highlighted cells are those in which the state's average performance was **higher** than our district's comparable group's performance.

Observations from 2007-2008 Testing Cycle:

- In grade 11, West Central females performed 19.2 percentage points higher than West Central males in Reading.
- In grade 11, West Central females performed 28.8 percentage points higher than West Central males in Math.
- In grade 11, West Central females performed 7.4 percentage points higher than West Central males in Science.
- In grade 11, West Central females outperformed the males in every subject area.
- In grade 11, West Central males' scores decreased in every subject area from the previous year.
- In grade 11, West Central females' scores increased in every subject area from the previous year.

Observations from 2006-2007 Testing Cycle:

- In grades 3-6, West Central students outperformed the state's averages in all subjects except the third grade males' reading performance.
- In grades 3-6, the West Central females outperformed the males in every subject area.
- In grades 7-11, West Central males outperformed the West Central females in 6 out of 8 tests.
- In grades 7-11, the state's males and females outperformed than West Central males and females in 12 out of 16 areas.

- **In grade 11, a higher percentage of West Central males performed better than the females in every subject area.**

Table 4a: PSAE Work Keys Scores West Central

With a Work Keys score of 4 and an ACT score of 20 or better, 50% of the students taking the PSAE will meet or exceed state requirements. With a Work Keys score of 4 and an ACT score of 21 or better, 86% of the students taking the PSAE will meet or exceed.

With a Work Keys score of 5 and an ACT score of 17 or better, 58% of the students taking the PSAE will meet or exceed. With a Work Keys score of 5 and an ACT score of 18 or better, 72% of the students taking the PSAE will meet or exceed. With a Work Keys score of 5 and an ACT score of 19 or better, 100% of the students taking the PSAE will meet or exceed.

With a Work Keys score of 6 and an ACT of 16 or better, 100% of the students taking the PSAE will meet or exceed.

PSAE Work Keys Scores						
	2005-2006 Reading	2006-2007 Reading	2007-2008 Reading	2005-2006 Math	2006-2007 Math	2007-2008 Math
West Central # Tested/Score	64/4.58	84/4.55	60/5	64/4.24	84/4.37	60/4
Males Average # Tested/Score	34/4.62	42/4.31	33/4	34/4.26	42/4.26	33/4
Females Average # Tested/Score	30/4.37	42/4.79	27/5	30/3.97	42/4.48	27/4
Class – Scoring 5 or better	64/64%	84/45%	60/65%	64/53%	84/44%	60/50%
Males – Scoring 5 or better	34/71%	42/33%	33/57%	34/65%	42/57%	33/45%
Females – Scoring 5 or better	30/57%	42/45%	27/78%	30/40%	42/43%	27/55%

2008-2009 Observations:

- **Math scores were lower than reading scores in 2007-2008, 2006-2007 and 2005-2006.**
- **78% of females scored a 5 or above on the Reading Test.**
- **57% of males scores a 5 or above on the Reading Test.**
- **55% of females scored a 5 or above on the Math Test.**
- **45% of males scored a 5 or above on the Math Test.**
- **65% of the class scored 5 or above in Reading.**
- **50% of the class scored 5 or above in Math.**
- **Percentage of females scoring 5 or above in math has increased over 3 years.**
- **Percentage of males scoring 5 or above in math has decreased over 3 years.**
- **The percentage of males scoring 5 or above in math has dropped by 20 percentage points from 2005-2006 to 2007-2008 .**

2007-2008 Observations:

- **Math scores were lower than reading scores in both 2006-2007 and 2005-2006.**
- **Reading scores decreased by .03 points from 2005-2006 to 2006-2007.**

- Math scores increased .13 points from 2005-2006 to 2006-2007.
- Male scores remained the same in math in 2005-2006 to 2006-2007.
- Male scores in reading dropped .31 points from 2005-2006 to 2006-2007.
- Female scores in reading increased .42 points from 2005-2006 to 2006-2007.
- Female scores in math increased .51 points from 2005-2006 to 2006-2007.
- As a class, the percentage scoring 5 or better dropped 19 percentage points in reading from 2005-2006 to 2006-2007.
- As a class, the percentage scoring 5 or better dropped 9 percentage points in math from 2005-2006 to 2006-2007.

2006-2007 Observations:

- 57% of females scored a 5 or above on the Reading Test.
- 71% of males scores a 5 or above on the Reading Test.
- 40% of females scored a 5 or above on the Math Test.
- 65% of males scored a 5 or above on the Math Test.
- 64% of the class scored 5 or above in Reading.
- 53% of the class scored 5 or above in Math.
- A greater percentage of the males scored a 5 or better in reading and math than the females.

Table 4b: PLAN Test Results – Average Class Score

Our target is an average score of 15 for English, 19 for Math, 17 for Reading and 21 for Science. Plan tests are administered each year to students at the 10th grade level.

	English			Math			Reading		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
# Students Taking Test	63	81		63	81		63	81	
Average Score	16.17	14.72		15.86	15.16		16.90	16	
	Science			Composite					
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009			
# Students Taking Test	63	81		63	81				
Average Score	17.35	16.67		16.70	15.74				

2008-2009 Observations:

- Average scores in every area of the PLAN test decreased from 2006-2007 to 2007-2008.
- Science scores decreased less than any other academic area on the PLAN 2007-2008.
- English scores decreased more than any other academic area on the PLAN 2007-2008.

2007-2008 Observations:

- English scores decreased 1.55 points from 2005-2006 to 2007-2008.
- Math scores decreased 1.38 points from 2005-2006 to 2007-2008.
- Reading scores decreased .469 points from 2005-2006 to 2007-2008.
- Science scores decreased .91 points from 2005-2006 to 2007-2008.
- Composite scores decreased each year over the last three years.

2006-2007 Observations:

- Reading scores increased from 2005-2006 to 2006-2007 by .431.
- English scores decreased from 2005-2006 to 2006-2007 by .10.
- Math scores decreased from 2005-2006 to 2006-2007 by .68.
- Science scores decreased from 2005-2006 to 2006-2007 by .231.
- Composite scores decreased from 2005-2006 to 2006-2007 by .117.

Table 4c: Explore Test Results – Average Class Score

The Explore test is given to 8th graders during the Spring of their eighth grade year. Tracking of average scores will begin with the incoming 9th grade class of 2007-2008. ACT recommends a target score of 13 in English, 17 in Math, 15 in Reading and 20 in Science.

	English			Math			Reading		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
# Students Taking Test	89	83		89	83		89	83	
Average Score	14.48	16.16		15.37	16.10		14.66	16.33	
	Science			Composite					
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009			
# Students Taking Test	89	83		89	83				
Average Score	16.63	17.64		15.42	16.64				

2008-2009 Observations:

- All scores increased over the previous year’s scores.
- Average English scores were 3.16 points above the recommended target score.
- Average Math scores were .9 points below the recommended target score.
- Average Reading scores were 1.33 points above the recommended target score.
- Average Science scores were 2.36 points below the recommended target score.

2007-2008 Observations:

- Average English scores were 1.48 points above the recommended target score.
- Average Math scores were 1.63 points below the recommended target score.
- Average Reading scores were .34 points below the recommended target score.
- Average Science scores were 3.37 points below the recommended target score.

Overall Assessment Observations

2008-2009 Overall Assessment Observations:

- Scores increased in every area of the ACT.
- PSAE scores remained relatively constant.
- Scores in every area of the PLAN test declined.
- Scores increased in every area of the Explore test.

2007-2008 Overall Assessment Observations:

- Overall test scores declined in both the PSAE and ACT.
- For AYP, Reading and Math scores decreased from 2005-2006 to 2006-2007.
- PLAN results show a three-year decline in the sophomore year.

- None of the IEP students met or exceeded in Math or Science.

2006-2007 Overall Assessment Observations:

- Overall test scores declined in both the PSAE and ACT.
- For AYP, Reading, Math, and Science scores decreased after consolidation.
- PLAN test indicated a decrease in test scores with the exception of Reading.
- 65% of males scored five or better on the WORK KEYS as compared to 40% of females scoring five or better.

2.3. DEMOGRAPHIC DATA

Table 5: General School Data

	2005-2006 West Central		2006-2007 West Central		2007-2008 West Central	
	#	%	#	%	#	%
Attendance	337	93.9%	306	94.4%	310	
Truancy Rate	56 male 57 female	37%	5	1.6%	77 male 44 female	39%
Mobility Rate		11.3		10.2		15.1
Suspension Rate	15 single 12 multiple	4.9% 3.9%	19 single 3 multiple	6.2% 1%	39 single 13 multiple	12.6% 4.2%
Expulsion Rate	4	1.3%	2	.7%	2	.6%
Transfers/Withdrawals	5 in 31 out				25 in 27 out	
HS Graduation Rate	94	98%		97%	67	94%
HS Drop-Out Rate	13	3.9%		1%	9	2.9%
Gender			M 52%	F 48%	M 50.6%	F 49.4%
Caucasian	95.5%	97.2%	96%	97%	98.1%	98.6%
African-American	.6%	1.3%	.6%	1.4%	0	.7%
Hispanic	.6%		.6%	0	.6%	0
Other (Specify) Asian/PI	1.8%	1.3%	0	.7%		
Native American	1.2%		1.3%	0		
Multi-racial			1.9%	.7%	1.3%	.7%

2008-2009 Observations:

- Mobility rate increased from 2006-2007 to 2007-2008.
- Male dropout rate dropped 1.4 percentage points from 2006-2007 to 2007-2008.
- Female dropout rate increased 1.4 percentage points from 2006-2007 to 2007-2008.
- High School graduation rate decreased 3 percentage points from 2006-2007 to 2007-2008.

