

Plan Submission and ISBE Monitoring	
Local Board Approved	01/20/2010
Submitted	01/22/2010
Plan Resubmitted	
ISBE Monitoring Completed	01/22/2010

PRELIMINARY INFORMATION

RCDT Number:	270362350260001		
District Name:	West Central CUSD 235	School Name:	West Central High School
Superintendent:	Ralph Grimm	Principal:	Phillip Geiser
District Address:	72 RR 1	School Address:	72 RR 1
City/State/Zip:	Biggsville, IL 61418 9711	City/State/Zip:	Biggsville, IL 61418 9711
District Telephone#:	Label 3096272371 Extn: 0	School Telephone#:	3096272377 Extn: 0
District Email:	grimm-ralph@wc235.k12.il.us	School Email:	geiser-phil@wc235.k12.il.us
Is this plan for a Title I School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Section I-A Data & Analysis - Report Card Data
Item 1 - 2009 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this School making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this School making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Watch Status Year 1

Student Groups	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading		Mathematics		Attendance Rate		Graduation Rate			
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	98.6	Yes	98.6	Yes	39.1		No	27.5		No			92.7	Yes
White	98.6	Yes	98.6	Yes	39.1	60.2	No	27.5	41.1	No			92.6	
Black														
Hispanic														
Asian/Pacific Islander														
Native American														

Multiracial /Ethnic													
LEP													
Students with Disabilities													
Low Income													

Four Conditions Are Required For Making Adequate Yearly Progress

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2008.

** Safe Harbor Targets of 70% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	-
Is this school making AYP in the ALL subgroup in reading?	-
Is this school making AYP in the ALL subgroup in math?	-

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification applies only to schools in federal improvement status.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change.

The classification will assist in distinguishing between schools that need focused supports versus more comprehensive interventions.

Focused-School does not make AYP overall, but does make AYP in the "ALL" students subgroup in both reading and math.

Comprehensive-School does not make AYP overall and does not make AYP in the "ALL" students subgroup in either reading or math.

Section I-A Data & Analysis - Report Card Data
Item 2 - 2009 AMAO Report

Schools are not accountable for AMAO. This is a district level requirement only.

Section I-A Data & Analysis - Report Card Data Item 3 - School Information

School Information								
	2002	2003	2004	2005	2006	2007	2008	2009
Attendance Rate (%)					93.9	94.4	93.4	92.5
Truancy Rate (%)					1.9	1.6	1.3	1.0
Mobility Rate (%)					11.3	10.2	15.1	15.5
HS Graduation Rate, if applicable (%)					80.3	97.0	94.4	92.7
HS Dropout Rate, if applicable (%)					3.9	1.0	2.9	2.0
School Population (#)					337	306	310	302
Low Income (%)					29.1	36.6	40.6	41.4
Limited English Proficient (LEP) (%)					-	-	-	0.7
Students with Disabilities (%)								
White, non-Hispanic (%)					97.3	96.4	98.4	97.0
Black, non-Hispanic (%)					1.5	1.0	0.3	0.3
Hispanic (%)					-	0.3	0.3	1.7
Asian/Pacific Islander (%)					-	0.3	-	-
Native American or Alaskan Native(%)					0.9	0.7	-	-
Multiracial/Ethnic (%)					0.3	1.3	1.0	1.0

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 4 - Student Race/Ethnicity

	Year	White (%)	Black (%)	Hispanic (%)	Asian (%)	Native American (%)	Multi racial /Ethnic (%)
S C H O O L	2006	97.3	1.5	-	-	0.9	0.3
	2007	96.4	1.0	0.3	0.3	0.7	1.3
	2008	98.4	0.3	0.3	-	-	1.0
	2009	97.0	0.3	1.7	-	-	1.0
D I S T R I C T	2006	98.1	0.5	0.2	-	0.6	0.7
	2007	96.9	0.4	0.7	0.1	0.4	1.5
	2008	97.9	0.1	0.8	-	-	1.1
	2009	96.0	0.2	1.8	-	0.2	1.9
S T A T E	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7

	2009	53.3	19.1	20.8	4.1	0.2	2.5
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Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment

	Year	LEP (%)	Low Income (%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truants (%)	HS Dropout Rate (%)	HS Graduation Rate (%)
S C H O O L	2006	-	29.1	100.0	93.9	11.3	6	1.9	3.9	80.3
	2007	-	36.6	100.0	94.4	10.2	5	1.6	1.0	97.0
	2008	-	40.6	100.0	93.4	15.1	4	1.3	2.9	94.4
	2009	0.7	41.4	100.0	92.5	15.5	3	1.0	2.0	92.7
D I S T R I C T	2006	-	42.2	100.0	94.4	9.7	10	1.0	3.9	80.3
	2007	-	43.5	100.0	94.8	11.0	12	1.2	1.0	97.0
	2008	-	41.9	100.0	94.3	13.5	6	0.6	2.9	94.4
	2009	0.7	45.9	99.8	94.3	10.0	4	0.4	2.0	92.7
S T A T E	2000	6.1	36.7	97.2	93.9	17.5	45,109	2.4	5.8	82.6
	2001	6.3	36.9	94.5	93.7	17.2	42,813	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225	2.0	5.1	85.2
	2003	6.3	37.9	95.7	94.0	16.4	37,525	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764	2.1	4.6	86.6
	2005	6.6	40.0	95.7	93.9	16.1	43,152	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056	2.5	3.5	85.9
	2008	7.5	41.1	96.8	93.3	14.9	49,858	2.5	4.1	86.5

