
School Improvement Plan

West Central High School CUSD #235

Plan for 2014 - 15

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

2014 - 2015

An Integrated School Improvement Plan for

WEST CENTRAL HIGH SCHOOL

West Central School District

July 1, 2014 – June 30, 2015

PROVIDING OPPORTUNITY, EXPECTING EXCELLENCE



TABLE OF CONTENTS

		PAGE(S)
I.	INTRODUCTION AND BACKGROUND	
1.1	SCHOOL COMMUNITY	4
1.2	SCHOOL IMPROVEMENT TEAM	5
1.3	OTHER INFORMATION	6
II.	DATA COLLECTION, ORGANIZATION AND TRENDS	
2.1	DATA COLLECTION METHODS	6
2.2	ASSESSMENT DATA	6-18
2.3	DEMOGRAPHIC DATA	19-28
2.4	PROGRAM DATA	28
2.5	PERCEPTION DATA	28-33
III.	PROBLEM STATEMENTS AND HYPOTHESES	34-37
IV.	GOALS, STRATEGIES, AND INTEGRATED ACTION PLAN (EXCEL)	37-50
V.	REFLECTION, EVALUATION AND REFINEMENT	50
5.1	SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE	
5.2	MONITORING	
5.3	COMMUNICATION PLAN	

LIST OF TABLES AND CHARTS

Table 1:	School Improvement Team	5
Table 2:	Data collection	6
Table 3a:	State assessment data	6-8
Table 3b:	PSAE Work Keys Scores	10
Table 3c:	PLAN test results	11
Table 3d:	EXPLORE test results	12
Table 3e:	EXPLORE, PLAN, PSAE and ACT special ed. subgroup scores	14
Table 3f:	Low Income Explore scores	15
Table 3g:	Low Income Plan scores	15
Table 3h:	English lab, Math lab and Power Math data	16-17
Table 3i:	Lab and Power math enrollment data	17
Table 4a:	General school data	18-19
Table 4b:	Enrollment data – 6 th day enrollment	20
Table 4c:	Special education enrollment data	21
Table 4d:	Discipline data	21-22
Table 4e:	Tardy data	22-23
Table 4f:	Educator data	24-25
Table 4g:	Professional development offerings	26-27
Table 5:	Curriculum implementation data	28
Table 6a:	Parent survey data	28-29
Table 6b:	Staff survey data	29-30
Table 6c:	Student survey data	30-31
Table 7:	Patterns of strengths and challenges	31-33
Table 8a,b,c,d:	Problem statements and hypotheses	33-37

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 297 on campus (6 off-campus) with 17 full-time certified teachers, 5 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

- WCHS made AYP (safe harbor) during the 2012-2013 school year.
- WCHS will also be completing the first year of the Rising Star school improvement process.
- The staff is highly involved with extra-curricular activities for the students, with 82% of the faculty serving as a coach or sponsor. These include eleven sports, art club, scholastic bowl team, math team, 21st century clubs, speech team, WYSE 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.
- 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 15:1 compared to the state average of 18:1.
- 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 21st 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 are provided.
 - CNA class and ACT Prep class are provided as well.
- 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. 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.
- This High School is a 2011 Academic Improvement Award winner from the Illinois Board of Education due to exemplary progress that has been sustained.

School Challenges

- There is a low level of parent involvement. Only 27% 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.
- 44% 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	Starting year of service	Years on team
Mr. Scott Schneider	Principal	2012	2
Mr. Randy Frakes	Asst. Principal	2012	2
Mr. Adam Boyle	Social Sciences	2009	5.5
Mr. Erik Davis	English	2012	2
Mr. Darrell Gittings	Agriculture	2010	4
Ms. Megan Smith	Math	2012	2
Mrs. Michelle Tutor	Spanish	2012	2

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

- 10.5% 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, as well as through email. Students were surveyed through their individual email accounts. On December 13, 2014, the teachers conducted a data walk to analyze information contained in the tables presented. 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

2012 Assessment Cycle

2.2 Assessment Data

Table 3a

	West Central 2009	West Central 2010	West Central 2011	West Central 2012	West Central 2013
3rd Grade					
Reading -All	70%	84%	73%	84%	63%
Reading – Low Inc./ Others	76% 63%	83% 85%	%	77% 90%	58% 77%
Reading – IEP/ Others	46% 75%	63% 87%	40% 78%	67% 86%	46% 67%
Math – All	82%	93%	95%	88%	62%
Math – Low Inc./ Others	80% 84%	91% 96%	90% 100%	85% 90%	53% 76%
Math – IEP/ Others	61% 86%	75% 95%	100% 98%	67% 90%	46% 65%
Writing	52%	44%	DNT	DNT	DNT
4th Grade					
Reading - All	81%	75%	89%	85%	58%
Reading – Low Inc./ Others	66% 93%	73% 77%	88% 91%	83% 87%	55% 62%
Reading – IEP Others	59% 86%	50% 81%	40% 93%	83% 85%	67% 57%
Math - All	95%	93%	100%	96%	73%
Math – Low Inc. Others	91% 98%	90% 97%	100% 100%	97% 96%	71% 76%