2007-2008 Observations:

- Mobility rate decreased by 1.1 percentage points from 2005-2006 to 2006-2007.
- Expulsion rate decreased by .6 percentage points from 2005-2006 to 2006-2007.
- Drop-out rate decreased by 2.9 percentage points from 2005-2006 to 2006-2007.

2006-2007 Observations:

- 2006-2007 information will come from end-of-year report to be completed June 2007.

- Of the 337 students enrolled for the 2005-2006 school year, 56 males and 57 females were considered truant after receiving an unexcused absence for a minimum of ½ of a school day. Three males and three females were considered chronic truants after receiving 10%, or 17.6 days, of unexcused absences.
- The suspension rate at WCHS is 4.9% of the students having received one suspension during the 2005-2006 school year, and 3.9% of the students having received multiple suspensions during the 2005-2006 school year.

Table 6: Enrollment Data – 6th Day Enrollment

	2005-06 SU		2006-07		2007-2008		2008-2009	
Grade Levels in the school		%						%
School Population	332		297		324		309	
Grade 9 West Central	72	21.7	87	29.2	89	27.5	78	25.2
Grade 10 West Central	88	26.5	65	21.8	90	27.7	89	28.8
Grade 11 West Central	70	21.1	81	27.2	59	18.2	86	27.8
Grade 12 West Central	102	30.7	64	21.5	86	26.5	56	18.1

2008-2009 Observations:

- 2008-09 shows a decrease in total high school enrollment of 15 students.
- Grade 9 decreased in enrollment 2.3 percentage points from 07-08 to 08-09.
- Grade 10 increased in enrollment 1.1 percentage points from 07-08 to 08-09.
- Grade 11 increased in enrollment 9.6 percentage points from 07-08 to 08-09.
- Grade 12 decreased in enrollment 8.4 percentage points from 07-08 to 08-09.

2007-2008 Observations:

- Grade 9 had a decrease of 3% from 2006-2007 to 2007-2008.
- Grade 10 had an increase of 26% from 2006-2007 to 2007-2008.
- Grade 11 had a decrease of 15% from 2006-2007 to 2007-2008.
- Grade 12 had an increase of 17% from 2006-2007 to 2007-2008.
- Since 2005-2006 each grade level has shown a decrease in enrollment as they move through high school years.

2006-2007 Observations:

- Grade 9 had an increase of 25% from 2005-2006 school year to the 2006-2007 school year.
- Grade 10 had a decrease of 26% from 2005-2006 school year to the 2006-2007 school year.
- Grade 11 had an increase of 24% from 2005-2006 school year to the 2006-2007 school year.
- Grade 12 had a decrease of 37% from 2005-2006 school year to the 2006-2007 school year.
- 7.8 % decline in the total student population from 2005-2006 school year to the 2006-2007 school year.

Table 7: Student Subgroup Enrollment

	2005-2006 WEST CENTRAL		2006-2007 WEST CENTRAL		2007-2008 WEST CENTRAL	
	#	%	#	%	#	%
Total Gifted/AP						
Total Special Education*	65	19.3	52	16.7	58	19.0
Mental Retardation	8	12.3	11	21.1	12	20.7
Learning Impairment						
Speech or Language Impairment	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0
Emotionally Disturbed	4	6.15	4	7.6	2	3.4
Orthopedic	1	1.53	0	0	0	0
Other Health Impairment	10	15.38	9	17.3	4	6.9
Specific Learning Disability	41	63.07	27	51.9	40	69.0
Multiple Disabilities	0	0	0	0	0	0
Deaf/Blindness	0	0	0	0	0	0
Autism	1	1.53	1	1.9	1	1.7
Behavioral Disorders						
Developmental Delay	0	0	0	0	0	0

* Students with IEPs

Percentages in 2005-2006 for the sub-categories were based the number of special education students not the entire student body.

2008-2009 Observations:

- **The percentage of West Central students with an IEP has increased by 2.3 percentage points.**
- **The number of students classified as mentally retarded increased by 1 student from 11 to 12.**
- **The number of students classified with a specific learning disability increased by 17.1 percentage points.**

2007-2008 Observations:

- **The percentage of West Central students with an IEP has decreased by 2.6%.**
- **The number of students classified as mentally retarded increased from 8 to 11.**
- **The number of students classified with a specific learning disability decreased by 11 percentage points.**

2006-2007 Observations:

- **The percentage of West Central students with an IEP, is significantly higher than the state average with 21.24%, or over 1/5, of the students have an IEP as compared to the state average of 15% based on Profile of Special Education Data 2004-2005 School Year provided by the West Central Special Education Coop.**

Table 8a: Behavioral Referrals / Detentions

		9th Grade 2006-2007 (91 students)		9th Grade 2007-2008 (89 students)		9th Grade 2008-2009 (80 students)	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Totals		30 = 33%	12 = 13%	41 = 46%	40/85=47%	38 = 48%	

		10th Grade 2006-2007 (68 students)		10th Grade 2007-2008 (85 students)		10th Grade 2008-2009 (94 students)	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Totals		25 = 37%	19 = 28%	42 = 49%	33 =39%	41 =44%	

		11th Grade 2006-2007 (88/89 students)		11th Grade 2007-2008 (61/54 students)		11th Grade 2008-2009 (68 students)	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Totals		36/88=41%	13/89=15%	38/61=62%	33/54=61%	32/68=47%	

		12th Grade 2006-2007 (66/67 students)		12th Grade 2007-2008 (76/62 students)		12th Grade 2008-2009 (54 students)	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Totals		11/66=17%	5/67=7%	44/76=58%	26/62=42%	27/54=50%	

Table 8b: Behavioral Referrals / In-School Suspensions

		9th Grade 2006-2007 (91 students)		9th Grade 2007-2008 (89 students)		9th Grade 2008-2009 (80 students)	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Totals		12 = 13%	1 = 1%	19/89=21%	12/85=14%	15 = 19%	

		10th Grade 2006-2007 (68 students)		10th Grade 2007-2008 (85 students)		10th Grade 2008-2009 (94 students)	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Totals		12 = 18%	7 = 10%	25 = 29%	12 = 25%	13 = 14%	

		11th Grade 2006-2007 (88/89 students)		11th Grade 2007-2008 (61 students)		11th Grade 2008-2009 (68 students)	
		Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
Totals		16/88=18%	2/89 = 2%	20/61 = 33%	18/54 = 33%	22 = 32%	

Totals	12th Grade 2006-2007 (66/67 students)		12th Grade 2007-2008 (76 students)		12th Grade 2008-2009 (54 students)	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
	3/66 = 5%	1/67 = 1%	17/76 = 22%	51/62 = 8%	15 = 28%	

Table 8c: Behavioral Referrals / Out-of-School Suspensions

Totals	9th Grade 2006-2007 (91 students)		9th Grade 2007-2008 (89/85 students)		9th Grade 2008-2009 (80 students)	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
	8/91 = 9%	1/91 = 1%	8/89 = 9%	2/85 = 2%	6/80 = 8%	
Totals	10th Grade 2006-2007 (68 students)		10th Grade 2007-2008 (85 students)		10th Grade 2008-2009 (94 students)	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
	6 = 9%	1 = 1%	10 = 12%	4 = 5%	5 = 5%	

Totals	11th Grade 2006-2007 (88/89 students)		11th Grade 2007-2008 (61/54 students)		11th Grade 2008-2009 (68 students)	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
	8/88 = 9%	2/89 = 2%	13/61 = 21%	2/54=4%	9 = 13%	

Totals	12th Grade 2006-2007 (66/67 students)		12th Grade 2007-2008 (76/62 students)		12th Grade 2008-2009 (54 students)	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
	0/66 = 0%	1/67 = 1%	7/76 = 9%	1/62=2%	4/54=7%	

Table 8d: Behavioral Referrals / Demerits

Total # Demerits	9th Grade 2006-2007	9th Grade 2007-2008	9th Grade 2008-2009
	Semester 1	Semester 1	Semester 1
	191	274	319

Total # Demerits	10th Grade 2006-2007	10th Grade 2007-2008	10th Grade 2008-2009
	Semester 1	Semester 1	Semester 1
	183	330	241

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	11th Grade 2006-2007	11th Grade 2007-2008	11th Grade 2008-2009
	Semester 1	Semester 1	Semester 1
Total # Demerits	325	321	229

	12th Grade 2006-2007	12th Grade 2007-2008	12th Grade 2008-2009
	Semester 1	Semester 1	Semester 1
Total # Demerits	N/A	249	183

2008-2009 Observations:

- The number of demerits has decreased from 07-08 for each grade level horizontally except for 9th grade.
- The number of demerits has decreased 07-08 to 08-09 as each grade level has progressed to the next level: freshman to sophomore year (12%), sophomore to junior year (31%) and junior to senior year (43%.)
- Seniors had the fewest demerits, freshmen the most demerits.

2007-2008 Observations:

- The number of detentions has increased for each grade level as they progressed to the next grade level.
- The number of demerits has increased from 2005-2006 to 2006-2007.
- The number of suspensions has increased from 2005-2006 to 2006-2007.

2006-2007 Observations:

- During first semester of 2006-2007, the Junior class had the most discipline issues.
- Preliminary data suggests discipline issues have improved during second semester.
- 25.2% of the student body received referrals during the first semester of 2006-2007.