	2009	8.0	42.9	96.7	93.7	13.5	73,245	3.7	3.5	87.1
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Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I A Data & Analysis - Report Card Data
Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2006	337	-	-	-	-	-	70
	2007	306	-	-	-	-	-	87
	2008	310	-	-	-	-	-	60
	2009	302	-	-	-	-	-	86
D I S T R I C T	2006	1,037	82	75	88	87	82	70
	2007	1,001	77	79	78	75	87	87
	2008	973	72	72	82	86	73	60
	2009	971	78	70	78	76	89	86
S T A T E	2000	1,983,991	-	-	-	-	-	-
	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	164,413	157,570	159,499	160,924	156,451	138,559
	2004	2,060,048	161,329	160,246	158,367	162,933	160,271	139,504
	2005	2,062,912	156,370	158,622	160,365	162,047	162,192	142,828
	2006	2,075,277	155,155	154,372	158,822	160,362	160,911	147,500
	2007	2,077,856	155,356	153,480	154,719	162,594	159,038	150,475
	2008	2,074,167	155,578	152,895	153,347	160,039	161,310	149,710
	2009	2,070,125	156,512	152,736	152,820	155,433	158,700	144,822

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data

Educator Data is available only for district level

	Year	Total Teacher FTE (N)	Av. Teacher Experience (Years)	Av. Teacher Salary (\$)	Teachers with Bachelor's Degree (%)	Teachers with Master's Degree (%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Tchrs w/ Emgncy or Prvsnl. Creds (%)	Cls not taught by Hi Qual Tchrs (%)
D I S T R I C T	2006	80	15	41,219	85	15	15	15	1	-
	2007	82	14	41,429	83	17	15	14	1	-
	2008	85	13	41,576	81	19	14	13	-	-
	2009	82	14	42,508	78	22	14	14	-	-
S T A T E	2000	122,671	15	45,766	53	47	19	18	-	-
	2001	125,735	15	47,929	54	46	19	18	-	-
	2002	126,544	14	49,702	54	46	19	18	2	2
	2003	129,068	14	51,672	54	46	18	18	3	2
	2004	125,702	14	54,446	51	49	19	19	2	2
	2005	128,079	14	55,558	50	49	19	18	2	2
	2006	127,010	13	56,685	49	51	19	19	2	1
	2007	127,010	13	58,275	48	52	19	19	2	3
	2008	131,488	12	60,871	47	53	18	18	1	1
	2009	133,017	13	61,402	44	56	18	18	1	1

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	52.3	46.4	56.2	38.1
White	-	-	51.6	47.6	55.4	38.1
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	8.3	7.1	10.0	7.7
Low Income	-	-	28.5	19.3	42.9	35.5

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics for Grade 11						
Groups	2004	2005	2006	2007	2008	2009
AYP Benchmark % Meets + Exceeds	40.0	47.5	47.5	55.0	62.5	70.0
All	-	-	35.8	31.0	36.8	23.9
White	-	-	37.5	31.7	35.7	23.9
Black	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-
Native American	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-
LEP	-	-	-	-	-	-
Students with Disabilities	-	-	8.3	-	-	-
Low Income	-	-	7.1	9.7	23.8	16.1

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data

Data - What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

Academic student performance at West Central High School has declined for the past 4 years since our consolidation year in 2005-06. Although our students have had intermittent years of improvement in reading, their math scores have steadily declined. Our low-income student population is steadily increasing. Our students with disabilities face great struggles to meet standards.

The data indicates our areas of weakness. With 97% of our students white, the following observations will include the white subgroup as well. Only 39% of our students met AYP in reading on the 2009 PSAE. Only 27.5% of all of our students met AYP in math. Our low income students did not succeed any better, with only 35.5% meeting or exceeding in reading and 16% meeting or exceeding in math. Of our students with disabilities, 7% met or exceeded in reading and none of them met or exceeded in math. Our low income students and students with disabilities are not sub groups when discussing AYP for reading and math. Outside of our academic performance, our mobility rate is increasing at 15.5% for this year. Our low income rate has increased each year with the rate currently being 41% of the student population. Our building enrollment is declining, matching the district trend as well. Although parental contact is listed at nearly 100%, most of these contacts are made only once a year. Our educator data, when separated from the district data, identifies a declining number of of average years of experience each of the four years and 3 beginning teachers entering the building each year. Only 25% of the building staff have a Masters degree or above.

Some areas of strength can be found in the data. We tested 98.6% of our students, above the state average. Our attendance rate is 92.5% also above the state target of 90%. Our graduation rate was reported as 92.7% which is well above the state target of 78%. Our truancy rate has declined each year of our existence. This year it was 1%. We are predominantly a 97% white, non-Hispanic school.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Several factors have contributed to these results:

- 1) In many instances, the curriculum observed being taught is not aligned to the Illinois Learning Standards.
- 2) Teacher instruction is primarily lecture-based with few opportunities for student interaction or engagement. Higher order thinking and problem solving approaches are rarely observed. There has been minimal staff attendance at professional development activities offered outside the regular contract day.

- 3) There has been a high turnover in staff in the math department. Out of the three instructors, only 1 has been there for the 4 years we have been in existence as a consolidated district. One is a beginning teacher.
- 4) Some teachers exhibit low student expectations in performance. Students are not offered multiple ways to demonstrate their learning, and lose interest in learning. Little interest has been demonstrated in team teaching or collaboration between the special education and regular education staff.
- 5) Student attendance is extremely low at extended day tutoring opportunities that have been offered. Although our school is in a rural setting, busing has been offered to the 3 largest communities in the district after school hours. Unfortunately, primarily only the athletes and a small group of freshmen have taken advantage of this service. Parental support is lacking in encouraging students to succeed or achieve academic success. The increasing percentage of low income students and families in our district also influences the priorities that parents place on academic success.

