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# School Improvement Plan

**West Central CUSD #235**

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**3 -1-2011 – Plan for 2011-12**

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*An opportunity for West Central schools to integrate planning and resources for continuous school improvement*

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2011-2012

An Integrated School Improvement Plan for

WEST CENTRAL HIGH SCHOOL

West Central School District

July 1, 2011 – June 30, 2012

PROVIDING OPPORTUNITY, EXPECTING EXCELLENCE



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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 317 on campus (7 off-campus) with 20 full-time certified teachers, 8 part-time certified teachers and 2 full-time certified associates. There is also a principal, a dean of students/assistant principal, a part-time athletic director, a counselor and 2 full-time secretaries. The high school also shares with other district buildings a psychologist, social worker, nurse, speech pathologist and librarian.

#### **School Strengths**

- The staff is highly involved with extra-curricular activities for the students, with 88% of the faculty serving as a coach or sponsor. These include eleven sports, art club, scholastic bowl team, math team, 21<sup>st</sup> century clubs, speech team, worldwide youth in science engineering team, Future Investment Reaching Everyone Service Club, Spanish club, FFA, Future Business Leaders of America, student council, national honor society, class officer leadership, yearbook publication club, and drama club.
- National Board Certified teacher in English.
- All faculty members are teaching in their field of certification, and 100% meet highly qualified status.
- The teacher/pupil ratio in the high school is 11:1 compared to the state average of 15:1.
- The high school offers a combination of college preparatory and career-technical education courses. West Central High School, in partnership with Carl Sandburg College, offers on-campus dual-credit classes.
- Through the 21<sup>st</sup> Century Grant, the school has many after school programs that provide both academic and non academic opportunities for students. Examples of such programs include the following:
  - Illinois Virtual High School for credit recovery and courses not available during the regular school day.
  - After school tutoring for students to get extra help in classes where they struggle.

- Enrichment activities such as cooking club, CPR, scrap booking, and journalism.
- A communication system, Connect Ed, is a phone and text messaging system that allows for instant communication with parents. An internet based software system called Skyward allows for parents to access their child's homework and test scores. Skyward also allows parents to monitor from home or work, their child's lunch or breakfast accounts. Homework Hotline is available for parent call-in concerning information on assignments and upcoming events in the classroom. The District also provides general, regular updates through the District Web Page.
- Students and teachers have various opportunities to utilize technology in their daily instructional periods. All teachers have computers in their classrooms. Eighteen classrooms in the high school have smart board interactive whiteboards. There are three student computer labs in the building.
- The school has implemented interventions to meet individual student needs within the regular school day, i.e. English and math labs, and the power math classes for both freshmen and sophomores.
- Student reward incentive programs recognize both positive student behavior and academic excellence. These incentives include parking passes for the front parking lot, front of the line passes during lunch, ice cream socials, and other celebrations for student success.
- The High School provides a calm and safe environment that is conducive to learning.

### **School Challenges**

- Over the past four years, the high school has not met Adequate Yearly Progress on the state assessments. We are in year 2 of Academic Watch and undergoing the restructuring process as required by the Illinois State Board of Education.
- There is a low level of parent involvement. Only 34.4% of parents responded to the parent survey.
- Declining enrollment is a challenge not only in the high school but also the district as it impacts overall funding for education.
- 42% of our student population qualifies for the free or reduced lunch program.
- Due to the difficult economy and the high poverty rate in Henderson County, many students must work outside of the school day to provide income for their families.
- Our high school and elementary are located in a rural area which is not physically connected to any community. 100% of the high school and elementary students qualify for bussing.

## 1.2 SCHOOL IMPROVEMENT TEAM

Table 1: Core School Improvement Team

Team member	Position	<i>SIP section responsibilities</i>	Starting year of service	Years on Team
Mr. Jon Bradburn	Principal	<i>Section 1 and 5 draft, Section 2 data collection methods and Explore and Plan data for lab and power math students</i>	2010	1
Mr. Rick Dwyer	Asst. Principal	<i>Section 1 and 5 draft, Section 2 discipline data</i>	2009	2
Mr. Adam Boyle	Soc. St	<i>Section 2, Explore, Plan and PSAE data for special ed.</i>	2009	2
Mrs. Jane Alexander	Family and Consumer Science	<i>SIP team leader</i>	2009	2
Mrs. Cherry Simmons	Art	<i>Section 2, student, parent and staff surveys</i>	2009	2
Mr. Charlie Carver	Science	<i>Section 2, Curriculum implementation data</i>	2009	2
Mrs. Cindy Smith	Special Education	<i>Section 2, educator and professional growth data</i>	2009	2
Mrs. Jeanne Serven	Director of Curriculum	<i>Section 2, District assessment data</i>	2009	2
Mrs. Melinda Frakes	Director of Technology /Business	<i>Section 2, Explore, Plan and PSAE data for low income</i>	2010	1

Mr. Darrell Gittings	Agriculture	<i>Section 2, general school data, enrollment data</i>	2010	1
Mrs. Lanie Hultgren	Guidance Counselor	<i>Section 2, Explore and Plan data for 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade</i>	2010	1
Mrs. Jamie Farniok	Director of Special Education	<i>Section 2, special education data</i>	2010	1

#### Sub-committees

- Parent involvement/Events – This committee will plan, oversee and evaluate parental involvement events that are called for in this plan.
- Interventions - This committee will plan, oversee and evaluate interventions that are called for in this plan.
- Academic Assessment - This committee will plan, oversee and evaluate academic assessments that are called for in this plan.

**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 achieved 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 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.
- 7.8% of the high school population has an IEP.
- Students attending ED/BD classes are transported to Macomb, 45 miles away.

## II. DATA COLLECTION, ORGANIZATION AND TRENDS

### 2.1 – Data Collection Methods

The school improvement team members surveyed parents, staff and students in order to assess the attitudes on a number of school issues. Staff was surveyed at their leisure and parents were surveyed during their school visit for parent/teacher conferences. Students were surveyed during the first “Check and Connect” meeting held on October 27, 2010. As a group, the teachers gathered in the cafeteria to review data found in each chart and make observations. Illinois school report card and the fall housing reports were used to obtain data that had been reported to the state. Student data charts were used to obtain student results on the Explore, Plan and PSAE tests as well. Reports from the Skyward student management system were used to gather discipline and attendance data.

### West Central CUSD #235 2010 Testing Cycle

	Data Collection Methods				
Type	Number	Title	Time Frame	Total Response Rate	Purpose
Parent Survey	1	Parent	Oct 28, Oct 29	109 surveys returned	To survey parent perceptions and attitudes
Student Survey	1	Student	Oct 27	283 surveys returned	To survey student perceptions and attitudes
Staff Survey	1	staff	Nov 14	27	To survey staff perceptions and attitudes
Staff Observations		Observations based on tables	Nov-18		To interpret data
Documents	3	School report card, Fall Housing report, student data charts		N/A	To compare school data
Formal Assessments	3	Explore, Plan, PSAE/ACT		Spring 2010	To assess academic progress