Overall Demographic Observations

2008-2009 Overall Demographic Observations

- Mobility rate increased from 2006-2007 to 2007-2008.
- Male dropout rate dropped 1.4 percentage points from 2006-2007 to 2007-2008.
- Female dropout rate increased 1.4 percentage points from 2006-2007 to 2007-2008.
- High School graduation rate decreased 3 percentage points from 2006-2007 to 2007-2008.
- While enrollment had shown a 3-year decrease, 08-09 shows an increase in enrollment of 1%.
- Grade 9 decreased in enrollment 4.1% from 07-08 to 08-09.
- Grade 10 increased in enrollment 7.6% from 07-08 to 08-09.
- Grade 11 decreased in enrollment .6% from 07-08 to 08-09.
- Grade 12 decreased in enrollment 2.8% from 07-08 to 08-09.
- The percentage of West Central students with an IEP has increased by 2.3 percentage points.

- The number of students classified as mentally retarded increased by 1 student from 11 to 12.
- The number of students classified with a specific learning disability increased by 17.1 percentage points.
- The number of demerits has decreased from 07-08 for each grade level horizontally except for 9th grade.
- The number of demerits has decreased 07-08 to 08-09 as each grade level has progressed to the next level: freshman to sophomore year (12%), sophomore to junior year (31%) and junior to senior year (43%.)
- Seniors had the fewest demerits, freshmen the most demerits.

2007-2008 Overall Demographic Observations

- The number of detentions has increased for each grade level as they progressed to the next grade level.
- The number of demerits has increased from 2005-2006 to 2006-2007.
- The number of suspensions has increased from 2005-2006 to 2006-2007.
- The percentage of West Central students with an IEP has decreased by 2.6%.
- The number of students classified as mentally retarded increased from 8 to 11.
- The number of students classified with a specific learning disability decreased by 11 percentage points.
- There are more sections of English courses offered therefore reducing the number of students in each English Course.
- There are more sections of Biology during the 2006-2007 school year as compared to the 2005-2006 school years.
- Geometry numbers reduced as more students are taking Applied Geometry.
- Grade 9 had a decrease of 3% from 2006-2007 to 2007-2008.
- Grade 10 had an increase of 26% from 2006-2007 to 2007-2008.
- Grade 11 had a decrease of 15% from 2006-2007 to 2007-2008.
- Grade 12 had an increase of 17% from 2006-2007 to 2007-2008.
- Since 2005-2006 each grade level has shown a decrease in enrollment as they move through high school years.
- Mobility rate decreased by 1.1 percentage points from 2005-2006 to 2006-2007.
- Expulsion rate decreased by .6 percentage points from 2005-2006 to 2006-2007.
- Drop-out rate decreased by 2.9 percentage points from 2005-2006 to 2006-2007.

2006-2007 Overall Demographic Observations:

- In the past four years, the high school student population has fluctuated from combined Southern/Union Enrollment in 2003-2004 of 346 to West Central High School 2006-2007 enrollment of 306.
- The number of students who transferred out of combined former districts for 2004-2005 was 17 students with 31 students transferring from West Central in 2005-2006.
- The drop-out rate from the combined districts for 2004-2005 was 6.1% and decreased from West Central 2005-2006 to 3.9%.

2.4 PROGRAM DATA

Table 9: Educator Data

	2005-2006 WEST CENTRAL HIGH SCHOOL	2006-2007 WEST CENTRAL HIGH SCHOOL	2007-2008 WEST CENTRAL HIGH SCHOOL	2008-2009 WEST CENTRAL HIGH SCHOOL
Total Full Time Classroom Teachers	25	22	23	20
Average Years Teaching	15.8	16.4	15	15.1
# Teachers New to High School / District	3	3	3	3
# First Year Teachers	0	2	3	3
% with B. A. Degree	84%	91%	78%	75%
% with M.A. & Above	16%	9%	22%	25%
# with Emergency or Provisional Certificates	0	0	0	0
# Teachers Working Out of Field	0	0	0	0
% Teacher Attendance	95%		97%	
% Caucasian Teachers	96%	95%	94%	100%
% Male Teachers	40%	43%	26%	35%
% Female Teachers	60%	57%	74%	65%
# Total Paraprofessionals	3	4	4	4
# Classroom Instructional Paraprofessionals	2	4	4	4
# Total Under-qualified paraprofessionals	0	0	0	0
# Total Counselors	1, 2/5 time	1, 2/5 time	1, 2/5 time	1, 2/5 time
# Total Librarians	1	1	1	1
# Total Social Workers/P1013 Psychologists	1	2	2	2
# Total Other Staff	2	2	3	3
% of Teachers Highly Qualified	100	100	100	100

Out-of-field means that a teacher is teaching a class for which he/she has no certification, academic major or endorsement with sufficient credit hours in the content area taught.

- Under-qualified paraprofessional means that the paraprofessional has less than 2 years of training and/or education degree.

2008-2009 Observations:

- **100% of staff is highly qualified in the high school.**
- **0% of the staff is working out of their field.**
- **The percentage of male teachers increased by 9 percentage points.**
- **The percentage of teachers on the staff with a Master's degree increased by three percentage points.**

2007-2008 Observations:

- **In the high school, 100% of staff is highly qualified.**
- **In the high school, 0% of staff is working out of their field.**
- **The percentage of female teachers increased by 17 percentage points.**
- **In the high school, the percentage of teachers with a M.A. or above increased from 9% to 22%.**

2006-2007 Observations:

- In the high school, 100% of staff is highly qualified.
- In the high school, 0% of staff is working out of their field.
- In the high school building, there was a 12% drop in number of full-time staff from 05-06 school to 06-07 school -year.
- In the high school, there are two staff members with master's and above.
- Teacher attendance for 2005-2006 was 95%.

Table 10a: Professional Growth Data 2008-2009 (Participants represent high school)

Topic	Mo/Yr	Grade Level	Participants	Offered School Wide Yes/No	Format
SIP Leaders Training	Aug. 5 & 6, 2008	K-12	6	No	Interactive Work Session
New Teacher Training	Aug. 15, 2008	K-12	3	No	Interactive Discussions
CRISS New Teacher Training	Aug. 15, 2008	9-12	3	No	Interactive Presentation
Poverty Simulation	Aug. 18, 2008	K-12	23	Yes	Simulation Exercise
SIP Team Leader Training	Jan. 2009	K-12	7	Yes	Demonstration & Work Sessions
SMARTBoard Training (Pt. 1)	Jan. 2009	K-12	9	Yes	Demonstration & Interactive
Writing Follow-up Workshop	Jan. 15, 2009	K-12	1	Yes	Interactive Work Session
Cooperative Learning Workshop	Feb. 12, 2009	K-12	8	Yes	Interactive Work Session
SMARTBoard Training (Pt. 1 again)	Feb. 13, 2009	K-12	6	Yes	Demonstration & Interactive
SMARTBoard Training (Pt. 2)	Feb. 13, 2009	K-12	7	Yes	Demonstration & Interactive
Higher Order Thinking Workshop	Feb. 13, 2009	K-12	13	Yes	Interactive Work Session
Math Across the Curriculum	Feb. 13, 2009	K-12	15	Yes	Interactive Work Session
Music Across the Curriculum ????	Feb. 13, 2009	K-12	5	Yes	Interactive
Writing Follow-up Workshop	Feb. 25, 2009	K-12	1	Yes	Interactive
WC Teacher Academy (lesson planning)	Feb-Apr, 2009 (twice weekly)	9-12	30	No	Lecture Presentation

Table 10b: Professional Growth Data 2007-2008 (Participants represent high school)

Topic	Mo/Yr	Grade Level	Participants	Offered School Wide Yes/No	Format
SIP Leaders Training	Aug. 6-8, 2007	K-12	5	No	Interactive Work Session
New Teacher Training	Aug. 10, 2007	K-12	4	No	Interactive Discussions
CRISS Training – 1 st & 2 nd Year Teachers	Aug. 13-14, 2007	K-12	7	Yes	Interactive Presentation
Differentiated Instruction	Aug. 13, 2007	6-12	15	Yes	Interactive Presentation
Using Technology in the Classroom	Aug. 13, 2007	6-12	15	Yes	Interactive Demonstrations
Classroom Management & Student Discipline	Aug. 14, 2007	6-12	13	Yes	Interactive Presentation
CPR & Defib. Training	Aug. 15, 2007	PreK-12	5	No	Interactive Presentation
Integrating Art into the Curriculum	Aug. 15, 2007	PreK-12	23	Yes	Interactive Presentation
English Dept. Writing Style Guide	Aug. 16, 2007	9-12	30	Yes	Interactive Presentation
Skyward Training	Aug. 17, 2007	9-12	30	Yes	Interactive Workshop
SOCS Comm. System Training	Aug. 21, 2007	9-12	30	Yes	Interactive Workshop
CRISS Strategies – Rick Prestley	Aug. 23, 2007	9-12	30	Yes	Interactive Presentation
SIP Comm. Presentation – Interactive Report Card Info.	Sept. 18, 2007	9-12	30	Yes	Interactive Presentation
SIP Comm. Presentation – Evac./Fire Drill Plans	Oct. 17, 2007	9-12	30	Yes	Interactive Presentation
Writing Across the Curriculum	Nov. 15, 2007	9-12	30	Yes	Interactive Presentation
Fine Arts Curr.Planning	Dec. 10, 2007	9-12	3	No	Interactive Workshop
SOCS Training for Website	Jan. 2008	K-12		Yes	Interactive workshop
Adv. SOCS Training	Feb. 2008	K-12		Yes	Interactive workshop
SOCS Training for Website	Feb. 2008	K-12		Yes	Interactive workshop
HS PD Collaborative Sharing Sessions	April & May 2008	9-12		No	Collaborative Discussions

**Additional Course Work Completed and/or Conferences attended
by Individual Faculty Members**

Illinois Arts Education Association Conference	Fine Arts Grant School Visitation				

Table 10c: Professional Growth Data 2006-2007 (Participants represent high school)