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

There are several next steps that need to be included in our improvement planning:

- 1) A closer examination of student performance on local assessments could demonstrate the need for a curriculum aligned to the Illinois Learning Standards and other assessments administered. Time must be allocated for curriculum alignment and collaboration across grade levels. A system must be put in place for close monitoring of instruction and assessment results.
- 2) Professional development in effective teaching and learning strategies must be provided during the regular contract year to include all staff. Observation and monitoring of the implementation of strategies learned must be established with results reported to faculty. Coaches and/or mentors should be provided for individual teacher assistance.
- 3) The hiring of proficient and effective math instructors should be a priority for the building principal and superintendent.
- 4) Effective ways to increase student motivation and raise student expectations should be explored through teacher collaboration and team instruction. Alternatives to restructuring extended day tutoring opportunities should be explored. Other programs are being developed to encourage student participation.
- 5) Ways to increase parental involvement need to be developed. Parents should be encouraged to participate on more building level committee to provide input and ownership.

Section I-B Data & Analysis - Local Assessment Data

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

We examined our ACT data over the four years that we have been in existence as a district. Although we saw an upward spike last year, the 2009 scores declined again with a 17.7 average composite score, a 17.0 average English score, and a 16.9 average Math score. We also looked at the PSAE Work Keys scores over time. The 2008 average score in math was a 4 and in reading a 5. The 2009 data was unavailable at this time. These scores are declining each year in Math with a slight increase in 2008 in reading. We have begun to administer EXPLORE to the 8th grade and freshman and PLAN to the sophomores. We are beginning to look for trends in this area but have only 2 years of data at this time so it is too soon to draw conclusions.

Our areas of weakness when compared to state average performances echo our report card data. English and Math scores are both below average on ACT as well as PSAE.

There are two strengths that can be identified at this time. One is the process that we have set in place to track individual and group academic performance on the EXPLORE, PLAN, and ACT. We are examining student performance compared to the target scores established by ACT. We hope this data will soon indicate for us where our students need more assistance. Second, we hired 3 well-established outside consultants in the areas of math, English, and Special Education to visit our district over multiple days and conduct audits of the English, Math, and Special Education programs. They completed their tasks and provided us with reports and recommendations for improvement of our programs. The information they have provided us is incorporated into the factors and next steps given below.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Some of these factors are as follows:

- 1) The curriculum being taught may not be aligned to College Readiness Standards.
- 2) Teacher instruction is primarily lecture-based with very few opportunities for student engagement.
- 3) We have had a high turnover in staff in the math department.

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- 4) Not all students have passed the 3 required math courses before testing (Algebra I, Geometry, and Algebra II)
 - 5) Some teachers have low expectations for student performance and learning and lack effective methods for student engagement and involvement in learning.
 - 6) Many students have not taken advantage of the extended learning activities after school such as tutoring or ACT Prep courses.
 - 7) Students may feel unmotivated to perform academically and need to develop a closer relationship with staff.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

There are several next steps that need to be included in our improvement planning:

- 1) The math and English curriculum need to be re-examined for alignment to the College Readiness Standards.
- 2) Observations and monitoring of the implementation of professional development strategies presented must be established with results reported to faculty.
- 3) The hiring of proficient and effective math and English instructors should be a priority for the building principal and superintendent.,
- 4) Effective ways to increase student motivation and raise student expectations should be explored with the assistance from our outside curriculum consultants.
- 5) Parents need to be encouraged to support their students' participation in after school tutoring activities and ACT Prep classes that are offered.
- 6) A structure needs to be put in place to encourage closer staff-student relationships to improve the monitoring of individual student performance and needs.

Section I-C Data & Analysis - Other Data
Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

West Central High School is located along US Highway 34, two miles west of Biggsville, Illinois. in West Central Illinois. All students must be bussed or drive to the school's rural location. The percentage of low income students has been reported as 41% although our elementary school has identified 53%, indicating in all probability higher numbers in the high school. Our district is the only one in Henderson County and is also the county's largest employer. The largest community in our district, the county seat, has approximately 1600 residents. Total population for the county is between 7,000 and 8,000.

The high school enrollment is reported at 302. There are 46 vocational courses offered, 55 core curriculum courses, 12 fine arts courses, and 3 other courses which include driver's education and physical education. The courses actually taught each year are based on student registration requests and staff available when scheduling. 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. In partnership with the college, we also offer on-campus dual-credit classes (English Composition, Sociology, Psychology, Medical Terminology, and Speech). In the 09-10 school year, our students will also be offered the option of taking courses through the Illinois Virtual High School online. Our Board of Education has agreed to pay a portion of all tuition costs for the dual-credit and Virtual High School courses students select .

Factors - In what ways, if any, have these attributes and challenges contributed to student performance results?

Due to our rural location, transportation is an issue for students. If they miss the bus, many with working parents have no other way to get to school. For students who need to stay after school for assistance, transportation arrangements with working parents can be difficult. Since there are no larger employers than the school district in the county, many parents work outside the county. Many of our high school students seek part-time after school employment which is also outside the county, restricting their access to after school tutoring and assistance. There is limited variety of career opportunities also available within the county for students to view or access.

Although our school can offer a wide variety of courses, we are limited in scheduling, staff availability, and space. We have a capital building improvement grant submitted to the state board of education to add additional classrooms and improve our science labs, but we have received no word on its status.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

As for next steps in improvement planning,

- 1) We need to explore all options for student access to before or after school tutoring assistance.
- 2) We need to continue to provide opportunities and support for student access to a wider curriculum.

Section I-C Data & Analysis - Other Data

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - *Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?*

We have 20 full-time certified staff, 6 part-time certified teachers and 4 full-time certified associates with one principal, a dean of students, 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, one school psychologist, a part-time social worker, a full-time nurse, speech pathologist and librarian. All certified staff are teaching in their field of certification and 100% meet Highly Qualified status. The number of staff is declining in alignment to our declining enrollment. The average years of teaching experience is 15. Only 25% of staff have a Masters' degree. Up to \$1000 in tuition reimbursement is offered each staff member each year according to the teachers' contract.