## 2.2 Assessment Data

<b>ADEQUATE YEARLY PROGRESS DATA</b>						
<b>BASED ON ISAT &amp; PSAE MEETS and EXCEEDS</b>						
<b>All Subjects &amp; Subgroups required to be 77.5% or above</b>						
Updated Aug 23, 2010						
	<b>West Central 2006</b>	<b>West Central 2007</b>	<b>West Central 2008</b>	<b>West Central 2009</b>	<b>West Central 2010</b>	
<b>3rd Grade</b>						
Reading -All	65%	62%	69%	70%	84%	
Reading – Low Inc/ Others	59% 70%	58% 65%	53% 82%	76% 63%	83% 85%	
Reading – IEP/ Others	17% 74%	43% 67%	23% 79%	46% 75%	63% 87%	
Math – All	89%	86%	84%	82%	93%	
Math – Low Inc/ Others	84% 93%	84% 88%	78% 90%	80% 84%	91% 96%	
Math – IEP/ Others	58% 94%	71% 90%	46% 93%	61% 86%	75% 95%	
Writing				52%	44%	
<b>4<sup>th</sup> Grade</b>						
Reading - All	79%	75%	79%	81%	75%	
Reading – Low Inc/ Others	63% 91%	73% 78%	79% 79%	66% 93%	73% 77%	
Reading – IEP Others	50% 86%	7% 89%	62% 83%	59% 86%	50% 81%	
Math - All	91%	91%	96%	95%	93%	
Math – Low Inc Others	84% 95%	95% 88%	93% 98%	91% 98%	90% 97%	
Math – IEP/ Others	56% 100%	54% 99%	77% 100%	83% 97%	93% 93%	
Science - All	92%	83%	87%	91%	82%	
Science – Low Inc/ Others	84% 98%	82% 85%	82% 91%	84% 95%	81% 83%	
Science-IEP Others	75% 97%	46% 91%	62% 93%	75% 94%	57% 88%	
<b>5<sup>th</sup> Grade</b>						
Reading - All	74%	79%	79%	72%	85%	
Reading – Low Inc/ Others	69% 78%	50% 98%	79% 78%	69% 76%	74% 93%	
Reading – IEP/ Others	32% 87%	33% 90%	14% 92%	54% 76%	71% 86%	
Math - All	86%	90%	92%	88%	93%	
Math – Low Inc Others	77% 92%	77% 98%	94% 90%	91% 85%	97% 91%	
Math – IEP/ Others	63% 93%	53% 98%	64% 97%	77% 91%	86% 94%	
Writing		42%	43%	70%	67%	

	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	
<b>6<sup>th</sup> Grade –</b>						
Reading - All	81%	75%	95%	79%	76%	
Reading – Low Inc/ Others	69% 89%	61% 86%	93% 96%	79% 79%	72% 81%	
Reading – IEP/ Others	40% 90%	20% 91%	82% 97%	36% 87%	20% 85%	
Math - All	80%	76%	91%	81%	91%	
Math – Low Inc Others	66% 89%	68% 82%	82% 96%	76% 85%	90% 92%	
Math – IEP/ Others	53% 87%	30% 90%	36% 100%	36% 90%	50% 97%	
Writing			63%	66%	68%	
<b>7<sup>th</sup> Grade</b>						
Reading - All	68%	76%	76%	86%	77%	
Reading – Low Inc/ Others	58% 77%	68% 81%	61% 85%	72% 94%	70% 83%	
Reading – IEP/ Others	25% 80%	53% 81%	29% 84%	55% 91%	10% 87%	
Math - All	76%	81%	79%	89%	82%	
Math – Low Inc/ Others	63% 88%	74% 85%	61% 91%	80% 94%	73% 90%	
Math – IEP/ Others	20% 92%	47% 89%	29% 89%	36% 98%	20% 91%	
Science - All	81%	91%	85%	89%	81%	
Science – Low Inc/ Others	70% 92%	87% 94%	79% 89%	88% 90%	76% 85%	
Science – IEP/ Others	50% 90%	73% 95%	43% 93%	55% 94%	20% 90%	
<b>8<sup>th</sup> Grade</b>						
Reading - All	75%	74%	83%	84%	82%	
Reading – Low Inc/ Others	81% 70%	58% 89%	65% 90%	78% 89%	71% 89%	
Reading – IEP/ Others	50% 83%	32% 86%	36% 91%	60% 89%	40% 88%	
Math - All	65%	65%	75%	81%	82%	
Math – Low Inc/ Others	61% 88%	51% 78%	63% 81%	69% 89%	71% 89%	
Math – IEP/ Others	20% 79%	11% 80%	42% 81%	33% 91%	20% 91%	
Writing		61%	67%	60%	71%	

	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	
<b>11<sup>th</sup> Grade - PSAE</b>						
Reading	52%	46%	56%	38%	51%	
Reading – Low Inc	29%	19%	43%	36%	33%	
Others	58%	62%	64%	40%		
Reading – IEP/	8%	7%	10%	8%	0%	
Others	62%	54%	66%	45%		
Math	36%	31%	37%	24%	36%	
Math – Low Inc/	7%	10%	24%	16%	13%	
Others	43%	43%	44%	30%		
Math – IEP/	8%	0%	0%	0%	0%	
Others	42%	37%	45%	29%		
Science	42%	45%	47%	35%	45%	
Science – Low Inc	27%	23%	38%	29%	30%	
Others	45%	59%	53%	40%		
Science – IEP/	8%	0%	10%	0%	0%	
Others	49%	54%	55%	43%		
Writing		54%	54%	44%	53%	
<b>11<sup>th</sup> Grade – Percentage meeting College Readiness Standards</b>						
English	51%	54%	63%	45%	52%	
Mathematics	15%	18%	18%	15%	16%	
Reading	30%	37%	40%	28%	36%	
Science	13%	14%	14%	18%	18%	
Meeting all Four	9%	10%	9%	14%		
<b>ACT Summary</b>						
Composite	17.9	18.4	18.9	17.7	19.0	
English	17.1	18.5	18.6	17.0	18.7	
Math	17.5	17.3	17.7	16.9	18.6	
Reading	18.0	18.5	19.3	18.2	19.1	
Science Reasoning	18.5	18.8	19.0	18.0	19.0	
Percent Tested on ACT	100%	100%	100%	98.6%	97.4%	
Number Tested	67	84	57	72	78	

Source – Student Information System assessment results

### Observations

- The Class of 2015 did not meet in ISAT Reading in their 7<sup>th</sup> grade year (2006-2010).
- The Class of 2015 had a 10 percentage point drop in ISAT Math from their 5<sup>th</sup> grade to 6<sup>th</sup> grade year (2006-2010).
- The Class of 2014 gained 16 percentage points in ISAT Reading from 5<sup>th</sup> to 6<sup>th</sup> grade.
- The Class of 2014 declined in ISAT Reading from 6<sup>th</sup> (95), 7<sup>th</sup> (86), and 8<sup>th</sup> (82), every year of Middle School.
- The Class of 2014 declined in ISAT Math from 6<sup>th</sup> (91), 7<sup>th</sup> (89), and 8<sup>th</sup> (82), every year of Middle School.
- From 2009 to 2010, there was a 15 percentage point increase in Reading.
- From 2009 to 2010, there was a 13 percentage point increase in Math.
- Overall Math indicated a 37% meet/exceed, if IEP and low income are taken out, 61% meet/exceed.
- Overall Reading indicated a 53% meet/exceed, if IEP and low income are taken out, 71% meet/exceed.
- In 2009-2010 there was a decrease in the percentage of students who took the test.

**Table 3b: 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.

Source – ACT student reports from Principal, Asst. Principal or Counselor

<b>PSAE Work Keys Scores</b>						
	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-11</b>
READING-Score	4.58	4.55	5	4.54	4.82	
% Scoring 5 or better	64%	45%	65%	40.8%	66.2	
MATH Score	4.24	4.37	4	4.38	4.62	
# & % Scoring 5 or better	53%	44%	50%	39.4%	51.9%	
# of Students Tested	64	84	60	71	77	

### WorkKeys

- The Class of 2011, more than 50% scored 5 or better.
- Students are scoring within one point of the goal of five in all years and on both subjects.
- Students are within less than .5 pt. of reaching the goal of five in reading in all years.
- There has been growth in the last two years in both reading and math on this section of the test.