Topic	Mo/Yr	Grade Level	Participants	Offered School Wide Yes/No	Format
Utilizing the Block Schedule	Feb. 2006	9-12	15	Yes	Presentation
Drug Awareness – Drug Task Force	Feb. 2006	PreK-12	14	Yes	Presentation
Curriculum Alignment	Feb. 2006	PreK-12	11	Yes	Interactive Work Sessions
Intro to Digital Photography	March 7, 2006	PreK-12	6	Yes	Interactive Workshop
Preparing Digital Images	March 9, 2006	PreK-12	5	Yes	Interactive Workshop
Web Design using Word	March 14 & 16, 2006	PreK-12	4	Yes	Interactive Workshop
Curriculum Alignment	May 24-26, 2006	PreK-12	8	Yes	Interactive Workshop
Block Scheduling/Reading	May 24, 2006	9-12	8	Yes	Presentation
CRISS Training	May 25-26, 2006	4-12	9	Yes	Interactive Workshop
Incorporating Math Strategies Across Curriculum	Aug. 14, 2006	6-12	9	Yes	Interactive Workshop
SAC Training	Aug. 15, 2006	6-12	12	Yes	Interactive Workshop
Curriculum Alignment	Aug. 15, 2006	K-12	8	Yes	Interactive Work Sessions
CPR & Defib Training	Aug. 16, 2006	PreK-12	5	No	Interactive Presentation
RTI Training	Aug. 16, 2006	PreK-12	4	No	Presentation
Learning Express	Aug. 16, 2006	9-12	12	Yes	Presentation
CRISS Review	Aug. 17, 2006	6-12	16	Yes	Interactive Presentation
SIP Leaders Training	Aug. – May 2006-2007	PreK-12	3	No	Interactive Presentations
Additional Course Work Completed by One Faculty Member					
EDL 500, 505, 500, 511	Underground Railroad Workshop	Algebra Activities for All	Western Illinois Personal Growth and Learning	Illinois Arts Education Conference	21 st Century

			Styles		
Holocaust Workshop	Industrial Tech Staff Development	Improving Achievement on PSAE Math	Keyboarding	Science Teacher Workshop	

2008-2009 Observations:

- No teacher workshops have been offered on the topic of managing classroom behavior beyond the West Central Teacher Academy.
- No teacher workshops have been offered in the area of bullying and cyber bullying.
- No teacher workshops have been offered in the area of students in poverty.
- Workshops have generally focused on selected or grouped members of the faculty (by department, etc.) rather than school-wide issues.
- Student behaviors have not been systematically addressed by any faculty training beyond the West Central Teacher Academy.

2007-2008 Observations:

- Thirty staff members participated in CRISS Strategies Review, Writing Style Guide Training, SOCS Training, and Skyward Training.
- Fifteen staff members participated in workshops prior to the beginning of the school year.

2006-2007 Observations:

- CRISS Reading Strategies Training had 9 staff members participate.
- Nine staff members participated in Incorporating Math Strategies Across Curriculum

Table 10d: Professional Growth Data 2005-2006

Topic	Mo/Yr	Grade Level	Participants	School Wide Yes/No	Format
CPI Restraint Training	Jan -06	Prek-12	6	No	Demonstration/ Participation
District Reading Task Force	Oct, Nov, Jan, Apr 2005-2006	Prek-12	1	Yes	Lecture/ Discussion Group
Certified Staff Evaluation	Sept, Oct, Nov, Jan 2005-2006	Prek-12	1	No	Interactive/ lecture
District SIP Training	Monthly 2005-2006	Prek-12	5	No	Interactive/ Lecture
NCLB Training	Sept 2005	Prek-12	29	Yes	Lecture
Defibrillator Training	August 2005	Prek-12	5	No	Demonstration/ Participation
Mapping our Expectations	June 2005	Prek-12	7	Yes	Powerpoint/ Small Group
Teaching to the Block	June 2005	9-12	4	Yes	Discussions
Utilizing Block Scheduling	Feb. 2006	9-12	29	Yes	Interactive/ Lecture
Brain Based Learning	Feb.2006	Prek-12	1	No	Seminar

Autism	Aug. 2005	Prek-12	29	Yes	Lecture
Tomorrows' Leaders	April 2005	6-12	1	No	Seminar
Globalfest	March 2005	9-12	1	No	Lecture
Forces of Nature	March 2005	k-12	1	No	Lecture
Seminar for Instructors	Spring 2005	Grad. Class	1	No	Lecture
Advanced Research Techniques	Spring 2005	Grad. Class	1	No	Lecture
20 th . Century Social History	Fall 2004	Grad. Class	1	No	Lecture
Advanced Social Readings	Fall 2004	Grad. Class	1	No	Lecture
Juvenile Delinquency	Summer 2004	Grad. Class	1	No	Lecture
Drug Awareness	February 2006	Prek-12	29	Yes	Lecture
CRISS Training	April 2005	9-12	25	Yes	Interactive/ Lecture
"Building Capable People for School, the Workplace, and Life"	Spring 2005	Grad. Class	1	No	Lecture
SAC	February 2005	k-12	29	Yes	Interactive/ Lecture
Reading in Content Areas	Nov. 2004	Ed. Tech Cohort Series	1	Yes	Interactive technology

Observations for 2005-2006:

- In the high school, 25 members of the staff attended the workshop in CRISS strategies.
- In the high school, 29 members of the staff attended the workshop on Utilizing the Block Schedule.
- In the high school, 4 members of the staff attended the workshop on Teaching to the Block in June 2005.

CURRICULUM IMPLEMENTATION DATA - 2008-2009

This is the second year on the seven period day.

One English I and two English III sections were added during 2008-09 and Honors English classes were eliminated.

One section of Applied Algebra 2 was added.

The number of students taking Applied Algebra 2 increased (by 28 students in 08-09) while the number of students enrolled in Algebra 2 decreased by 8 students.

The number of Biology sections offered decreased from 5 to 3.

Personal Fitness was added to the P.E. curriculum.

The Art program was cut to half-day.

The Business department was cut from two full-time teachers to one and one-half.

Quarterly department meetings continue to be held.

Curriculum consultants were hired and made observations and suggestions for our English, Math, and Special Education departments.

Math Monday was moved to 4th period.

The West Central Teacher Academy was presented to 100% of the faculty.

Plans are being made to implement a Homeroom/Advisory Period next school year.

RtI was added for high school students.

Half of our students (155 out of 310) are on either the High Honor Roll or the Honor Roll.

CURRICULUM IMPLEMENTATION DATA - 2007-2008

The school day schedule was changed from an eight-block schedule to a seven period day.

There was a change in personnel at the principal's position.

Quarterly department meetings are held to align curriculum and exit outcomes to the Illinois Learning Standards and College Readiness Standards.

Daily Oral Language activities were incorporated into the English curriculum.

A Writing Style Guideline was created by the English Department and all personnel were trained on the guidelines.

The Fine Arts Department received a grant to align and enhance curriculum.

Math Monday activities were implemented across all curriculum areas. These activities include WorkKeys and PSAE practice exercises.

All new textbooks were purchased for Algebra I, Algebra II, and Geometry. These textbooks are aligned with the Illinois State Learning Standards. All of the applied math courses also received new textbooks.

2006-2007

Curriculum changes were made in the Math courses to include Applied Algebra I, Applied Geometry, and Applied Algebra II. These courses follow the same curriculum as the regular classes; however, different teaching strategies are utilized.

Honors English I was eliminated from the curriculum.

A computer lab was updated in the business department. New smart boards were added to some classes.

Daily Oral Language activities were implemented during second semester in all classes.

PSAE test prep was conducted for all Juniors during tutorial time second semester.

2008-2009 General Data Observations

Educator Data Observations

- Additional male staff members have been added this year.
- All staff members are highly qualified in their field.

Professional Growth Observations

- Professional growth opportunities have been provided for particular interests of staff members.
- All teachers have participated in Teacher Academy sessions focusing on strengthening teaching skills.
- Teaching skills have been identified in more workshops than skills targeted at student behavior.

Curriculum Observations

- This is the second year on the 7-Period day schedule.
- Students have the option for PE class of the regular PE sections or instruction in Personal Fitness.
- Department meetings continue to give staff the opportunity to interact professionally for the development of curriculum improvements.

Survey Observations

- All student and faculty surveys were completed on-line.
- Most students felt safest in the classroom. The fewest number felt safe in the parking lot.
- Four-fifths of students surveyed indicated they need more classroom time to work on homework.
- More than four-fifths of parents answering the survey indicate that teachers communicate with them via telephone.
- Half of the faculty surveyed feel supported in student discipline.

2007-2008 General Data Observations

Educator Data Observations

- In the high school, 100% of staff is highly qualified.
- In the high school, 0% of staff is working out of their field.
- The percentage of female teachers increased by 17 percentage points.
- In the high school, the percentage of teachers with a M.A. or above increased from 9% to 22%.

Professional Growth Observations

- Thirty staff members participated in CRISS Strategies Review, Writing Style Guide Training, SOCS Training, and Skyward Training.
- Fifteen staff members participated in workshops prior to the beginning of the school year.

Curriculum Observations

- The school day schedule was changed from an eight-block schedule to a seven period day.
- There was a change in personnel at the principal's position.
- Quarterly department meetings are held to align curriculum and exit outcomes to the Illinois Learning Standards and College Readiness Standards.
- Daily Oral Language activities were incorporated into the English curriculum.
- A Writing Style Guideline was created by the English Department and all personnel were trained on the guidelines.

- The Fine Arts Department received a grant to align and enhance curriculum.
- Math Monday activities were implemented across all curriculum areas. These activities include WorkKeys and PSAE practice exercises.
- All new textbooks were purchased for Algebra I, Algebra II, and Geometry. These textbooks are aligned with the Illinois State Learning Standards. All of the applied math courses also received new textbooks.