Numerous professional development activities in the areas of Math and English are offered to staff outside the regular school day in district and during the contract year outside of the district. Few staff members at the high school level take advantage of these opportunities. Training on the work done by Ruby Payne as it relates to students of poverty was provided to all staff at the end of the school year last year. All current staff have been trained in CRIS strategies and are expected to utilize and teach one new strategy each quarter. Higher order thinking and math across the curriculum workshops were provided to all staff as well. A Teacher Academy of Best Practices for Effective Teaching and Learning was provided in 16 half-hour sessions to all high school during the regular contracted day last Spring. All staff attended this academy and recieved a notebook on the contents of each session. A lesson plan template was required and implemented weekly at the end of the training session.

Factors - *In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?*

Although staff may be certified in the areas in which they teach, their current knowledge and methods may be insufficient to meet the needs of today's high school students based on the low number of staff with Masters' degrees and their lack of participation in professional development activities outside of the contract day and year.

Since there is currently no satisfactory process for evaluating the level of implementation of new strategies learned, current best practices for teaching and instruction may not be utilized in the classrooms.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

Professional development activities relating to reading and math must be provided during the teachers' regular contract year or day.

A method needs to be established for evaluating the level of implementation of new initiatives in the classrooms and the results must be shared with faculty.

Outside curriculum consultants who conducted audits of our English, Math, and Special Education programs need to be utilized to work with staff on a regular basis to assist us in implementing changes in instruction and student performance.

Section I-C Data & Analysis - Other Data Item 3 - Parent Involvement

Data - *Briefly describe data on parent involvement. What do these data tell you?*

Parent attendance at Parent/Teacher conferences is below expectation. For our October conferences, parents were asked to come to the school to pick up their child's report card. The high school had a turn out of 49% of the parents coming in. Forty-five parents out of 309 students responded to a school survey which was designed to identify parent attitudes about the school. Although parent involvement is higher at athletic events, it is difficult to get parents to come to school when the purpose is primarily to discuss academics.

The district and school have implemented multiple ways for parents to gain information about student performance and events. We have a CONNECT ED messaging system that sends out phone and email messages to all parents about upcoming events at the school which is widely used. Our phone system has a Homework Hotline in which faculty are to update weekly assignments in their course areas that parents can access 24/7. We also have SKYWARD management system in place with parent and student access to monitor daily grades, attendance, and discipline referrals.

Factors - *In what ways, if any, has parent involvement contributed to student performance results?*

We hold parent/teacher conferences twice in a year in the evening and morning hours. The parent attendance at these events, especially the Spring session, is extremely low. Students need to see that their parents value their student's academic performance through their attendance and support.

If we continue to have low levels of parental involvement, then the staff must develop a way to become closer to students and provide individual support for students and their academic performance and develop a closer relationship with the parents.

Conclusions - *What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).*

For our next steps in improvement planning:

- 1) Continue to provide more ways to involve parents in their student's academic life and understand the value and necessity of an education.
- 2) Provide opportunities for staff monitoring of individual student progress to improve student's academic performance and reinforce the value of an education and being successful in schools.

Section I-D Data & Analysis - Key Factors

From the factor pages (I-A, I-B, and I-C), identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Key factors that are within the school's capacity to change that have contributed to low achievement:

- 1) A review of math and English curriculum to determine alignment to College Readiness Standards, not just the Illinois Learning Standards.
- 2) Professional development for staff in these key areas must be provided during the regular teacher's contract year. A method for evaluating the degree and effectiveness of implementation of best practices must be established.
- 3) The hiring and correct placement of English and math instructors .
- 4) The development of a program to encourage closer student-staff relationships to improve the monitoring of individual student performance..
- 5) Ways to increase parental opportunities for involvement in student's total education program.
- 6) Continued analysis of individual student data from assessment results to determine areas of weakness.





Conclusions drawn from next steps:

Many alignment and professional development opportunities have been provided in the past but these are useless without the monitoring of the implementation of the curriculum and teaching practices. More in-depth analysis of assessment data to identify areas of weakness in either instruction or curriculum need to be established. Better methods need to be developed and we need to utilize the expertise of our outside curriculum consultants. A review of current staff qualifications will assist in the hiring of needed personnel to strengthen the teaching in math and English. A program is needed that will encourage closer staff-student-parent relationships in order to build a community supportive of our learners and their academic progress.

Action Plan Objectives and Deficiencies

Objective Number	Title (click the link to edit any objective)	Deficiencies Addressed
1	Improve the Math Performance of all West Central High School Students	2,4,
2	Improve the Reading Performance of all West Central High School Students	1,3,

The following deficiencies have been identified from the most recent AYP Report for your school.

-  1. School is deficient in Reading Meets and Exceeds
-  2. School is deficient in Mathematics Meets and Exceeds
-  3. White students are deficient in Reading Meets and Exceeds
-  4. White students are deficient in Mathematics Meets and Exceeds

Section II-A Action Plan - Objectives

Objective 1

Improve the Math Performance of all West Central High School Students

Objective 1 Description

While our current achievement in math for both all students and the subgroup of white students is 23.9% meets and exceeds, all students and the subgroup of white students will reach the AYP targets of at least 77.5% meets/exceeds in 2010 or Safe Harbor and 85% in 2011 or Safe Harbor (for the white subgroup).