**Table 3c: 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 10<sup>th</sup> grade level.

PLAN Test Results						
	2006-07	2007-08	2008-09	2009-10	2010-11	
English (Target – 15)	16.17	14.72	17.27	17.71		
Math Target – 19	15.86	15.16	17.26	17.69		
Reading Target 17	16.90	16	17.31	17.25		
Science Target 21	17.35	16.67	18.66	18.25		
Composite	16.57	15.63	17.63	17.73		
# of students tested			71	72		

Source - District created Stop and Go charts

**Table 3d: Explore Test Results – Average Class Score**

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

EXPLORE Test Results						
	2006-07	2007-08	2008-09	2009-10	2010-11	
8 <sup>TH</sup> GRADE						
English (Target – 13)	15.03	15.73	15.37	15.75		
Math Target – 17	15.88	16.72	15.71	16.17		
Reading Target 15	15.25	16.63	15.64	16.52		
Science Target 20	17.07	17.89	17.52	17.05		
Composite	15.81	16.74	16.06	16.37		
# of students tested	68	69	82	75		

9 <sup>TH</sup> GRADE						
English (Target – 14)		16.18	16.62	15.78		
Math (Target – 18)		16.44	16.38	15.75		
Reading (Target – 16)		16.79	17.44	15.82		
Science (Target -20)		17.92	17.54	17.62		
Composite		16.83	17.0	16.24		
# of students tested		71	68	79		

Source - District created Stop and Go charts

### **Explore, Plan 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup>**

- Class of 2014 scored 16.17 on Math Explore in the spring of their 8<sup>th</sup> grade year when the benchmark score was 17.
- Class of 2014 scored 16.52 on Reading Explore in the spring of their 8<sup>th</sup> grade year when the benchmark score was 15.
- In 2010, the Class of 2013 scored 15.75 in Math when the benchmark was 18.
- In 2010, the Class of 2013 scored a 15.82 in Reading when the benchmark was 16.
- The Class of 2011 in 8<sup>th</sup> grade scored 15.25 in Reading when the benchmark was 15, in 9<sup>th</sup> grade they scored 16.79 when the benchmark was 16, and on the 10<sup>th</sup> grade plan they scored 17.31 when the benchmark was 17. As Juniors on the ACT, they scored 19.
- The Class of 2011 in 8<sup>th</sup> grade scored 15.88 in Math when the benchmark was 17, in 9<sup>th</sup> grade they scored 16.44 when the benchmark was 18, and on the 10<sup>th</sup> grade plan they scored 17.26 when the benchmark was 19. As Juniors on the ACT, they scored 18.6.
- Plan test results show that average student score in math has been below benchmark in each of the past four years.
- Plan test results show that average student score in reading has been above benchmark for 3 of the past four years.
- Plan test results show that average science scores have been below benchmark for the past four years.
- Explore test results for eighth grade show that average student score in math has been below benchmark in each of the past four years.
- Explore test results for eighth grade show that average student score in reading has been above benchmark for the past four years.
- Explore test results for eighth grade show that average student score in science has been below benchmark for the past four years.
- Explore test results for ninth grade show that average student score in math has been below benchmark for the past three years

- Explore test results for ninth grade show that average student score in reading has been above benchmark for two of the past three years, with the third year being only .2 below benchmark.
- Explore test results for ninth grade show that average student score in science has been below benchmark for the past three years.

Table 3e

### Special Education Subgroup Explore, PLAN, PSAE, and ACT

% Meeting/Exceeding Benchmark

Testing Period	Subject Area	2007	2008	2009	2010
8 <sup>th</sup> Grade Explore	Reading	1/11 9%	0/3 0%	0/2 0%	0/6 0%
	Math	0/11 0%	0/3 0%	0/2 0%	0/6 0%
9 <sup>th</sup> Grade Explore	Reading	N/A	1/11 9%	0/3 0%	0/2 0%
	Math	N/A	0/11 0%	0/3 0%	0/2 0%
10 <sup>th</sup> Grade PLAN	Reading	N/A	N/A	0/11 0%	0/3 0%
	Math	N/A	N/A	0/11 0%	0/3 0%
11 <sup>th</sup> Grade PSAE	Reading	1/14 7%	1/10 10%	1/13 8%	0/14 0%
	Math	0/14 0%	0/10 0%	0/13 0%	0/14 0%
11 <sup>th</sup> Grade ACT	Reading	0/14 0%	1/10 10%	1/13 8%	0/12 0%
	Math	0/14 0%	0/10 0%	0/13 0%	0/12 0%

Source - District created Stop and Go charts and IIRC website

Class of 2008 **Yellow**

Class of 2009 Purple

Class of 2010 Green

Class of 2011 Blue

Class of 2012 Red

Class of 2013 Teal

Class of 2014 Orange

#### 4C Special Education Plan, Explore, and ACT

- No more than one student in Reading and Math or grade level has met or exceeded on Explore, Plan, or PSAE.
- In 2010, 15% of the students who took the ACT had an IEP with 0% meeting or exceeding.
- The number of students being tested with IEP's has shown a negative correlation.
- In four years of student population, approximately 10% of the student body has an IEP.

Table 3f – Low income Explore scores

Explore	2007-2008	2008-2009	2009-2010
# Taking Test	83	72	87
# FRL	33	19	29
%FRL	40%	26%	33%
% FRL Did Not Meet –Reading	58%	73%	62%
% FRL Did Not Meet - Math	82%	79%	69%

Source - District created Stop and Go charts, Skyward and IIRC website

Table 3g – Low income Plan scores

Plan	2007-2008	2008-2009	2009-2010
# Taking Test		75	72
# FRL		33	19
%FRL		44%	26%
% FRL Did Not Meet –Reading		76%	78%
% FRL Did Not Meet - Math		88%	89%

Source - District created Stop and Go charts, Skyward and IIRC website

#### Low Income Plan and Explore

- Only 11% of the Class of 2012, who are considered low income, met on the Plan test in Math.
- Only 12% of the Class of 2011, who are considered low income, met on the Plan test in Math.
- Only 22% of the Class of 2012, who are considered low income, met on the Plan test in Reading.
- Only 24% of the Class of 2011, who are considered low income, met on the Plan test in Reading.



Table 3h – English lab, Math lab and Power math data

<b>Students below benchmark score for Explore and Plan</b>					
	Enrollment	2009-2010			
<b>8th Grade Explore</b>	<b>78</b>	Math	% of total	Reading	% of total
# of students below the benchmark score	class of 2014	37	47%	35	45%
<b>9th Grade Explore</b>	<b>88</b>	Math	% of total	Reading	% of total
# of students below the benchmark score	class of 2013	52	59%	40	45%
<b>10th Grade Plan</b>	<b>78</b>	Math	% of total	Reading	% of total
# of students below the benchmark score	class of 2012	53	68%	34	44%

Table 3i – English and Math lab and Power math students

	2010-2011			
	Enter		Exit	
	#	%	#	%
9th Grade Eng. Lab	14	19%		
10th Grade Eng. Lab	24	30%		
9th Grade Math Lab	18	25%		
10th Grade Math Lab	30	38%		
9th Power Math	11	15%		
10th Power Math	18	23%		
	9th enrollment	36/72		
	10th enrollment	72/85		

### Lab and Power Math

- 49 of the 80 (60%) students in the Class of 2013 are in a supplemental math class, which correlates with the benchmark scores.
- 29 of the 72 (40%) students in the Class of 2014 are in a supplemental math class, which correlates with the benchmark scores.

## 2.3 Demographic Data

**Table 4a – General School Data**

	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
<b>Attendance Rates for all and Sub Groups</b>										
<b>Attendance</b>	337	93.90%	306	94.40%	310	93.40%	302	92.50%	321	91.40%
Gender - Male		94.80%				93.40%		93.10%		92.60%
Gender - Female		93.10%				93.40%		91.90%		90.20%
White		94.00%				93.50%		92.50%		91.40%
Black		92.30%				98.90%		93.70%		68.40%
Hispanic						88.60%		80.50%		95.80%
Asian/Pacific										
Am Ind/Alask		96.00%								
Multiracial		83.90%				81.40%		97.50%		95.50%
LEP								95.70%		97.40%
IEP		93.70%				90.60%		90.50%		87.00%
Low Income		91.80%				91.40%		89.60%		86.50%
Chronic Truancy	6	1.90%	5	1.60%	4	1.30%	3	1.00%	13	4.20%
Mobility Rate		11.30%		10.20%		15.10%		15.50%		8.70%
<b>Graduation Rates for all students and Sub-groups</b>										
<b>Graduation Rate</b>	94	80.30%			67	94.40%	51	92.70%	69	90.80%
Gender - Male	49	87.50%			30	90.90%	27	87.10%	36	92.30%
Gender - Femal	45	73.80%			37	97.40%	24	100.00%	33	89.20%
White	91	79.80%			66	94.30%	50	92.60%	69	90.80%
Black	1	100.00%			0		1	100.00%		
Hispanic					0		0			
Asian/Pacific					0		0			
Am Ind/Alask	2	100.00%			0		0			
Multiracial					1	100%	0			
LEP							0			
IEP	7	41.20%			7	63.60%	9	75.00%	13	92.90%
Low Income	11	44.00%			25	92.60%	15	75.00%	31	77.50%
<b>Other Demographic Data</b>										
Drop Out Rate	13	3.90%		1.00%	9	2.90%	6	2.00%	7	2.20%
Class Size	15.4		16.2		20.3		22		15.9	