Survey Observations

- This is the first year to offer the survey on-line. Parents were given the option of taking the survey on-line or filling out a paper copy which was later entered on-line by the survey team. 51 parent surveys were completed (out of a student body of 310.) This is 12 fewer than 2006-2007.
- All student and faculty/staff surveys were completed on-line by the students and faculty/staff themselves. 265 students took the survey (out of 310) compared to 273 out of 317 in 2006-2007 and 28 faculty/staff (of 28) compared to 23 out of 26 in 2006-2007.
- All of the faculty/staff agreed that students fail because they don't turn in their work.
- All but one faculty/staff agreed that students fail because of poor school attendance.
- All but one faculty/staff agreed that they make individual student accommodations in order to enable all students to succeed.
- All but one of the parents taking the survey felt that WCHS needs to offer more college-prep courses.

2006-2007 General Data Observations:

Educator Data Observations

- Full time high school teaching positions have decreased from 25 in 2005-2006 to 22 in 2006-2007.
- The high school has three teachers new to the district with two of them first year teachers.
- The percentage of teachers with a Bachelors degree has increased 7% while those with a Master's degree has decreased 7%.
- All high school teachers are certified and are highly qualified.
- 95% of the staff is Caucasian.
- 43% of the staff is male and 57% is female.
- All paraprofessionals are qualified.

Professional Growth Observations

- High school staff members took advantage of nineteen staff development/additional course work opportunities in the 2006-2007 school year.
- Curriculum development, scheduling and drug awareness were the three main areas focused on by the majority of high school staff.

Curriculum Observations

- Math curriculum changes including the addition of Applied courses as well as incorporating math concepts into the content area has provided students with a variety of hands-on and daily math use.
- Technology up-grades including a new business lab have made applications easier and more functional for students.
- All classes are reinforcing English grammar skills by incorporating Daily Oral English into their curriculum.

Survey Observations

- 79 parents out of student body of 317 students returned surveys.
- The most positive response rates were 95% of the parents believe that their students were serious about their academic success, while 89% agreed that WCHS establishes and maintains a commitment to learning.

- The lowest response rates were 46% of parents had seen the WCHS web site and that 33% agreed that WCHS classes needed more homework.
- 273 students out of 317 students returned surveys. The greatest percentage of these students believe that they can get the classes that they need before graduation and that they are learning new study skills in their classes.
- The least amount, 22% stated that they have used after-school tutoring.
- 23/faculty/staff surveys out of 26 were returned.
- All staff members reported that student achievement is recognized in the classroom.
- 13% agreed that WCHS has enough student computers.

2.5 PERCEPTION DATA

2008-2009 Parent Survey Conclusions and Observations:

Forty-five surveys were completed. Many were completed on-line; however, some parents chose to fill out the hard copy which was then hand entered into the computer.

- Approximately 89% of parents answering the survey indicated their son/daughter felt safe at school and school-related activities.
- Approximately 95% of parents answering the survey indicated that WCHS needs to offer more college-prep courses, just over 85% indicated that WCHS needs to offer more vocational classes, and just over 75% indicated that WCHS needs to offer more after-school enrichment opportunities.
- According to parents answering the survey, in order to be more successful at WCHS, 82% indicated that their son/daughter needed more classroom time on assignments, almost 79% indicated that their son/daughter needed more approachable teachers, 81% indicated that their son/daughter needed more one-on-one help from the teachers, 85% indicated that their son/daughter needed help with study skills, almost 78% indicated that their son/daughter needed help with organizational skills, just over 92% indicated that their son/daughter needed to be at school every day, and almost 43% indicated that their son/daughter needed help with outside social issues.
- Approximately 75% of parents answering the survey indicated they would encourage their son/daughter to participate in an after-school tutoring/enrichment program.
- According to parents answering the survey, regarding the after-school tutoring/enrichment program, approx. 70% indicated it is a good program for their son/daughter; approx. 98% indicated it is a good program for students performing below their individual potential, 90% indicated it is a good program for students performing below average on standardized tests, and almost 98% indicated it is a good program for students getting D's and F's.
- Of the parents answering the survey, in order to attend after-school tutoring/enrichment activities – approx. 67% indicated their son/daughter would need transportation to a nearby drop-off point, 50% indicated their son/daughter would need to change his/her outside work schedule, 50% indicated their son/daughter would need to drop athletic or other after-school activities, 92% indicated their son/daughter would need a lot of encouragement from the parent(s), and 91% indicated that their son/daughter would need to decide it's important.
- Ninety-three percent of parents answering the survey indicated that the athletic eligibility requirement is an effective motivator for student athletes to perform well academically.

- Of the parents answering the survey, 100% indicated it is ok for their son/daughter to miss school for illness or funeral, 47% indicated it is ok for their son/daughter to miss school for personal business, 93% indicated it is ok for their son/daughter to miss school for college visits, 22% indicated it is ok to miss school for family vacations, 56% indicated it is ok to miss school to take the driver's test, and 67% indicated it is ok to miss school for other reasons (see comments.)
- Seventy-two percent of parents answering the survey indicated it is ok for their child to miss 2 days of school, 19% indicated it is ok to miss 4 days of school, and 9 percent indicated it is ok to miss more than 6 days of school.
- When asked about student discipline by WCHS faculty/staff 63% of parents indicated it is working, 20% indicated it is too strict, 61% indicated it is not strict enough, 56% indicated it is being administered equitably to all students, and 88% indicated it is necessary in order to provide the best possible learning environment for all students.
- Approximately 83% of parents answering the survey indicate that WCHS faculty/staff communicate with them regarding their son/daughter by telephone, 100% indicate that WCHS faculty/staff communicate with them regarding their son/daughter by mail, approx. 54% by e-mail, and approx. 84% by person-to-person contact.
- Of the parents answering the survey, approx. 81% indicate that WCHS faculty/staff do a good job of communicating with them regarding what's happening at school, especially with their son/daughter.

2008-2009 Student Survey Conclusions and Observations:

271 students completed the survey. All student surveys were completed on-line.

- Approximately 81% of students feel safe at school and school related activities.
- 89% of students feel safe in the classroom, 79% feel safe in the locker rooms, 73% feel safe in the hallways, 81% feel safe in the cafeteria, approx. 85% feel safe in the gym, 66% feel safe in the parking lot, approx. 82% feel safe waiting for the bus, 80% feel safe at the bus stop, approx. 86% feel safe after the bus drops them off.
- Approx. 86% of students plan to attend a 4-year college, community college or trade school after graduation from high school. Approx. 9% plan to enter the military. The remainder plan to go straight to work from high school.
- Approx. 87% of students think WCHS needs to offer more college prep courses, approx. 84% of students think WCHS needs to offer more vocational courses, and 76% of students feel WCHS needs to offer more after-school enrichment opportunities.
- In order to be successful at WCHS, approx. 80% of students indicated they need more classroom time on assignments. Approx. 43% of students indicated they need peer tutoring. Approx. 71% of students indicated they need more one-on-one help from the teachers. 51% of students indicated they need help with study skills, and 52% need help with organization skills. Only 58% of students indicated they need to be at school every day to be successful. 34% of students indicated a need for help with outside social issues in order to be successful at WCHS.
- Approx. 64% of students felt their academic achievements were recognized in their classes.
- 79% of students indicated they knew and understood their standardized test scores.

- Almost 90% of WCHS students indicated that doing well on standardized test scores was important to their future.
- When they do well on standardized tests approx. 84% of WCHS students would like to be rewarded with cash, approx. 90% with a party, approx. 91% with a school-sponsored fun day away from school, and approx. 54% indicated other. 54% also indicated that a reward wasn't necessary for them to try to do their best on standardized tests.
- 67% of students indicated they would not participate in an after-school tutoring/enrichment activity when offered, approx. 10% agreed that they would and 23% somewhat agreed that they would.

2008-2009 Faculty Survey Conclusions and Observations:

24 faculty/staff surveys were completed. All were completed on-line.

- Approx. 67% of faculty surveyed indicated the current 7-period day is adequate for all students to take a variety of courses to prepare them for life.
- Approx. 71% of faculty surveyed indicated they need more opportunities to attend professional development opportunities in their subject area.
- 46% of faculty surveyed answered not applicable to the question stating that students who participated in the after-school program in the past improved their grade in their particular class(es). 29% of faculty indicated that students who participated in the after-school program did improve their grade in that particular teacher's class(es). 27% disagreed that students who participated in the after-school program improved their grade.
- 91% of faculty surveyed indicated that the semester recognition day out of school should be continued.
- 66% of faculty surveyed disagreed that the semester test policy encourages cumulative learning.
- 71% of faculty surveyed agreed that the semester test policy encourages student attendance.
- 50% of faculty felt supported in student discipline.
- 100% of faculty indicated they agree that students fail because they don't turn in their work.
- 87% of faculty indicated they agree that students fail because of poor attendance at school.
- 100% of faculty indicate they make individual accommodations in order to enable all students to succeed.

2008-2009 OVERALL OBSERVATIONS FROM SURVEYS:

- Most students felt safest in the classroom. The fewest number felt safe in the parking lot.
- Four-fifths of students surveyed indicated they need more classroom time to work on homework.
- More than four-fifths of parents answering the survey indicate that teachers communicate with them via telephone.
- Half of the faculty surveyed feel supported in student discipline.

2007-2008 Parent Survey Conclusions and Observations:

Fifty-one (51) parents out of a student body of 310 students took the survey.