This objective addresses the following areas of AYP deficiency:

- 1. School is deficient in Reading Meets and Exceeds
- 2. School is deficient in Mathematics Meets and Exceeds
- 3. White students are deficient in Reading Meets and Exceeds
- 4. White students are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Objective 1 Title :

Improve the Math Performance of all West Central High School Students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Implement a homeroom advisory period in the HS schedule to establish closer student-staff relationships, monitor academic progress, and provide Math Workkeys and problem solving practice once a week.	08/19/2009	05/25/2011	During School	Local Funds	1,800
2	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	04/28/2010	04/27/2012	During School	State Funds	1,500
3	Provide after school tutoring assistance and transportation to all students and those struggling students as identified by D/F lists four nights a week throughout the school year	08/31/2009	05/20/2011	After School	State Funds	3,600
4	Provide ACT Prep Class to all juniors with tuition provided by District.	01/25/2010	03/30/2012	After School	Local Funds	2,000
5	Provide access and tuition payments for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	08/21/2009	05/20/2011	After School	Local Funds	5,000
6	Provide student incentives for growth on state assessments, attendance, and academic performance in classrooms	08/19/2009	05/20/2011	During School	Local Funds	2,000

7	Provide Freshmen Academy summer school program for those incoming freshmen below target performance in Math on EXPLORE assessment	06/15/2009	07/22/2011	Summer School	Local Funds	5,000
8	Provide student access to SKYWARD management programs to monitor their own progress in math courses.	08/19/2009	05/20/2011	After School	Other	0

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 1 Title :

Improve the Math Performance of all West Central High School Students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Provide 2 days of Curriculum Alignment Professional Development for MS & HS Math and Special Education teachers for a stipend with Math consultant	07/20/2009	07/21/2009	Summer School	Title II	3,000
2	Provide 2 days of training in the use of math manipulatives to MS & HS math and special education teachers to increase student involvement in lessons.	08/06/2009	08/07/2009	Before School	Title II	3,000
3	Hire math and special education consultants 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 09-10 and 10-11 school years	09/14/2009	05/20/2011	During School	Other	68,000
4	Provide all staff training in WorkKeys and PSAT math assessment and expectations to support their assistance provided in homerooms	09/16/2009	02/11/2010	During School	Other	0
5	Re-evaluate staff credentials and assignments to determine hiring needs and appropriate placement of math and special education staff.	12/16/2009	12/21/2011	During School	Local Funds	0
6	Provide 1 day of training to all staff on ways to increase student engagement in the classroom	02/12/2010	02/12/2010	During School	Other	0

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 1 Title :

Improve the Math Performance of all West Central High School Students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Provide parent access to SKYWARD management program to permit parents daily access to student grades, attendance, and discipline refferals	08/19/2009	05/20/2011	Before School	Other	0
2	Monitor teacher use of Homework Hotline to insure weekly homework assignments are current.	08/28/2009	05/20/2011	After School	Local Funds	0
3	Teachers will contact parents of struggling homeroom students once a quarter to report on student progress.	10/22/2009	04/22/2011	Before School	Other	0
4	Parent nights will established once a quarter to provide educational programs and learn of school assistance on ways to support their students academic learning.	10/29/2009	05/13/2011	After School	State Funds	5,000

Section II-E Action Plan - Monitoring

Objective 1 Title :

Improve the Math Performance of all West Central High School Students

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

To monitor the effectiveness of the strategies and activities previously described, the school will implement the following processes:

1) A master schedule of the HS each year will demonstrate the establishment of the homeroom advisory period. The teachers will be required to submit weekly reports on the student level of success in accomplishing the Math WorkKeys problems assigned. Results of these reports will be shared with math and special education curriculum consultants as well as the staff to identify areas of continued weakness. These areas will be addressed in the math classes.

- 2) Attendance records and student data will be analyzed from each assessment, course offering, and after school assistance program to determine the extent of participation, the growth experienced by those participants, and the areas of student academic weaknesses. This data will be shared with staff, administration, parents, and consultants where appropriate. Further improvements in activities, classes, and programs will be adjusted as identified.
- 3) Staff attendance and evaluations will be examined after each professional development experience. Specific strategies learned will be identified for implementation. Reports provided by building administration and curriculum consultants' walk-throughs and classroom observations will assist us in identifying continued areas of weakness in need of additional support. The math and special education consultants will provide us with monthly summaries of their observations and recommendations for continued improvement.
- 4) District and Building Administration will review and evaluate staff credentials and teaching assignments to determine hiring needs and appropriate placement of building staff.
- 5) Records of the number of parents requesting access passwords to the SKYWARD management program and attending parental meetings will be charted for base participation levels and growth will be maintained. The building principal will monitor the Homework Hotline updates and report those figures to staff to encourage a 90% participation level. Phone logs of parent contact will be maintained for building principal review.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Phil Geiser	Building Principal
2	Ralph Grimm	District Superintendent
3	Jeanne Serven	Curriculum Director

Section II-A Action Plan - Objectives

Objective 2

Improve the Reading Performance of all West Central High School Students

Objective 2 Description

While our current achievement in reading for Grade 11 shows 38.1% of our students in the Meets/Exceeds categories, the eleventh grade will make AYP of at least 77.5% in 2010 or Safe Harbor and 85% in 2011 or Safe Harbor.

This objective addresses the following areas of AYP deficiency:

- 1. School is deficient in Reading Meets and Exceeds
- 2. School is deficient in Mathematics Meets and Exceeds
- 3. White students are deficient in Reading Meets and Exceeds
- 4. White students are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Strategies and Activities for Students

Objective 2 Title :

Improve the Reading Performance of all West Central High School Students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Implement a homeroom advisory period in the HS schedule to establish closer student-staff relationships, monitor academic progress, and provide Reading Workkeys practice exercises once a week.	08/19/2009	05/25/2011	During School	Local Funds	4,000
2	Administer EXPLORE to 8th & 9th grades, PLAN to 10th grades and ACT to 11th grades and analyze data to determine areas of weakness in reading and English	04/28/2010	04/27/2012	During School	State Funds	0
3	Provide after school tutoring assistance and transportation to all students and those struggling students as identified by the D/F lists four nights a week throughout the school year.	08/31/2009	05/20/2011	After School	State Funds	2,500
4	Provide ACT Prep Course to all juniors with tuition provided by District.	01/25/2010	03/30/2012	After School	Local Funds	0
5	Provide access and tuition payments for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	08/21/2009	05/20/2011	After School	Local Funds	0
6	Provide student incentives for growth on state assessments, attendance, and academic performance in classrooms	08/19/2009	05/20/2011	During School	Local Funds	2,000