Suspension*										
Only Once*	15		20		39		22			
More than Once*	12		9		13		23			
Expulsion*	4		2		2		4			

Source – school report card

a. It appears that

- The IEP attendance rate has negatively impacted the school average
- The low income attendance rate has negatively impacted the school average.
- There is a significant attendance problem. During an attendance audit in January, it was discovered that we had 117 students with 5 or more absences. Of these 117 students, 53 had ten or more absences for the year.
- 2009-10 saw an increase in truancy - Define
- Graduation rate has dropped over the last 3 years
- There has been an increase of 17% in IEP graduation rate

**Table 4b: Enrollment Data – 6<sup>th</sup> Day Enrollment**

	2005-06		2006-07		2007-2008		2008-2009		2009-10		2010-11	
Grade Levels in the school												
	#	%	#	%	#	%	#	%	#	%	#	%
School Population	332		297		324		309		325		317	
Grade 9 West Central	72	21.7	87	29.2	89	27.5	78	25.2	89	27.4	77	24
Grade 10 West Central	88	26.5	65	21.8	90	27.7	89	28.8	79	24.3	85	27
Grade 11 West Central	70	21.1	81	27.2	59	18.2	586	27.8	84	25.8	75	24
Grade 12 West Central	102	30.7	64	21.5	86	26.5	56	18.1	73	22.5	80	25

Enrollment Data

- There are no real trends in 6<sup>th</sup> day enrollment at the high school
- There seems to be a drop in class enrollment from freshmen to senior
- Predominately Caucasian

Source – Enrollment report

#### 4c- Special education enrollment data

	2005-2006 WEST CENTRAL		2006-2007 WEST CENTRAL		2007-2008 WEST CENTRAL		2008-09 WEST CENTRAL		2009-10 WEST CENTRAL		2010-11 WEST CENTRAL	
	#	%	#	%	#	%	#	%	#	%	#	%
Total Special Education*	65	19.3	52	16.7	58	19.0			36	11	23	7
Cognitive Disability	8	12.3	11	21.1	12	20.7			10	3	6	2
Speech or Language Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Emotionally Disturbed	4	6.15	4	7.6	2	3.4			2	.6	0	0
Orthopedic	1	1.53	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	10	15.38	9	17.3	4	6.9			4	1	7	2
Specific Learning Disability	41	63.07	27	51.9	40	69.0			18	6	9	3
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
Autism	1	1.53	1	1.9	1	1.7	1		0	0	0	0

- There has been a 13% drop in the number of students in special education program.
- Cognitive disability changed from 20.7% in 2008, to 2% in 2011.
- Specific learning disability changed from 40 students to 9 students from 2008 to 2011.

Table 4d - Discipline – 1<sup>st</sup> Quarter

<u>Total Enrollment</u>	303	325	320	
<u>Referrals</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
1. # of Referrals	337	388	196	
2. # of Students Referred	131	126	74	
3. % of Males Referred	68%	66%	72%	
4. % of Females Referred	22%	34%	28%	
5. % of 9 <sup>th</sup> Graders Referred	46%	55%	22%	
6. % of 10 <sup>th</sup> Graders Referred	15%	22%	42%	

7. % of 11 <sup>th</sup> Graders Referred	30%	13%	20%	
8. % of 12 <sup>th</sup> Graders Referred	9%	10%	16%	
9. # of Students With No Discipline Referrals	201	176	246	
10. % of Students With No Discipline Referrals	66%	54%	77%	
<u>Number of Offenses</u>				
1. Tardies	45	82	38	
2. Cell Phone	7	23	18	
3. Misbehavior	65	60	37	
4. Missed Detention	21	49	28	
5. Inappropriate Language	9	19	11	
<u>Number of Consequences</u>				
1. Expulsion	0	1	0	
2. OSS (4-10)	0	6	3	
3. OSS (1-3)	11	29	23	
4. ISS	46	31	26	
5. Detention	181	193	95	
Table 4e - Tardy Data <u>Total Enrollment</u>	303	325	320	
<u>Attendance</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	
1. # of Tardies	540	939	693	
2. % of Male Tardies	74%	64%	73%	
3. % of Female Tardies	26%	36%	27%	
4. % of 9 <sup>th</sup> Grade Tardies	33%	43%	25%	
5. % of 10 <sup>th</sup> Grade Tardies	20%	24%	26%	

6. % of 11 <sup>th</sup> Grade Tardies	31%	20%	34%	
7. % of 12 <sup>th</sup> Grade Tardies	16%	13%	15%	
8. % of Students With 3 or Less Tardies	85%	74%	82%	
9. % of Males With 3 or Less Tardies	77%	67%	75%	
10. % of Females With 3 or Less Tardies	93%	81%	89%	
11. % of 9 <sup>th</sup> Graders With 3 or Less Tardies	81%	58%	75%	
12. % of 10 <sup>th</sup> Graders With 3 or Less Tardies	91%	80%	81%	
13. % of 11 <sup>th</sup> Graders With 3 or Less Tardies	82%	77%	81%	
14. % of 12 <sup>th</sup> Graders With 3 or Less Tardies	87%	84%	91%	

Source – Skyward reports

#### 6. Discipline Referrals

- There is a higher correlation between male/female tardies than the grade level tardies
- Number of tardies have dropped from 2009-2010 1<sup>st</sup> quarter to 2010-2011 1<sup>st</sup> quarter
- The current sophomore class has made biggest improvement in 3 or less tardies during 1<sup>st</sup> quarter from last school year
- Referrals have dropped 50% from last school year during 1<sup>st</sup> quarter
- Many more males were referred than were females (72%-28% respectively). (2011)
- Class of 2013 has a very high number of referrals. (last year ***and this year***)
- Many students do not receive more than three tardies.
- Suspension rate has been steady for the last two years (52 and 55 suspensions total).

#### 4f - Educator data

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Total Full Time Classroom Teachers	25	22	23	20	20	19
Average Years Teaching	15.8	16.4	15	15.1	13	12.6
# Teachers New to High School / District	3	3	3	3	4	6
# First Year Teachers	0	2	3	3	3	3
% with B. A. Degree	84%	91%	78%	75%	85%	79%
% with M.A. & Above	16%	9%	22%	25%	15%	21%
# with Emergency or Provisional Certificates	0	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0	0
% Teacher Attendance	95%		97%			
% Caucasian Teachers	96%	95%	94%	100%	100%	100%
% Male Teachers	40%	43%	26%	35%	35%	42%
% Female Teachers	60%	57%	74%	65%	65%	58%
# Total Paraprofessionals	3	4	4	4	3	2
# Classroom Instructional Paraprofessionals	2	4	4	4	3	2
# Total Under-qualified paraprofessionals	0	0	0	0	0	0
# Total Counselors	1, 2/5 time	1, 2/5 time	1, 2/5 time	1,2/5	1,2/5	1
# Total Librarians	1	1	1	1	1	1
# Total Social Workers/ Psychologists	1	1	2	2	2	1,1/2
# Total Other Staff	2	2	3	3	3	3
% of Teachers Highly Qualified	100	100	100	100	100	100

#### Observations

- It is apparent there are six fewer classroom teachers in the high school since 2005-2006.
- 100% of teachers are certified and highly qualified.
- The average years teaching has decreased since 2006-2007.
- The number of social workers/ psychologists/counselors have decreased since 2009-2010.
- There was a decrease in the number of teachers, there was an increase of one “other staff” in school year 2007-2000
- There has been a yearly decrease in paraprofessionals since 2008-2009.
- There has been an increase in teachers with Master’s degrees since 2009-2010.