- 88% agree that their son/daughter feels safe at school and school-related activities.
- 98% agree that WCHS needs to offer more college-prep courses.
- 83% agree that WCHS needs to offer more vocational classes.
- 77% agree that WCHS needs to offer more after-school enrichment opportunities.

- In order to be more successful at WCHS, 69% agree that their son/daughter needs more classroom time on assignments, 65% agree that their son/daughter needs more approachable teachers, 59% agree that their son/daughter needs more one-on-one help from the teachers, 76% agree that their son/daughter needs help with study skills, 85% agree that their son/daughter needs help with organizational skills, 86% agree that their son/daughter needs to be at school every day, 63% agree that their son/daughter needs help with outside social issues.
- 80% agree that they would encourage their son/daughter to participate in an after-school tutoring/enrichment program.
- 71% agree that after-school tutoring/enrichment is a good program for their son or daughter, 95% agree that it's a good program for students performing below their individual potential, 93% agree that it's a good program for students performing below average on standardized tests, 97% agree that it's a good program for students getting D's and F's.
- In order to attend after-school tutoring/enrichment activities 57% of parents agree that their son/daughter will need transportation to a nearby drop-off point; 54% disagree that their son/daughter will need to change his/her outside work schedule, 51% disagree that their son/daughter will need to drop athletic or other after-school activities, 76% agree their son/daughter will need a lot of encouragement from them as a parent, 81% agree that their son/daughter will need to decide it's important.
- 83% of parents agreed that the athletic eligibility requirement at WCHS is an effective motivator for student athletes to perform well academically.
- 76% of parents agree that student discipline by WCHS faculty/staff is working. 64% disagree that it is too strict, but 51% agree that student discipline is not strict enough. 66% agree that student discipline is administered equitably to all students.
- 88% of parents agree that student discipline by WCHS faculty/staff is necessary in order to provide the best possible learning environment for all students.
- According to survey results, 82% of WCHS faculty/staff communicate with parent regarding their son/daughter by telephone, 81% by mail, 59% by e-mail and 85% have person-to-person contact with parents.
- 84% of parents agree that WCHS faculty/staff do a good job of communicating with them regarding what's happening at school, especially with their son/daughter.

2007-2008 Student Survey Conclusions and Observations:

Eighty-five percent (265 out of 310 students) took the survey.

- 70% of students responded that they feel safe at school and school-related activities and during emergency situations.
- Upon graduation from high school, 66% of students plan to attend a four-year college or university, 11% plan to enlist in the military, 16% plan to attend community college or trade school and 7% plan to go to work full-time.
- 87% of students agree that WCHS needs to offer more college-prep courses, 84% agree that WCHS needs to offer more vocational classes and 72% agree that WCHS needs to offer more after-school enrichment opportunities.
- In order to be more successful at WCHS 84% of students agree that they need more classroom time on assignments, 68% disagree that they need more peer tutoring, 68% agree that they need more one-on-one help from the teachers, 53% disagree that they need help with study skills, 56% disagree that they need help with organizational skills, 59% agree that they need to be at school every day and 71% disagree that they need help with outside social issues.
- 63% of students agree that their academic achievements are recognized in their classes.
- 80% of students agree that doing well on state (standardized) tests is important to their future.
- 66% agree that they know and understand their standardized test scores.
- 71% disagree that they would participate in an after-school tutoring/enrichment program when offered.

- 70% of student agreed that after-school tutoring/enrichment is a good program for them, 79% agreed that it's a good program for students performing below their individual potential, 74% agreed that it's a good program for students performing below average on standardized tests and 87% agreed that it's a good program for students getting D's and F's.
- In order to attend after-school tutoring/enrichment activities, 60% of students disagreed that they would need transportation to a nearby drop-off point, 53% agreed that they would need to change their outside work schedule, 62 disagreed that they would need to drop athletic or other after-school activities, 55% disagreed that they would need a lot of encouragement from their parents and 61% agreed that they would need to decide it's important.
- 75% of students agreed that the athletic eligibility requirement at WCHS is an effective motivator for student athletes to perform well academically.
- 71% of students disagreed that student discipline by WCHS faculty/staff is working, 74% agreed that it's too strict, 74% disagreed that it's not strict enough, 67% disagreed that it's administered equitably to all students and 53% agreed that it's necessary in order to provide the best possible learning environment for all students.

2007-2008 Faculty Survey Conclusions and Observations:

100% took the survey.

- 54% of faculty/staff disagree that the current 7-period day is adequate for all students to take a variety of courses to prepare them for life.
- 71% of faculty/staff agree that they need more opportunities to attend professional development in their subject area.
- 36% of faculty/staff agree that students that participated in the after-school program in the past improved their grades in their classes, 36% responded that the question was not applicable to them.
- 88% of faculty/staff agree that we should continue the semester recognition day out of school.
- 54% disagree that the semester test policy encourages cumulative learning.
- 68% agree that the semester test policy encourages student attendance.
- 86% agree feeling supported in student discipline.
- 100% agree that students fail because they don't turn in their work.
- 96% agree that students fail because of poor school attendance.
- 96% agree that they make individual student accommodations in order to enable all students to succeed.

2007-2008 OVERALL OBSERVATIONS FROM SURVEYS:

- This is the first year to offer the survey on-line. Parents were given the option of taking the survey on-line or filling out a paper copy which was later entered on-line by the survey team. 51 parent surveys were completed (out of a student body of 310.) This is 12 fewer than 2006-2007.
- All student and faculty/staff surveys were completed on-line by the students and faculty/staff themselves. 265 students took the survey (out of 310) compared to 273 out of 317 in 2006-2007 and 28 faculty/staff (of 28) compared to 23 out of 26 in 2006-2007.
- All of the faculty/staff agreed that students fail because they don't turn in their work.
- All but one faculty/staff agreed that students fail because of poor school attendance.
- All but one faculty/staff agreed that they make individual student accommodations in order to enable all students to succeed.
- All but one of the parents taking the survey felt that WCHS needs to offer more college-prep courses.

2006-2007 Parent Survey Conclusions and Observations:

Seventy-nine (79) parents out of a student body of 317 students returned surveys.

- 77% agreed that WCHS provides a safe environment for students.

- 89% agreed that WCHS establishes and maintains a commitment to learning.
- 72% agreed that WCHS students face external social issues that limit their potential.
- 72% agreed that WCHS openly communicates between parents, teachers, and students.
- 86% agreed that WCHS offers assistance as needed.
- 95% claimed that their students were serious about their academic success.
- 70% claimed to have communicated with their child's teacher.
- 86% agreed that class size is appropriate for the learning of their child.
- 33% agreed that WCHS classes needed more homework.
- 84% agreed that WCHS staff takes responsibility for making learning happen in school.
- 86% agreed that WCHS teachers encourage academic success.
- 80% agreed that their students were not afraid to ask questions of their teachers.
- 76% knew about the after-school tutoring program.
- 84% thought that their child regularly used technology at WCHS.
- 46% had seen the WCHS web site recently.

2006-2007 Student Survey Conclusions and Observations

Eighty-seven percent (273 of 317 students) returned surveys.

- 63% agreed that WCHS should offer more science courses.
- 55% agreed that WCHS should offer more math courses.
- 75% agreed that WCHS should offer more vocational classes.
- 59% agreed that WCHS should offer more English classes.
- 75% indicated positive plans to attend a college or university.
- 55% indicated positive plans to attend a community college.
- 79% agreed that they will be able to get the classes they need before graduation.
- 61% agreed that after school tutoring is helpful.
- 22% stated that they have used after-school tutoring.
- 35% agreed that they would be willing to take after-school classes or tutoring.
- 79% agreed that they are learning new study skills in their classes.
- 75% agreed to feeling safe at WCHS.
- 57% agreed that they would benefit from having a peer to study with.
- 57% agreed that facilities at WCHS are better than at neighboring schools.
- 75% agreed that WCHS is doing a good job of preparing them for the future.
- Study time reported by 251 students averaged 3.426 hours per week.
- Work time reported by 128 students averaged 17.53 hours per week.

2006-2007 Faculty Survey Conclusions and Observations

From a survey of 26 faculty members, 23 survey forms were returned.

- 74% agreed that WCHS should offer more vocational classes.
- 70% agreed that WCHS should offer more professional development in their subject area.
- Several survey questions evaluated block schedule. Not applicable to next year's schedule.
- 78% agreed that the after-school program is beneficial.
- 100% agreed that student achievement is recognized in the classroom.
- 48% believe that the Friday Rewards Program is motivating student achievement.
- 78% agreed that establishing a mentoring program should be a priority for WCHS.
- 65% somewhat agreed that the facilities at WCHS were exemplary.
- 65% agreed to feeling supported in disciplinary procedures.
- 13% agreed that WCHS has enough student computers.
- 35% agreed that textbooks and material supplies are sufficient.

2006-2007 OVERALL OBSERVATIONS FROM SURVEYS:

- According to Parent and Student responses WCHS supplies a safe and supporting school environment.

- Lack of student computers is an ongoing faculty concern.
- Students who work generally spend much more time working than they do studying.
- Use of the web site could be encouraged and supported.

Table 11: Patterns of Strengths and Problems

Patterns of Strengths	Bullet data upon which conclusion is drawn.
1. All Faculty is certified and considered Highly Qualified in their subject area.	Table 8
2. Faculty has participated in several areas of professional growth during the past year.	Table 9
3. Student attendance is comparable to state average.	School Report Card 2007-2008
4. Half of our students are on either the High Honor Roll or the Honor Roll.	Curriculum Implementation Data
5. Administration is committed to equipping the classroom teachers with the skills they need to be effective teachers as evidenced by the institution of the West Central Teacher Academy.	Curriculum Implementation Data

Patterns of Problems	Bullet data upon which conclusion is drawn.
1. ACT scores in English are lower than the state average.	Table 3a, ACT scores.
2. ACT scores in Math are lower than the state average.	Table 3a, ACT scores
3. <u>PSAE</u> percentage of students in Math who did not reach the meet/exceed level.	Table 3a, PSAE scores.
4. Students accumulated 138 detentions, 65 in-school suspensions, and 24 out-of-school suspensions first semester.	Tables 8-a,b,c,d – Behavior Referrals
5. PSAE percentage of students in Reading who reached “safe harbor.”	Table 3a, PSAE scores.