7	Provide Freshman Academy summer school program for those incoming freshman below target performance in Reading on EXPLORE assessment	06/15/2009	07/22/2011	Summer School	Local Funds	5,000
8	Implement the use of Lexia online reading program to target struggling students' areas of weakness and provide appropriate instruction.	01/15/2010	05/20/2011	During School	Other	2,000

Section II-C Action Plan - Professional Development Strategies and Activities

Objective 2 Title :

Improve the Reading Performance of all West Central High School Students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Hire reading/English consultant to provide on-site coaching, assessment data analysis, curriculum alignment, and assistance to MS & HS reading and special education instructors for 2 days/month for the 09-10 and 10-11 school years	09/14/2009	05/20/2011	During School	Other	34,000
2	Provide all staff training in WorkKeys and PSAT reading/English assessment and expectations to support their assistance provided in homerooms	09/16/2009	02/11/2010	During School	Other	0
3	Re-evaluate staff credentials and assignments to determine hiring needs and appropriate placement of English staff.	12/16/2009	12/21/2011	During School	Local Funds	0
4	Provide English and Special education teachers professional development in Lexia online reading program for implementation with struggling readers.	12/10/2009	02/11/2010	During School	Other	0
5	Provide 5 sessions of professional development on Write To Learn training for building staff to incorporate reading and writing and learning across the curriculum	11/18/2009	05/21/2010	After School	Other	0

Section II-D Action Plan - Parent Involvement Strategies and Activities

Objective 2 Title :

Improve the Reading Performance of all West Central High School Students

		TimeLine			Budget	
	Strategies and Activities	Start Date	End Date		Fund Source	Amount(\$)
1	Provide parent access to SKYWARD management program to permit parents daily access to student grades, attendance, and discipline referrals	08/19/2009	05/20/2011	Before School	Other	0
2	Monitor teacher use of Homework Hotline to insure weekly homework assignments are current	08/28/2009	05/20/2011	After School	Local Funds	0
3	Teachers will contact parents of struggling homeroom students once a quarter to report on student progress	10/22/2009	04/22/2011	Before School	Other	0
4	Parent nights will be established once a quarter to provide educational programs and learn of school assistance on ways to support their students' academic learning.	10/29/2009	05/13/2011	After School	State Funds	5,000

Section II-E Action Plan - Monitoring

Objective 2 Title :

Improve the Reading Performance of all West Central High School Students

Monitoring - Include the process for monitoring the effectiveness of the strategies and activities for the objective and identify the person(s) responsible for overseeing the work. Describe the process and measures of success of this objective. (How will school personnel monitor the effectiveness of the strategies and activities?)

To monitor the effectiveness of the strategies and activities previously outlined, the school will implement the following processes:

1) The teachers will be required to submit weekly reports on the student level of success in accomplishing the Reading WorkKeys/ACT practices exercises. Results of these reports will be shared with the English and special education departments as well as the English consultant to identify areas of continued weakness. These areas will be addressed in the English classes.

- 2) Data gathered from assessments, course offerings and the after school assistance program will be analyzed as outlined in the Math monitoring portion of this document in order to make further improvements or adjustments to those programs.
- 3) Staff attendance and evaluations will be examined after each professional development experience. Specific strategies learned will be identified for implementation. Reports provided by building administration and English consultants' walk-throughs and classroom observations will assist us in identifying continued areas of weakness in need of additional support. The English consultant will provide us with monthly summaries of their observations and recommendations for continued improvement.
- 4) District and building administration will review and evaluate staff credentials and teaching assignments to determine hiring needs and appropriate placement of building staff.
- 5) Parental involvement activities will be monitored as outlined in the math objective.

Designate the name and role of the person(s) (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.

	Name	Title
1	Phil Geiser	Building Principal
2	Jeanne Serven	Curriculum Director
3	Ralph Grimm	District Superintendent

Section III - Development, Review and Implementation

Part A. Parent Notification*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification - Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (**Requirement for Title I Schools only.*)

A brief overview of the 2009 AYP report was presented to the Board of Education at the October 2009 Board meeting and the School Report Card is available to all parents on the District Website or copies may be obtained in the building offices. This is being done on an annual basis.

Section III - Development, Review and Implementation

Part B. Stakeholder Involvement

Stakeholder Involvement - Describe specifically how stakeholders (including parents, school staff, and outside experts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.

The School Improvement Core Team consists of the building principal and teachers representing different curriculum areas and the special education department. All faculty members are considered a member of the school improvement team at large. Every faculty member is a member of a designated committee with each committee having a core team member as the chair. We believe that the school improvement can only be actualized through the efforts of all stakeholders. All West Central High School staff will continue each year to be a part of the SIP team. We have a small group of teachers that also have students attending school in the district as well. They assist us in providing the parent perspective when a parent is unable to attend our meetings.

All schools within our district use a data driven approach to the development of the school improvement plan each year. Faculty have been trained in the analysis of data, making observations on the data, generating problem statements and hypotheses based on the data and then creating action plans for the next year.

This year, we have implemented the aid of one RESPRO consultant to work with our team and district staff to assist with professional development and plan development. We also have secured the services of the outside Math consultant, outside English consultant, and outside Special Education consultants who conducted district audits in these areas to

make 7 two-day trips to our district and work with appropriate staff to implement the recommendations that gave us for improvement in these areas.