- There is no data for teacher attendance in school years 2006-2007 and 2008-2009 until present.
- That the range of diversity among teachers has decreased.

**Table 4g - 09-10 District Professional Development Offerings**

Table 4g: Professional Growth Data (Provide summary data on professional growth opportunities for the past three years. Add rows as appropriate. Format would include college course, workshop, seminar, conference, etc.) Begin with the most recent school year and list in chronological order.

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
District Writing Analysis	June 2010	K-12	3	No	Interactive
Math Curriculum Alignment Workshop	July 2010	6-12	3	No	Interactive
Teaming for the HS	Aug. 2010	9-10	6	No	Interactive
SOCS Trng for District website	Aug. 2010	K-12	5	Yes	Interactive
Co-Teaching in Inclusion Classroom	Aug 2010	PreK-12	28	Yes	Interactive
Improving curriculum & Instruction with District coaches	Sept 2010	6-12	9	No	Interactive
SIP Team Leader Trng	Sept 2010	K-12	8	No	Interactive
District Book Study	Sept 2010	K-12	1	Yes	Discussion
Smartboard Training	Oct 2010	K-12	4	Yes	Interactive

**District Professional Development Offerings:**

- The highest participation in professional development was “Co-teaching in Inclusion Classrooms” where attendance was required.
- The lowest participation in professional development was the district book study.
- There have been nine course offerings made available by the district this school year beginning June 2010.
- It is evident that only two offerings dealt with technology.
- That only one offering dealt with math exclusively.
- That there are no course offerings in reading for professional development.



## 2.4 Program Data

Table 5 - CURRICULUM IMPLEMENTATION DATA 2010-2011

Class periods were increased in time from 46 to 49 minutes.

A power math class was added for ninth and tenth grade students who showed significant deficiencies in math test scores.

Teacher teams were formed at the 9<sup>th</sup> and 10<sup>th</sup> grade levels to collaborate and monitor student progress.

A math lab class was added for ninth and tenth grade students who showed some deficiencies in math test scores.

An English lab class was added for ninth and tenth grade students who showed deficiencies in English and reading test scores.

Math and English curriculum were aligned to the common core standards.

Departmental meetings were scheduled monthly. English, math and special education departments also work with the district's curriculum consultants.

A new chemistry / physical science lab facility was constructed.

An advanced chemistry class was added for the school year.

Quarterly check and connect meetings were scheduled. The purpose of these meeting was for teachers and students to review test scores, make educational plans and advisement.

West Central Teacher Academy was presented to all teachers new to the district.

Virtual high school classes in a variety of subjects were offered to students.

Observations:

### **Curriculum Implementations:**

- Deficiencies in English and Math were to be addressed by implementing Power Math and English/Math Labs for 9<sup>th</sup> and 10<sup>th</sup> grades.
- There were no interventions for 11<sup>th</sup> and 12<sup>th</sup> grades for English or math

## 2.5 Perception Data

### Table 6a - Survey Data

#### Parent Survey Observations

- 109 surveys completed
- Majority of parents responded that their student received 6-8 hours of sleep
- Junior and Senior males work 3+ hours per day ( 26% )
- Reading and studying ranged from 0-30 and 30-60 minutes per day as the majority
- Freshmen females/Junior/Senior males spent 1-3 hours per day involved in sports and clubs/organizations
- Freshmen and Sophomores spent 0-30 minutes per day attending sports related activities
- Freshmen and Sophomores included more volunteer hours
- Majority of parents responded as 1-3+ hours spending family time together per day
- Majority of parents responded that their student did not attend after school tutoring
- Majority of parents frequently felt safe at school
- Attending sports events ranged from frequently to sometimes
- Volunteering – sometimes was the majority response
- Parents perception of respectful staff was frequently

**Summary** – It appears that parents do utilize Skyward as means to check on their students progress. Parents will come to sporting events but volunteerism from parents appears to be limited. The parents that responded to the survey feel their students do not utilize our after school tutoring program.

#### 6b Staff Survey Observations

- 27 surveys completed
- Perceptions of this years survey may include last years concerns
- 26% felt they were not valued
- 59% understood their job related expectations
- 70 % understood the staff expectations for students and their achievement
- 59 % assess and address students needs
- Ranking of importance was Atmosphere, Resources, Technology, and Professional Development
- 73% felt they had opportunities to communicate and collaborate with team members
- 74% felt they had opportunities to communicate and collaborate with staff on a regular basis
- 74% felt they had opportunities to communicate and collaborate departmentally on a regular basis
- 93% felt they had opportunities to communicate and collaborate with parents on a regular basis
- 92% felt they had opportunities to communicate and collaborate with administration on a regular basis
- 54% somewhat agreed that the after school tutoring program was effective for their students

**Summary** - The percentages of responses indicate that the staff feel they have opportunities to communicate with team members, staff, parents and the administration. There is disagreement

between the parent survey and the staff survey on the usage and effectiveness of the after school tutoring program.

#### **6c Student Survey Observations**

- 347 surveys completed
- 64% of all students responded receiving 4-6 hours of sleep
- 55% spend 0-30 minutes per day on written homework
- 91% spend 0-60 minutes per day on written homework
- 64% spend 0-30 minutes per day volunteering
- 91% spend 0-60 minutes per day volunteering
- Freshmen males majority receive 4 or less hours of sleep
- Junior females majority receive 4 or less hours of sleep
- Sharing school experiences and communication with parents – 32% always, 64% sometimes
- Taking advantage of after school tutoring – 23% always, 64% sometimes (majority of sophomore males 34/58 =59%)
- 72 % always felt safe in the classroom, 21% sometimes
- 69% always felt safe in the hallway, 27% sometimes
- 76% always felt safe in the locker room, 18% sometimes (82% female, 65% male)
- 65% of the students witnessed another student refusing to comply to teacher or staff during a week's time period, 34% responded they have not
- 60% of students frequently felt they were treated respectfully by staff, 32% responded sometimes
- 33% of students spent 0-30 minutes per day for family time, 44% 30-60 minutes per day for family time, and 9% 60+ minutes per day for family time
- 37% of students spent 0-30 minutes per day spending time with friends, 41% 30-60 minutes spending time with friends
- 71% spent 0-30 minutes per day with school/community and sports related activities, 19% 30-60 minutes per day with school/community and sports related activities, 4% 60 + minutes per day with school/community and sports related activities

**Summary** – Over half of the students that responded stated that they spend 30 minutes or less on written homework per day. Over 90% stated they spent an hour or less. The student survey seems to agree more with the parent survey on the usage of the after school tutoring program. Overall, students feel safe while at school.

Table 7 Patterns of Strengths and Challenges

<b>Patterns of strengths</b>	<b>Data used to support</b>
Opportunities of after school activities are available.	21 <sup>st</sup> Century Activities
Power classes and lab classes are offered in Reading and Math.	Master Schedule
9 <sup>th</sup> and 10 <sup>th</sup> grade teaching teams have been created to focus on student academic support.	Master Schedule
ACT Prep class is offered and funded for all Junior Level students.	21 <sup>st</sup> century program.
Check and Connect groups have been implemented to mentor every student in the high school.	Calendar adjustments.
Dual credit and Virtual High School courses are available for enrichment.	Master Schedule and after school program.
Inclusion of IEP students into the general education classes.	Master Schedule
Student achievement analysis charts were created for the first time.	Test score.