Comment [b1]: Percentage of students who did not meet/exceed...not scores

III. PROBLEM STATEMENTS AND HYPOTHESES

Table 12: Problem Statements, Hypotheses, and Data Sources

Problem Statement #1: 65% of Non-IEP students and 100% of all IEP students in the 11th grade did not meet AYP on the PSAE in the area of Math.				
Priority Hypotheses	Accept/Reject	Data Source #1	Data Source #2	Data Source #3
Students have not had enough test-taking preparation for standardized tests.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	2007-2008 Student Survey.
Students don't possess the necessary reading/comprehension	Accept	8th grade Explore test results	10 th grade PLAN test results (Fall,	11 th grade ACT/PSAE test results (Spring

skills.		(Spring, 2008.)	2008.)	2008).
Not all students have mastered the essential content needed for success in math.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	11 th grade ACT/PSAE test results (Spring 2008).
Current curriculum may not yet be focused on skills assessed on the ACT and PSAE.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	11 th grade ACT/PSAE test results (Spring 2008).
Not all faculty members emphasize ways in which math can be used in their curricular areas.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	11 th grade ACT/PSAE test results (Spring 2008).
Not all students are motivated to demonstrate their learning on standardized tests.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	11 th grade ACT/PSAE test results (Spring 2008).

Problem Statement #2: 34% of non-IEP students and 90% of all IEP students in the 11th grade did not meet AYP in Reading on the PSAE.				
Priority Hypotheses	Accept/Reject	Data Source #1	Data Source #2	Data Source #3
Not enough test-taking preparation for standardized tests.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	11 th grade ACT/PSAE test results (Spring 2008).
Students don't possess the necessary reading/comprehension skills.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008)	11 th grade ACT/PSAE test results (Spring 2008).
Current curriculum may not yet be focused on skills assessed on the ACT and PSAE.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	11 th grade ACT/PSAE test results (Spring 2008).
Not all faculty members emphasize ways in which reading can be used in their curricular areas.	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	11 th grade ACT/PSAE test results (Spring 20078).
Not all students are motivated to demonstrate their learning on standardized tests	Accept	8th grade Explore test results (Spring, 2008.)	10 th grade PLAN test results (Fall, 2008.)	11 th grade ACT/PSAE test results (Spring 2008).

IV. GOALS, STRATEGIES AND INTEGRATED ACTION PLAN

Table 13: Strategies, Baseline Data, and Integrated Action Plan

Improvement Goal 1: Our current achievement level for eleventh grade students on the mathematics section of the PSAE is 35% meets/exceeds; over the next year, eleventh grade students will reach the AYP target of 77.5% meets/exceeds or attain safe harbor.				
Data Sources: ACT Scores PSAE Scores Work Keys Plan Test Results				
Specific Action: To improve students' standardized test-taking skills and achievement in the area of math.				
Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Develop math Work Keys and PSAE curriculum to use in homeroom time	9/01/2007 to 5/2010	Math Department	\$1800 Title II Funds	SIP Committee
Students will be provided practice in standardized test-taking. PLAN test will continue to be administered to 10th graders and EXPLORE test will be administered to 9 th graders.	9/01/2007 to 5/2010	Counselors SIP Committee	\$1500 State Funds	SIP Committee
Scoring by Scantron device of PSAE practice activities presented in ACT format.	8/2008 to 5/2010	Math Department	\$6000 Title II	Principal
Offer after-school tutoring program for homework assistance to struggling students as identified by the D/F List.	9/2007 to 5/2010	Grant Coordinator	\$3600.00 21 st Century grant	Principal SIP Committee
Evaluate students individually to make sure they are following the recommended math sequence.	3/2007 to 5/2010	Math Department Counselors	0	Principal

Improvement Goal 1: Our current achievement level for eleventh grade students on the mathematics section of the PSAE is 35% meets/exceeds; over the next year, eleventh grade students will reach the AYP target of 77.5% meets/exceeds or attain safe harbor.				
Data Sources: ACT Scores PSAE Scores Work Keys Plan Test Results				
Specific Action: To provide internal and external staff development.				
Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Implement recommendations from curriculum consultants' audit.	9/2009 to 5/2010	SIP Committee Principal Math Department	\$6000.00 RESPRO	SIP Committee
Department meetings will be	9/2009 to 5/2010	Curriculum Director	\$800.00	Principal

held twice yearly to review curriculum alignment to college readiness standards, analyze exit outcomes, and identify gaps in the curriculum.			Title II	SIP Committee
Professional Development workshop to develop math skills for participation in math homeroom activities	5/2009 to 5/2010	Curriculum Director Principal	\$1000 Local Funds	SIP Committee
Staff development for classroom management techniques for special needs students.	8/2009 to 5/2010	Curriculum Director, Principal, Special Ed Director	\$500 RESPRO	SIP Committee
CRISS Strategy training for new high school personnel.	08/2009	Curriculum Director Principal	\$500 stipend Title II	SIP Committee

Improvement Goal 1: Our current achievement level for eleventh grade students on the mathematics section of the PSAE is 35% meets/exceeds; over the next year, eleventh grade students will reach the AYP target of 77.5% meets/exceeds or attain safe harbor.

Data Sources:

ACT Scores
PSAE Scores
Work Keys
Plan Test Results

Specific Action: Increase Parent/Community Communication and Involvement

Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Incentives such as food, drawings, etc. will be provided to increase parent attendance at conferences and open house.	9/2007 to 5/2010	SIP Committee	\$1000.00 Local Funds	SIP Committee
An academic fair will be held in the Spring that includes all curriculum areas to better inform parents.	01/2008 to 3/2010	Student Council	\$200.00 Local Funds	Principal SIP Committee
Communication committee implementation of additional print materials to communication with and involve parents.	09/2007 to 05/2010	SIP Committee	\$600.00 Local Funds	Principal
All parents called and invited to parent/teacher conferences	10/2007 to 5/2010	All Faculty	\$100.00 Local Funds	Principal SIP Committee
Newsletters sent with quarterly progress report cards.	02/2008 to 05/2010	Principal	\$200.00 Local Funds	SIP Committee
Establish a Parent/Student/Community focus Group to gather information on School Improvement and School Policies.	02/2008 to 05/2010	Principal SIP Committee School Board Member	\$100.00 Local Funds	SIP Committee
Parents will be surveyed on an annual basis.	09/2008 to 05/2010	Principal SIP Committee	\$60.00 Local Funds	SIP Committee
Parent attendance will be monitored at conferences,	09/2008 to 05/2010	Principal	\$200.00 Local Funds	SIP Committee

fairs, and academic events.				
ConnectEd will be used to encourage parent attendance.	8/2009 to 5/2010	Principal	\$200.00 Local Funds	SIP Committee
Involve community resources and leaders as part of the Service Learning component of Homeroom time.	5/2009 to 5/2010	Principal, SIP Committee, Homeroom Teachers, community group leaders.	\$500 in local funds	SIP Committee
Plan Skyward assistance programs for registration and fall conferences to assist parents in accessing student records.	08/2009 to 05/2010	Principal SIP Committee	\$200.00 Local Funds	SIP Committee

Improvement Goal 2: Our current achievement level for eleventh grade students on the reading section of the PSAE is 56% meets/exceeds; over the next year, eleventh grade students will reach the AYP target of 77.5% meets/exceeds or attain safe harbor.

Data Sources:

ACT Scores
PSAE Scores
Work Keys
Plan Test Results

Specific Action: To improve students' reading and comprehension skills and test taking strategies.

Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Students will be provided practice in standardized test-taking. PLAN test will continue to be administered to 10th graders and EXPLORE test will be administered to 9 th graders.	9/01/2007 to 5/2010	Counselors SIP Committee	\$100 District	SIP Committee
PSAE practice test will be continued in the English curriculum and scored by Scantron.	8/2008 to 5/2010	English Department	\$100.00	Principal
Offer after-school tutoring program for homework assistance to struggling students as identified by the D/F List.	9/2007 to 5/2010	Grant Coordinator	\$3600.00 if grant funds received 21 st Century	Principal SIP Committee
Simulate PSAE testing situation prior to actual test at actual test site.	03/2008 to 05/2010	Counselors Principal	\$100.00 Local Funds	SIP Committee
Daily Oral Language activities will be incorporated into the English curriculum using ACT-style responses.	03/2008 to 05/2010	English Department	\$100.00 Local Funds	SIP Committee
Develop ACT style response sheets to high interest reading and Work Keys for use in home room. Electronically scanned.	05/2009 to 05/2010	Home Room Curriculum Committee, Language Arts Dept.	\$4000 Title II	SIP Committee

Improvement Goal 2: Our current achievement level for eleventh grade students on the reading section of the PSAE is 56% meets/exceeds; over the next year, eleventh grade students will reach the AYP target of 77.5% meets/exceeds or attain safe harbor.				
Data Sources: ACT Scores PSAE Scores Work Keys Plan Test Results				
Specific Action: To provide internal and external staff development				
Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Implement recommendations from curriculum consultants' audit.	09/2009-05/2010	SIP Committee Principal English Department	\$500.00 State Funds	SIP Committee
Department meetings will be held twice yearly to review curriculum alignment to college readiness standards, analyze exit outcomes, and identify gaps in the curriculum.	09/2009-05/2010	Curriculum Director	\$800.00 Title II	Principal SIP Committee
Professional Development to support reading comprehension implementation and participation in the home room program.	05/2009-05/2010	Curriculum Director Principal	\$1800 Local Funds	SIP Committee
CRISS Strategy training for new high school personnel.	08/2009	Curriculum Director Principal	\$500 Title II	SIP Committee