	Name	Title
1	Phil Geiser	Building Principal
2	Shawn Whitaker	English instructor
3	Jeanne Seitz	Math instructor
4	Dan Potts	District Band Director
5	Cherry Simmons	HS & MS Art instructor
6	Trish Foxall	Business Education instructor
7	Jill Colley	RESPRO/Roe consultant
8	Judy Johnstone	English consultant
9	Fern Tribbey	Math consultant
10	Denise Vandaele	Special Education consultant

Section III - Development, Review and Implementation

Part C. Peer Review Process

Peer Review - Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. The peer review should precede the local board approval and must be completed within 45 days of receiving the school improvement plan. For further description of the peer review process see LEA and School Improvement: Non-Regulatory Guidance, July 21, 2006, at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

Description of peer review process including participants and date(s) of peer review.

Peer review begins at the building level. After the SIP teams gather and analyze data and review it with building staff for input, the Core Team identifies the objectives for the Plan. Staff input is then gathered for ideas on strategies and activities that should be implemented based on these objectives. The Core Team uses that input to "flesh out" the

scientifically-based research actions that they feel will have the greatest impact on student achievement and teacher knowledge. When the plan is completed, it is once again shared with the building staff for their final comments.

Then the plan is sent to the District level for review and analysis. Feedback is made here and the teams make any final adjustments.

Since our placement on the State's School Improvement list, our District has sought the assistance of out-of-district peer reviewers. Our RESPRO support team will provide us with a list of acceptable outside reviewers.

Peer Review Team:

Jill Colley RESPRO Consultant, SIP Specialist

Shelia Burns RESPRO Consultant, SIP Specialist

Doug Whisker RESPRO Coach, SIP Specialist

After recommendations from those reviewers have been considered, a final copy of our building's School Improvement Plan will be presented to our Board of Education for Approval on January 20, 2010. Once their approval has been received, we will submit it to the Illinois State Board of Education for approval.

Section III - Development, Review and Implementation

Part D. Teacher Mentoring Process

Teacher Mentoring Process - Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

Our school district participates in the Induction for the 21st Century Education mentor training provided through the Regional Office of Education. We have a state approved mentoring plan on file with ISBE and provide mentor support to our new teachers. Faculty who completed this training applied to the District Mentor Coordinator for assignment of new staff. Mentors meet once a month with their mentees to discuss classroom management and instructional issues and offer support and guidance. Mentors also make recommendations to the District Curriculum Director for any staff who might need additional professional development training in a particular area. Funding is set aside to provide out of district opportunities for new staff.

At the start of this past school year, three days were set aside for New Teacher District Orientation. All new teachers were required to attend. The first two days required

teachers to go through a locally developed Teacher Academy with a curriculum based on best practices for teaching and learning. Opportunities for interaction and sharing were provided. On the third day, presentations were provided to acquaint the new employee with district and building staff and policies. A presentation was made by the district superintendent, outlining general expectations of teachers. Presentations on curriculum and assessments, special education, and technology were provided by District employees. The remainder of the day was devoted to building routines and orientation. The high school principal guides new teachers through a discussion of the high school handbook and a new teacher orientation packet before the first official day of school.

Periodically throughout the school year, the district superintendent meets with new staff to discuss issues and the mentoring support they have received. Feedback is sought from the new staff to make improvements to subsequent years' presentations.

Section III - Development, Review and Implementation

Part E. District Responsibilities

District Responsibilities - Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.

The district provides guidance and assistance in accessing, analyzing, and evaluating state and local assessment, demographic, program, and perception data. It assists in evaluating the school's strengths and weaknesses. District level employees help them identify possible hypotheses for areas of weakness and prioritize their needs. The District also provides assistance in developing an action plan which will have the greatest impact on the teaching and learning in each school for each identified group.

The district prioritizes NCLB and District funds as needed for the building's use, such as for the payment of registration fees, presentors, stipends, travel, substitutes, and facilities for professional development as well as the supplies based on the building's SIP plans' requests. The District also provides personnel and materials as needed and where possible to implement their action plans. Opportunities are also available for department meetings to offer staff opportunities to collaborate and to monitor the progress of their actions.

Corrective Actions taken by a district for a Title I school that failed to meet Adequate Yearly Progress for a fourth annual calculation (Corrective Action Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following actions in such a school per NCLB, Section 1116(b)(7)(C)(iv). (Check all that apply.)

- ☐ Require implementation of a new research-based curriculum of instructional program;
- ☐ Extension of the school year or school day;
- ☐ Replacement of staff members relevant to the school's low performance;
- ☐ Significant decrease in management authority at the school level;
- ☐ Replacement of the principal;
- ☐ Restructuring the internal organization of the school;
- ☐ Appointment of an outside expert to advise the school.

Restructuring Options (allowed in Illinois) selected by a district for a Title I school that failed to meet Adequate Yearly Progress for a fifth annual calculation (Restructuring Status) should be aligned with the strategies and activities of this plan. The district must take one or more of the following options in such a school. (Please check all that apply.)

- ☐ Reopening the school as a public charter school, consistent with Article 27A of the School Code (105 ILCS 5/Art. 27A.);
- ☐ Replacing all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ Entering into a contract with a private entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school;
- ☐ Implementing any other major restructuring of the school's governance that makes fundamental reform in:
 - ☐ governance and management, and/or
 - ☐ financing and material resources, and/or
 - ☐ staffing.

Section III - Development, Review and Implementation
Part F. State Responsibilities

State Responsibilities - Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

The Henderson/Mercer/Warren Regional Office of Education provides numerous areas of support for our district and schools. They are available for collaboration on professional development needs and have provided access to other professional development resources when requested. We have utilized the services of professors from Western Illinois University and Monmouth College to assist us with curriculum alignment and analysis. The RESPRO consultants have met with our District and building administrators to explain the protocol and provided assistance in the development of our school improvement plans in order to meet state and federal requirements. ISBE will provide us with technical assistance whenever we call or request it.