<b>Patterns of challenges</b>	<b>Data used to support</b>
ACT/PSAE scores do not meet adequate yearly progress in reading	Table 3a
ACT/PSAE scores do not meet adequate yearly progress in math	Table 3a
0% of IEP students met AYP in reading and math	Table 4c
Less than 25% of low income students met benchmark on the Plan and Explore tests.	Table 4c
Chronic Truancy has increased from 2008-2009 at 1.0% to 2009-2010 at 4.2%.	Table 4a
Class of 2014 came into high school with 43% below benchmark in Reading and 46% below benchmark in Math based on the Explore Test. Class of 2013 came into high school with 38% below benchmark in Reading and 52% below benchmark in Math based on the Explore Test.	Stop and Go Charts
Low percentages of students failing courses attend the after school tutoring program.	Attendance Sheets
There was only 1 professional development offering in which all staff participated.	Professional Development Data

### III. PROBLEM STATEMENTS AND HYPOTHESES

Table 8a: Problem Statements, Hypotheses, and Data Sources

<b>Problem Statement 1 (Math):</b> Our current achievement data for Explore, Plan, and PSAE show students did not meet the AYP standard of 77.5% meets and exceeds in <b>math</b> . Our meets and exceed achievement level in math was 41% for 9 <sup>th</sup> grade Explore, 32% for 10 <sup>th</sup> grade Plan and 36% for 11 <sup>th</sup> grade PSAE.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students do not take test seriously	reject	No data to support	Need survey for after Explore, Plan and PSAE	
Not all students have the essential skills for success in math	Accept	8 <sup>th</sup> and 9 <sup>th</sup> grade Explore test results	10 <sup>th</sup> Grade Plan test results	11 <sup>th</sup> grade ACT/PSAE test results
Curriculum needs alignment across the district (k-12)- gaps in the curriculum and instruction	Reject	District issue not isolated to the high school.		
Current classroom assessments may not yet be focused on skills assessed on the EXPLORE, PLAN, AND ACT/PSAE	Accept	8 <sup>th</sup> and 9 <sup>th</sup> grade Explore test results	10 <sup>th</sup> Grade Plan test results	11 <sup>th</sup> grade ACT/PSAE test results
Students lack the necessary vocabulary and comprehension skills needed for the standardized assessments.	Accept	8 <sup>th</sup> and 9 <sup>th</sup> grade Explore test results	10 <sup>th</sup> Grade Plan test results	11 <sup>th</sup> grade ACT/PSAE test results
Students don't understand how to use formulas on test	reject	Incorporated into next hypothesis statement		
Students have not had enough test-	Accept	8 <sup>th</sup> and 9 <sup>th</sup> grade Explore test results	10 <sup>th</sup> Grade Plan test results	11 <sup>th</sup> grade ACT/PSAE test

taking preparation for standardized tests.				results
Students have not received enough practice in using calculators to be beneficial on the exams.	Accept	8 <sup>th</sup> and 9 <sup>th</sup> grade Explore test results	10 <sup>th</sup> Grade Plan test results	11 <sup>th</sup> grade ACT/PSAE test results
Not all students apply previously learned material independently	Accept	Explore, Plan and PSAE test	Weekly D/F lists	
Not all faculty members emphasize ways in which mathematics pertains to their lives.	Reject	Lack of data source		
Students are not exposed to repeated opportunities to higher-order thinking	reject	No data source		
After school programs are not utilized by students who need assistance with math	accept	attendance list	Weekly D/F list	Student and parent survey results.
Interim student assessment is not being used to inform instruction	reject	No data		
Faculty has not had sufficient training for creating opportunities for engaged learning.	reject	No data		
There is a large discrepancy in student performance	Accept	8 <sup>th</sup> and 9 <sup>th</sup> grade Explore test results	10 <sup>th</sup> Grade Plan test results 11 <sup>th</sup> grade ACT/PSAE test results	Weekly D/F list compared to honor roll

Table 8b

<b>Problem Statement 2 (Reading):</b> Our current achievement data for Explore, Plan, and PSAE shows students did not meet the AYP standard of 77.5% meets and exceeds in <b>reading</b> . Our meets and exceed achievement level in reading was 55% for 9 <sup>th</sup> grade Explore, 56% for 10 <sup>th</sup> grade Plan, and 51% for 11 <sup>th</sup> grade PSAE.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Not all students apply previously learned material on the exam	accept	Exit Outcome Results  D/F Lists	Table 4c Explore Results  Table 4b Plan Results	Table 4a PSAE Test Results
Not all students apply the appropriate reading strategies	accept	Lab Table	Table 4c Explore Results  Table 4b Plan Results	Table 4a PSAE Test Results
Reading is not a priority in our students' lives; Lack of relevancy	reject	Check and Connect Group Discussions		
Students lack appropriate test taking strategies	accept	Table 4c Explore Results  Table 4b PLAN Results	Exit Outcome Results  D/F Lists	Table 4a PSAE Test Results
Students lack exposure to the vocabulary necessary on the reading portion	Reject	No data source.		
Students do not feel the need to exhibit their knowledge on the exam	reject	Exit Outcome Results  D/F Lists	Table 4c Explore Results  Table 4b Plan Results	Table 4a PSAE Test Results
There is a large discrepancy in student performance	accept	8 <sup>th</sup> and 9 <sup>th</sup> grade Explore test results	10 <sup>th</sup> Grade Plan test results  11 <sup>th</sup> grade	Weekly D/F list compared to honor roll

			ACT/PSAE test results	
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Table 8c

<b>Problem Statement 3 (Chronic truancy):</b> 17% of students have ten or more absences within the first twenty weeks of school				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students do not see the importance of good attendance	Reject	No data		
No consequences for absences	Reject	No data		
Students do not feel connected to school	Accept	Survey data	Attendance data	
Lack of parental expectation for regular attendance	Reject	No data		
Students do not receive reward for “good” attendance	Reject	PRIDE program		
Students have social distractions from school	Accept	Student survey	Parent survey	Discipline data
Lack of adequate independent transportation	Reject	No data		
Semester test policy allows for excess absences once you miss 2	Reject	No data		
Its not cool to be at school	Reject	No data		



#### IV. GOALS, STRATEGIES AND INTEGRATED ACTION PLAN

<b>Improvement Goal 1a (Math)</b> The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.				
<b>Current Conditions and Data Sources</b> 2009-2010 PSAT data shows that none of our IEP students meet state standards on the PSAT. Only 38.6% of all students taking the PSAT meet or exceeded standards in math.				
<b>Specific Action 1</b> We will provide additional math supports to students struggling in math, especially low income and IEP students.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will analyze 2011 explore, plan, p.s.a.e. data to identify (bubble) students for Labs and Power classes.	August 2011 May 2012	Math Department, Counseling department	0	Yearly test administration and evaluation
We will research and secure test-item analysis data for explore, plan and p.s.a.e. Work keys and provide faculty time for review.	August 2011 May 2012	Math Department, Counseling department	District funds	Department feedback/surveys
We will continue to offer our Math Lab classes to freshman and sophomore students who do not meet the benchmark score on the Explore assessment.	August 2011 May 2012	Math Department, Counseling department	0	Number of students exiting based on exit criteria.
We will continue to offer our Power math class to those freshman and sophomore students that fall 3 or more points below the Explore benchmark score.	August 2011 May 2012	Math Department, Counseling department	0	Number of students exiting based on exit criteria.
Correct use of calculators will be taught and reinforced in all math courses	August 2011 May 2012	Math Department, Counseling department	\$120.00 per unit. (80 units ) Instructional supplies budget	Lesson plans. Administrative walk through and department meetings.
Administer EXPLORE to 8th & 9th grades, PLAN to 10th grade, and ACT to 11th grade and analyze data to determine areas of weakness in math	April 2012	Faculty and staff	ISBE funds	Stop and go charts
Continue to provide after school tutoring assistance and transportation to all students and those struggling	August 2011 May 2012	Faculty and staff	21 <sup>st</sup> Century	Team meetings/RTI, D/F list progress monitoring,

students as identified by D/F lists, no zero policy, and or team referral, five nights a week throughout the school year				
Continue to provide ACT Prep Class to all juniors with tuition provided by District.	Spring 2012	Select staff	21 <sup>st</sup> Century funds	ACT prep pre and post test results.
Continue to provide access and tuition payments for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	August 2011 May 2012	Faculty and staff, Administration	21 <sup>st</sup> Century funds	Enrollment numbers/success rate
Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms for all levels (9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> ).	August 2011 May 2012	Faculty and staff	Bldg. funds	Data collection of qualifier information
Continue to provide Freshmen Academy summer school program for those incoming freshmen below target performance in Math on EXPLORE assessment	Summer 2011	Faculty and staff- ROE	21 <sup>st</sup> Century funds	Enrollment/completion rate
Continue to provide student access to SKYWARD management programs to monitor their own progress in math courses.	August 2011 May 2012	Administration	District funds	Technology audit to measure usage
Teachers will incorporate differentiation of instruction strategies in their daily lesson plans.	August 2011 May 2012	August 2011 May 2012	0	Lesson plans. Administrative walk through and department meetings

### **Improvement Goal 1b (Math)**

The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.