Improvement Goal 2: Our current achievement level for eleventh grade students on the reading section of the PSAE is 56% meets/exceeds; over the next year, eleventh grade students will reach the AYP target of 77.5 meets/exceeds or attain safe harbor.				
Data Sources: ACT Scores PSAE Scores Work Keys Plan Test Results				
Specific Action: Increase Parent/Community Communication and Involvement				
Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Incentives such as food, drawings, etc. will be provided to increase parent attendance at conferences and open house.	9/2007 to 5/2010	SIP Committee	\$1000.00 Local Funds	SIP Committee
An academic fair will be held in the Spring that includes all curriculum areas to better inform parents.	01/2008 to 3/2010	Student Council	\$200.00 Local Funds	Principal SIP Committee
Communication SIP committee established to plan and implement additional ways to increase communication with and involve parents.	09/2007 to 05/2010	SIP Committee	\$600.00 Title II	Principal

All parents called and invited to parent/teacher conferences	10/2007 to 5/2010	All Faculty	\$100.00 Local Funds	Principal SIP Committee
Newsletters sent with report cards.	02/2008 to 05/2010	Principal	\$200.00 Local Funds	SIP Committee
Parents will be surveyed on an annual basis.	09/2008 to 05/2010	Principal SIP Committee	\$60.00 Local Funds	SIP Committee
Parent attendance will be monitored at conferences, fairs, and academic events.	09/2008 to 05/2010	Principal	\$200.00 Local Funds	SIP Committee
ConnectEd will be used to encourage parent attendance.	8/2009 to 5/2010	Principal	\$200.00 Local Funds	SIP Committee
Plan Skyward assistance programs for registration and fall conferences to assist parents in accessing student records.	08/2009 to 05/2010	Principal SIP Committee	\$200.00 Local Funds	SIP Committee

Improvement Goal 3: Provide students with success skill development during a guided homeroom advisory period.				
Data Sources: ACT Scores PSAE Scores Work Keys Plan Test Results				
Specific Action: To improve students' interpersonal and academic skills with focused homeroom advisory/skill development activities.				
Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Students will be provided practice in standardized test-taking in home room. PLAN test will continue to be administered to 10th graders and EXPLORE test will be administered to 9 th graders.	9/01/2007 to 5/2010	Counselors SIP Committee	\$1500 ISBE sponsored	SIP Committee
PSAE practice test will be continued in the English curriculum and scored by Scantron.	8/2008 to 5/2010	English Department	\$100.00	Principal
Offer after-school tutoring program for homework assistance to struggling students as identified by the D/F List.	9/2007 to 5/2010	Grant Coordinator	\$3600.00 if grant funds received 21 st Century	Principal SIP Committee
Implement a Character Development program during high school homeroom time	5/2009 to 5/2010	Homeroom Curriculum Committee, SIP Committee	\$4,000 Title IV	SIP Committee
Implement a reading program with elementary students during home room.	05/2009 to 05/2010	Home Room Teachers	Local Funds	SIP Committee

Create and implement a Social Skills/Anti-Bullying program	05/2009 to 05/2010	Home Room Teachers	\$1800 Local Funds	SIP Committee
Develop ACT style response sheets to high interest reading and Work Keys for use in home room. Electronically scanned.	05/2009 to 05/2010	Home Room Curriculum Committee, Language Arts Dept.	See goal 2	SIP Committee

Improvement Goal 3: Provide students with success skill development during a guided homeroom advisory period.				
Data Sources: ACT Scores PSAE Scores Work Keys Plan Test Results				
Specific Action: To provide internal and external staff development to implement homeroom advisory period				
Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Professional Development to support service learning, character development, career exploration, and team building implementation and participation in the home room program.	05/2005-05/2010	Curriculum Director Principal	\$1800 x 4 Local Funds	SIP Committee

Improvement Goal 3: Provide students with success skill development during a guided homeroom advisory period.				
Data Sources: ACT Scores PSAE Scores Work Keys Plan Test Results				
Specific Action: Increase Parent/Community Communication and Involvement in the homeroom advisory period.				
Specific Steps	Timeline	Person/Group Responsible	Cost/Funding Source	Evaluation
Communication SIP committee established to plan and implement additional ways to increase communication with and involve parents in homeroom activities.	09/2009 to 05/2010	SIP Committee	\$600.00 Title II	Principal
Newsletters sent with report cards updating parents on homeroom activities.	09/2009 to 05/2010	Principal	\$200.00 Local Funds	SIP Committee
Parents will be surveyed on an annual basis concerning	09/2009 to	Principal SIP	\$60.00 Local Funds	SIP Committee

homeroom attitudes	05/2010	Committee		
ConnectEd will be used to encourage parent awareness of homeroom activities.	8/2009 to 5/2010	Principal	\$200.00 Local Funds	SIP Committee

Table 14: Professional Development Schedule

TOPIC	DAY/MO/YEAR	GRADE LEVELS	#ANTICIPATED PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Evaluate current CRISS strategy instruction.	May, 2009	9-12	#30	No	Interactive/Lecture
Workshop on poverty	June, 2009	K-12	#20	Yes	Interactive/Lecture
Follow-up poverty workshop	August, 2009	K-12	#20	Yes	Interactive/Lecture
District PD Day	May, 2009	Prek-12		Yes	
Homeroom Planning for implementation meetings	May/June, 2009	9-12	#10	No	Interactive/ Planning Time
Math Implementation workshop	June 1-3, 2009	9-12	#10	No	Interactive/Lecture
CRISS Strategy Intro and refresher (new staff)	August 14, 2009 PM	9-12	#30	No	Interactive/ Lecture
RTI Training	August 2009	9-12	#30	No	Interactive/Lecture
CRISS strategy training for new HS personnel	August 2009	6-12	#10	No	Interactive/Lecture
Evaluation of first quarter Homeroom experience.	October SIP, 2009	9-12	#30	No	Interactive Discussion
2-day Workshop on Incorporating Home Room Program & developing a team unit	August, 2009	9-12	#30	No	Interactive/ Lecture
Use of a Rubric to Evaluate Learning. +	September SIP, 2009	9-12	#30	No	Interactive/ Lecture
Anti-Bullying workshop/ evaluaton	November SIP, 2009	9-12	#30	No	Interactive/ Discussion
SIP Data Analysis	January SIP, 2010	9-12	#30	No	Interactive/ Discussion
Homeroom	February SIP,	9-12	#30	No	Interactive

Evaluation and Revision for 2010-11	2010				
SIP final presentation to staff	March SIP, 2010	9-12	#30	No	Interactive
Communication Committee Planning Session	August, 2009	9-12	#30	No	Interactive/ Discussion
In-service on implementation of consultant.	August, 2009	9-12	#30	No	Interactive/ Lecture

V. REFLECTION, EVALUATION, REFINEMENT

5.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

The West Central High School Improvement Team will meet monthly after school.

5.2 MONITORING

During monthly meetings, the School Improvement Team will review the Action Plan and Professional Development Calendar to monitor progress and gauge the level of implementation of all components of the plan. At faculty meeting, the SIP chair will report monthly progress on implementation to the faculty. Any significant progress will be reported to parents in newsletters and online communication. A quarterly progress report will be completed by administration and the SIP Core Team.

5.3 COMMUNICATION PLAN

The West Central High School believes that communication is the key to a successful School Improvement Plan. We consider all residents of the West Central Community School District as important stakeholders in the success of the district and that through clear and regular communication the needs of our students will be best served.

Students:

What is Reported? Achievement Test Scores; ACT scores; Quarterly Grade Annual School Report Card; Grade Progress; Attendance and Discipline History.

How Reported? Individual Test Report; Progress Report; Report Card; Honor Roll; and Skyward system.

When Reported? Quarterly Grades; Mid-term Grades; Beginning and Ending of School Year

Who is Responsible? District; Teachers; Counselors; School Personnel; Administrative/Office Staff

Staff:

What is Reported? PLAN Test Scores; ACT & PSAT Test Scores; Learning Standards; Exit Outcomes; School Activities; Demographic Data, School Improvement Plan

How Reported? Individual Test Reports; Grade Level Meetings; School Team Meetings; Faculty meetings

When Reported? Monthly Faculty Meetings; As Achievement Test Data Becomes Available

Who is Responsible? Principal; District Coordinators; SIP Core Team

Parents and Community:

What is Reported? PLAN Test Scores; ACT & PSAT Test Scores; Learning Standards; Exit Outcomes; School Activities; Demographic Data School Improvement Plan; Student Expectations; Student Grades, Attendance, and Discipline History for Parents.

How Reported? Individual Test Reports; Copies of the School Improvement Plan Available in the School Office; WEB Page; Parent-Teacher Conferences; School Publications; Local Media; Assemblies; Skyward Parent Access.

When Reported? Open House; Current Web Page; School Publications; Weekly Local Media; Assemblies as Needed; Showcase Night.

Who is Responsible? Principal; Web Master; Counselors; Faculty; Administrative Office Staff

Media:

What is Reported? Achievement Test Data; Demographics; School Activities

How Reported? Local Newspapers; Web Page; School Publications; School Board Minutes

When Reported? As Data Becomes Available

Who is Responsible? Principal; Web Master; Counselors; Faculty; Administrative Office Staff