Section III - Development, Review and Implementation
Part G. School Support Team

	Name	Title
1	Jodi Scott	ROE superintendent
2	Jill Colley	ROE consultant
3	Fern Tribbey	Math consultant
4	Judy Johnstone	Reading consultant
5	Denise Vandaele	Special Education consultant
6	Jeanne Serven	District 235 Curriculum Director
7	Ralph Grimm	District 235 Superintendent

Section IV-A Local Board Action

DATE APPROVED by Local Board: **01/20/2010**

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6)).
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessments with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B.SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the school the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By sending e-mail notification of the plan completion from the **Submit Your Plan** page (Section IV-C) the plan shall be deemed to be executed by the superintendent on behalf of the school.

Section IV-B ISBE Monitoring

PART I - SECTIONS I and II OF THE PLAN

ANALYSIS OF DATA

☐ Yes ☐ No

Have the areas of low achievement been clearly identified? [C]

☐ Yes ☐ No

Does the SIP include analysis of report card data that sufficiently clarify the areas of weakness? [C]

☐ Yes ☐ No

Is it clear that the areas of weakness are broad or narrow and whether they affect many or few students? [C]

☐ Yes ☐ No

Does the analysis, along with other optional data, provide clear direction for the selection of the objectives, strategies, and activities? [C]

LOCAL ASSESSMENT DATA

☐ Yes ☐ No ☐ N/A

If included, is there evidence that the SIP team analyzed optional data to clarify the areas of weakness?

☐ Yes ☐ No ☐ N/A

Do these local assessment results add clarity to the state assessment data?

☐ Yes ☐ No ☐ N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA

☐ Yes ☐ No ☐ N/A

If included, has the SIP team analyzed other available data to clarify the areas of weakness in order to target improvement strategies and activities?

☐ Yes ☐ No ☐ N/A

Do the other data add clarity to the state assessment data?

☐ Yes ☐ No ☐ N/A

Does the analysis, along with the other data, provide clear direction for the selection of the objectives, strategies, and activities?

IDENTIFICATION OF KEY FACTORS☐ Yes ☐ No

Have data or research been used to determine the key factors believed to cause low performance? [C]

☐ Yes ☐ No

Are the key factors within the district's capacity to change or control? [C]

CLARITY OF OBJECTIVES☐ Yes ☐ NoHas the SIP team stated measurable objectives that clarify the present areas needed for improvement for the two years of the plan? [C]☐ Yes ☐ No ☐ N/A

Do the objectives address all areas of AYP deficiency? [C]

ALIGNMENT OF STRATEGIES AND ACTIVITIES☐ Yes ☐ No

Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?

☐ Yes ☐ No

Will the selected strategies and activities likely improve student learning and achievement? [C]

☐ Yes ☐ No

Are the strategies and activities measurable? [C]

☐ Yes ☐ No

Are the measures of progress for the strategies and activities clearly identified? [C]

☐ Yes ☐ No

Are expectations for classroom behavior and practice related to the objectives clear? [C]

☐ Yes ☐ No ☐ N/A

Is professional development aligned with the strategies and activities for students? [C]

☐ Yes ☐ No ☐ N/A

Do the professional development strategies and activities directly address the factors that caused the school to be identified in status or in special education non-compliance?

☐ Yes ☐ No ☐ N/A

Do the parent involvement strategies clearly align with the strategies and activities? for students? [C]

<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> N/A	Do these parent activities relate to the factors contributing to low achievement and will they engage parents in sharing responsibility for student learning?
<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Are timelines reasonable and resources coordinated to achieve the objectives? [C]
MONITORING	
<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan? [C]
<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will the collection of strategies and activities, along with the monitoring process, provide sufficient direction for plan implementers? [C]

PART I - COMMENTS**January 22, 2010**

The RESPRO area review of this plan is complete. Please implement this plan with RESPRO assistance. You have a focused plan that pays attention to important data and have identified significant challenges. I hope to talk with district/school staff and your area RESPRO because I think I have a couple of schools that would be worth talking to about restructuring steps they're taking. Regarding the action plan: strategies and activities could more clearly define the roles of those expected to implement, but I like the specificity of the measures described in the monitoring process. (Why not embed some benchmarks of success also?) Best wishes during implementation. **Carol Diedrichsen ISBE Innovation and Improvement** cdiedric@isbe.net

RESPRO area comments:

After working with your area RESPRO, this plan is in compliance and is ready for implementation with the continued assistance and support of your area RESPRO.
Colley 1/22/10

Jill

PART II - SECTIONS III and IV OF THE PLAN

PARENT NOTIFICATION

☐ Yes ☐ No ☐ N/A

Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand? (Title I Schools Only) [C]

STAKEHOLDER INVOLVEMENT

☐ Yes ☐ No

Does the plan describe how stakeholders have been consulted? [C]

☐ Yes ☐ No

Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes? [C]

PEER REVIEW

☐ Yes ☐ NoIs the peer review process described and is there evidence that this plan has been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP? [C]

TEACHER MENTORING PROCESS

☐ Yes ☐ No

Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession? [C]

DISTRICT RESPONSIBILITIES

☐ Yes ☐ No

Is it clear what support the district will provide to ensure the success of the plan? [C]

☐ Yes ☐ No ☐ N/A

If applicable, is it clear what corrective actions or restructuring options the district is taking with this school? [C]

STATE RESPONSIBILITIES

☒ Yes ☐ No

Does the plan indicate what support outside providers have given in developing the plan and what support, if any, is expected for its implementation? [C]

SCHOOL SUPPORT TEAM☒ Yes ☐ No ☐ N/A

Have the names and titles of School Support Team members been listed in the plan? Does the team appear to have the expertise to support this school in regards to the school improvement plan? [C]

APPROVAL DATE OF LOCAL BOARD☒ Yes ☐ No

The plan indicates the approval date of this plan. [C]

PART II - COMMENTS

This plan is in compliance and should be implemented with the assistance of your area RESPRO. If you choose to update this plan, you may request that your area RESPRO update the ISBE monitoring prompt as this is the official state monitoring record. The Area 2 review of this plan is complete. Jill Colley 1/22/10