### **Current Conditions and Data Sources**

2009-2010 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 38.6% of all students taking the PSAE meet or exceeded standards in math.

### **Specific Action 1**

We will increase student engagement through the use of higher order thinking skills and technology in all content areas.

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>

We will offer a school wide training for faculty and staff in instructional technology and higher order thinking.	August 2011 May 2012	Administration, Curriculum director, and consultants	\$1000 per trng X 2 trngs – Title II	Training evaluations, classroom walkthroughs, faculty and department meetings
Develop and use a checklist to monitor use of instructional technology and higher order thinking in the classroom.	Sept. 2011 May 2012	Administration, Curriculum director, and consultants	0	Training evaluations, classroom walkthroughs, faculty and department meetings
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills among staff	August 2011 May 2012	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings, teaming time
Departments will create 9 week assessments that measure exit outcomes while exposing students to questions that require higher order thinking skills and are aligned to state standardized assessments.	August 2011 May 2012	Department members	½ day department meetings, once per quarter. 8 subs x \$80.00 per day x 4 quarter = \$1,280.00	Track student performance data

### **Improvement Goal 1c (Math)**

The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.

### **Current Conditions and Data Sources**

2009-2010 PS AE data shows that none of our IEP students meet state standards on the PS AE. Only 38.6% of all students taking the PS AE meet or exceeded standards in math.

### **Specific Action 1**

We will continue to identify IEP students who will benefit from time in the general education classroom with assistance from special education staff.

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
Provide professional development on differentiation of instruction to all staff for inclusion of students with disabilities in the general education classroom.	August 2011 May 2012	Administration, Curriculum director, special education director	\$1000 for trainer – Title II	Training evaluations, classroom walkthroughs, faculty and department meetings

Collaborate with staff to identify specific strategies of differentiation to be implemented.	August 2011 May 2012	Administration, Curriculum director, special education director	0	Training evaluations, classroom walkthroughs, faculty and department meetings
The master schedule will be examined to determine placement of IEP students in numbers that are balanced.	August 2011 May 2012	Administration, special education director, and special education teachers	0	Training evaluations, classroom walkthroughs, faculty and department meetings, class rosters
Monitor the implementation of differentiation of instruction strategies.	October 2011 May 2012	Administration, Curriculum director,	0	classroom walkthroughs, faculty and department meetings
Core teachers will sign off on the accommodations sheet given to them by the Special education teachers.	August 2011 May 2012	Administration, special education director, and special education teachers	0	Accommodations collected and checks by special education teachers and administration to make sure they are being followed
Special education teachers will record assessment data of IEP students to record individual student growth.	August 2011 May 2012	Special Education case managers	0	Progress monitoring, pre and post tests

<b>Improvement Goal 1d (Math)</b> The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.				
<b>Current Conditions and Data Sources</b> 2009-2010 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 38.6% of all students taking the PSAE meet or exceeded standards in math.				
<b>Specific Action 1</b> We will continue working to increase communication with parents and provide them with ideas and information on developing skills through participation in various educational programs to support their student's academic learning.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
We will continue to offer ACT Prep class for all junior level students and invite parents to an event outlining course details.	January 2012	ACT prep course instructors	21 <sup>st</sup> Century funds	Pre and Post ACT prep course test results

3 times per year, we will have an educational parent night event.	Oct, Nov 2011 March 2012	Administration, Curriculum director, teachers and consultants	21 <sup>st</sup> Century funds	Surveys/attendance records
Continue to provide parent access to Skyward management program to permit parents daily access to students' grades, attendance and discipline.	August 2011 May 2012	Administration	0	Technology audits to measure usage
Continue monthly Principal's cabinet parent group meetings to provide input regarding current programs.	August 2011 May 2012	Administration	21 <sup>st</sup> Century funds	Surveys/attendance records
Continue to use freshman and sophomore teams to contact parents and create individualized intervention plans for targeted struggling students.	Every two weeks	Administration	21 <sup>st</sup> Century funds	Surveys and progress monitoring of students' success
Create junior level teams with available staff to contact parents and create individualized intervention plans for targeted struggling students.	August 2011 May 2012	Math Department, Counseling department	0	Number of students exiting based on exit criteria.
Begin to offer Math Lab classes to junior students who do not meet the benchmark score on the PLAN assessment.	August 2011 May 2012	Math Department, Counseling department	0	Number of students exiting based on exit criteria.
Offer community partnership opportunities between students, parents, and various Henderson County communities.	August 2011 May 2012	All staff/21 <sup>st</sup> Century staff	21 <sup>st</sup> Century funds	Surveys and progress monitoring of events' success

<b>Improvement Goal 2a (Reading)</b> The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.				
<b>Current Conditions and Data Sources</b> 2009-2010 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 52.9% of all students taking the PSAE meet or exceeded standards in Reading.				
<b>Specific Action 1</b> We will provide additional supports to students struggling in reading, especially low income and IEP students.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
We will analyze 2011 explore, plan, p.s.a.e. data to identify (bubble) students for Labs and Power classes.	August 2011 May 2012	English Department, Counseling department	0	Yearly test administration and evaluation
We will research and secure test-item analysis data for explore, plan and p.s.a.e. and provide faculty time for review.	August 2011 May 2012	English Department, Counseling department	Building PD funds \$199.00	Department feedback/surveys
We will continue to offer our Reading Lab classes to freshman and sophomore students who do not meet the benchmark score on the Explore assessment.	August 2011 May 2012	English Department, Counseling department	0	Number of students exiting based on exit criteria.
We will begin to offer a Power reading class to those freshman and sophomore students that fall 3 or more points below the Explore benchmark score.	August 2011 May 2012	English Department, Counseling department	\$31,000 Beginning teacher salary	Number of students exiting based on exit criteria.
Administer EXPLORE to 8th & 9th grades, PLAN to 10th grade, and ACT to 11th grade and analyze data to determine areas of weakness in reading.	April 2012	Faculty and staff	ISBE state funding	Stop and go charts (student achievement charting), Item analysis software
Provide after school tutoring assistance and transportation to all students and those struggling students as identified by D/F lists, no zero policy, and or team referral, five nights a week throughout the school year.	August 2011 May 2012	Faculty and staff	21 <sup>st</sup> Century funds	Team meetings/RTI, D/F list progress monitoring,
Provide ACT Prep Class to all juniors with tuition provided	Spring 2012	Select staff	21 <sup>st</sup> Century funds	ACT prep pre and post test results.

by 21 <sup>st</sup> century grant.				
Provide access and tuition payments for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	August 2011 May 2012	Select staff	21 <sup>st</sup> Century funds	
Provide student incentives for growth on state assessments, attendance, and academic performance in classrooms at levels 9, 10 and 11.	August 2011 May 2012	Select staff	21 <sup>st</sup> Century funds	
Provide Freshmen Academy summer school program for those incoming freshmen below target performance in reading on EXPLORE assessment	August 2011 May 2012	Select staff	21 <sup>st</sup> Century funds	
Provide student access to SKYWARD management programs to monitor their own progress in English courses.	August 2011 May 2012	Administration	Local funds	Tech audit to measure usage.
Teachers will incorporate differentiation of instruction strategies in their daily lesson plans.	August 2011 May 2012	Faculty and staff, Administration	0	Lesson plans. Administrative walk through and department meetings

<b>Improvement Goal 2b (Reading)</b> The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.				
<b>Current Conditions and Data Sources</b> 2009-2010 PS AE data shows that none of our IEP students meet state standards on the PS AE. Only 52.9% of all students taking the PS AE meet or exceeded standards in reading.				
<b>Specific Action 1</b> We will increase student engagement through the use of higher order thinking skills and technology in all content areas.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Develop and use a checklist to monitor use of student engagement and higher order thinking skill in the classroom.	August 2011 May 2012	Administration, Curriculum director, and consultants	0	Training evaluations, classroom walkthroughs, faculty and department meetings
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills among staff	August 2011 May 2012	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings
Departments will create 9 week assessments that measure exit outcomes while exposing students to questions that require higher order thinking skills and are aligned to state standardized assessments.	February 2011 May 2011	Teachers	Funding noted in Math goal.	Assessment data, student progress monitoring
Provide training for staff in reading and thinking processes	August 2011 May 2012	Administration, Curriculum director, and consultants	Consultant salaries – Title II	Training evaluations, classroom walkthroughs, faculty and department meetings

<b>Improvement Goal 2c (Reading)</b> The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.
<b>Current Conditions and Data Sources</b> 2009-2010 PS AE data shows that none of our IEP students meet state standards on the PS AE. Only 52.9% of all students taking the PS AE meet or exceeded standards in reading.
<b>Specific Action 1</b> We will continue to identify IEP students who will benefit from time in the general education classroom with assistance from special education staff.



<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
Collaborate with staff to identify specific strategies of differentiation to be implemented.	August 2011 May 2012	Administration, Curriculum director, special education director	0	Training evaluations, classroom walkthroughs, faculty and department meetings
Provide professional development on differentiation of instruction to all staff for inclusion of students with disabilities in the general education classroom.	August 2011 May 2012	Administration, Curriculum director, and consultants	Funding noted in Math goal	Training evaluations, classroom walkthroughs, faculty and department meetings
The master schedule will be examined to determine placement of IEP students.	August 2011 May 2012	Administration, Curriculum director, and consultants	0	Training evaluations, classroom walkthroughs, faculty and department meetings
Monitor the implementation of differentiation of instruction strategies.	October 2011 May 2012	Administration, Curriculum director,	0	classroom walkthroughs, faculty and department meetings
Core teachers will sign off on the accommodations sheet given to them by the Special education teachers.	August 2011 May 2012	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings
Create junior level teams with available staff to contact parents and create individualized intervention plans for targeted struggling students.	August 2011 May 2012	English Department, Counseling department	0	Number of students exiting based on exit criteria.
Attend the coalition for Illinois high schools	June 2011	SIP team	Hotel registration, mileage and meals. \$3000.00 Title II funds	Collaboration during faculty and department meetings
Offer community partnership opportunities between students, parents, and various Henderson County communities.	August 2011 May 2012	All staff/21 <sup>st</sup> Century staff	21 <sup>st</sup> Century funds	Surveys and progress monitoring of events' success

**Improvement Goal 2d (Reading)**

The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.

**Current Conditions and Data Sources**

2009-2010 PSAT data shows that none of our IEP students meet state standards on the PSAT. Only 52.9% of all students taking the PSAT meet or exceeded standards in math.

**Specific Action 1**

We will continue working to increase communication with parents and provide them with ideas and information on developing skills through participation in various educational programs to support their student's academic learning.

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
We will continue to offer ACT Prep class for all junior level students and invite parents to an event outlining course details.	August 2011 May 2012	Administration, Curriculum director, and consultants	21 <sup>st</sup> Century grant	Training evaluations, classroom walkthroughs, faculty and department meetings
Once per quarter, we will have an educational parent night event.	August 2011 May 2012	Administration, Curriculum director, and consultants	Funds noted in math goal.	Training evaluations, classroom walkthroughs, faculty and department meetings
Continue to provide parent access to Skyward management program to permit parents daily access to student's grades, attendance and discipline.	August 2011 May 2012	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings
Continue to conduct Principal's cabinet parent group meetings to provide input regarding current programs.	August 2011 May 2012	Administration	21 <sup>st</sup> Century funds	Surveys/attendance records

Continue to use freshman and sophomore teams to contact parents and create individualized intervention plans for struggling students.	Every two weeks	Administration	21 <sup>st</sup> Century funds	Surveys and progress monitoring of students' success
We will offer our Reading Lab classes to junior students who do not meet the benchmark score on the PLAN assessment.	August 2011 May 2012	English Department, Counseling department	Funding noted in earlier Reading Goal	Number of students exiting based on exit criteria.

<b>Improvement Goal 3a (Chronic truancy)</b>				
The number of students with 95 % attendance or better will increase to 90%.				
<b>Current Conditions and Data Sources</b>				
17% of our students had 10 or more absences in the first 20 weeks of school.				
<b>Specific Action 1</b>				
Policy will be enacted to increase student attendance.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
Revise handbook policy regarding student attendance.	Spring 2011	Handbook committee	0	Attendance rate
Create incentive policy for attendance and offer student incentives.	Spring 2011	Pride committee	\$1000. local funds	Attendance rate
Communicate with parents attendance policy changes and responsibilities.	Summer website, fall registration	High school administration	0	Attendance rate, parent survey
Communicate with faculty and staff policy changes	Fall 2011	High school administration	0	Faculty meeting, weekly staff news letter.
Plan school wide motivational speaker schedule quarterly.	Spring 2011-2012	SIP team/PRIDE committee	Grants, local funding	Student survey
Add required SEL class for students who show excessive absences.	Fall 2011-2012	Dean of students, special services staff	0 depending on staffing/scheduling	Attendance rate

**Table 13: Professional Development Schedule**

TOPIC	DAY/MO./ YEAR	GRADE LEVELS	# ANTICIPATED PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Differentiated Instruction	August 2011	9-12	30	Yes	SIP
Collaborate on expectations for classroom walk-through (IPI). Share walk-through progress monitoring tools.	August 2011	9-12	30	Yes	Early dismissal days
Plan check and connect schedule and content	August-2011	9-12	30	Yes	Early dismissal days
Continue contract with math consultant to provide on-site coaching, assessment data analysis , curriculum alignment, and assistance to MS & HS math and special education instructors for 2 days/month for the 2011-2012 school years	August-May 2012	9-12	6	No	Monthly observation, assessment, and feedback
Student Engagement	September	9-12	30	Yes	SIP
Building, analyzing, and refining quarterly assessments (3 days per quarter)	September November January, March/ April 2011	9-12	28	No	½ day per quarter, per department meetings- substitutes needed
Data Walk for SIP	October 2011	9-12	30	Yes	SIP
Discuss item analysis	October	9-12	30	Yes	SIP

of standardized test data	2011				
Provide all staff training in WorkKeys and PSAE math assessment and Expectations to support their daily instruction	October 2011	9-12	30	Yes	SIP
Staff opportunity to share differentiated instruction practices, examples of student engagement, and successful lessons	November - May 2011	9-12	30	Yes	SIP/faculty meetings
SIP team opportunity to share SIP action steps in draft form	January SIP	9-12	30	Yes	SIP
SIP team opportunity to share complete SIP in draft form.	February SIP	9-12	30	Yes	SIP
Opportunity for whole staff to evaluate the school improvement plan and plan for implementation.	May Institute day	9-12	30	Yes	Institute/faculty meeting
INSTITUTE DAY – Used to analyze and evaluate progress on exit outcome assessments.	February	9-12	30	Yes	Institute/faculty meeting
Provide professional development training for intervention software programs such as Reading Plus, Study Island, and Lexia	May/June 2012	9-12	30	Yes	SIP/volunteer workshop

## **V. REFLECTION, EVALUATION, REFINEMENT**

### **V.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE**

- Will meet weekly on Tuesday during the school year.

### **V.2 MONITORING**

- To monitor the progress on our goals throughout the year, we will utilize a quarterly progress report that has been created for this purpose. It includes a checklist to help us as we progress through the year.

### **V.3 COMMUNICATION PLAN**

- Have copies of School Improvement Plan available at registration, plus a folder/flyer stating schools strengths and goals
- Regular conferences (one each semester) with students, teachers, and adult family members organized around a review of student work and academic progress
- Monthly newsletters
- Invite board members to meet with the SIP team to go over the plan and ask questions and receive more detailed explanations of the plan.
- Post School Improvement Plan and progress report on the school website