Math – IEP/ Others	83% 97%	93% 93%	100% 100%	100% 96%	67% 72%
Science - All	91%	82%	92%	87%	85%
Science – Low Inc./ Others	84% 95%	81% 83%	88% 97%	87% 88%	77% 62%
Science-IEP Others	75% 94%	57% 88%	60% 93%	100% 85%	50% 89%
5th Grade					
Reading - All	72%	85%	78%	89%	58%
Reading – Low Inc./ Others	69% 76%	74% 93%	82% 72%	86% 91%	55% 62%
Reading – IEP/ Others	54% 76%	71% 86%	57% 79%	60% 91%	33% 71%
Math - All	88%	93%	87%	94%	77%
Math – Low Inc. Others	91% 85%	97% 91%	84% 90%	92% 97%	67% 89%
Math – IEP/ Others	77% 91%	86% 94%	86% 87%	80% 95%	33% 83%
Writing	70%	67%	DNT	DNT	DNT
	West Central 2009	West Central 2010	West Central 2011	West Central 2012	West Central 2013
6th Grade –					
Reading - All	79%	76%	92%	71%	50%
Reading – Low Inc./ Others	79% 79%	72% 81%	86% 95%	67% 77%	47% 60%
Reading – IEP/ Others	36% 87%	20% 85%	40% 95%	0% 77%	33% 67%
Math - All	81%	91%	90%	73%	62%
Math – Low Inc Others	76% 85%	90% 92%	83% 95%	85% 64%	50% 71%
Math – IEP/ Others	36% 90%	50% 97%	40% 94%	0% 79%	50% 71%
Writing	66%	68%	DNT	DNT	DNT
7th Grade					
Reading - All	86%	77%	77%	85%	35%
Reading – Low Inc./ Others	72% 94%	70% 83%	74% 81%	73% 93%	30% 48%
Reading – IEP/ Others	55% 91%	10% 87%	25% 87%	40% 89%	14% 37%
Math - All	89%	82%	88%	88%	45%
Math – Low Inc./ Others	80% 94%	73% 90%	87% 89%	85% 90%	43% 71%
Math – IEP/ Others	36% 98%	20% 91%	42% 97%	20% 93%	14% 48%
Science - All	89%	81%	87%	88%	73%
Science – Low Inc./ Others	88% 90%	76% 85%	87% 86%	77% 95%	72% 82%
Science – IEP/ Others	55% 94%	20% 88%	67% 93%	40% 85%	29% 89%

Others	94%	90%	90%	92%	76%
8th Grade					
Reading - All	84%	82%	82%	84%	58%
Reading – Low Inc./ Others	78% 89%	71% 89%	79% 85%	84% 84%	49% 71%
Reading – IEP/ Others	60% 89%	40% 88%	36% 90%	42% 92%	29% 48%
Math - All	81%	82%	76%	85%	38%
Math – Low Inc./ Others	69% 89%	71% 89%	69% 83%	81% 89%	32% 47%
Math – IEP/ Others	33% 91%	20% 91%	18% 85%	33% 95%	14% 41%
Writing	60%	71%	DNT	DNT	DNT
	West Central 2009	West Central 2010	West Central 2011	West Central 2012	West Central 2013
11th Grade - PSAE					
Reading	38%	53%	51%	60%	71%
Reading – Low Inc. Others	36% 40%	35% 71%	37% 56%	59% 60%	59% 77%
Reading – IEP/ Others	8% 45%	0% 66%	0% 54%	0% 62%	29% 76%
Math	24%	37%	45%	39%	51%
Math – Low Inc./ Others	16% 30%	14% 61%	32% 50%	33% 42%	32% 60%
Math – IEP/ Others	0% 29%	0% 46%	0% 48%	0% 40%	14% 55%
Science	35%	47%	43%	42%	48%
Science – Low Inc. Others	29% 40%	32% 61%	37% 45%	36% 57%	38% 42%
Science – IEP/ Others	0% 43%	0% 57%	0% 45%	0% 52%	14% 52%
Writing	44%	53%	56%		
ACT College & Career Readiness					
English	73%	52%	62%	60%	65%
Mathematics	18%	16%	29%	26%	25%
Reading	45%	36%	39%	38%	39%
Science	14%	18%	21%	16%	21%
Meeting all four	8%	11%	17%	13%	13%
ACT Summary					
Composite	17.7	19.0	20.2	19.2	19.5
English	17.0	18.7	19.9	19	19.7
Math	16.9	18.6	19.3	18	18.4
Reading	18.2	19.1	20.7	20	19.4
Science Reasoning	18.0	19.0	20.1	20	19.4
Percent Tested on ACT	98.6%	97.4%	90%	96%	100%
Number Tested	72	78	66	73	69

Source – Student Information System assessment results

Observations

2013

PSAE

- Reading scores increased 11% from 2012 to 2013.
- 29% of our IEP students met or exceeded on the reading portion of the PSAE in 2013.
- Non-IEP students increased 12% in reading from 2012 to 2013.
- IEP students increased by 14% in science between 2012 and 2013.
- Math scores increased 12% from 2012 to 2013.
- In Math, IEP students increased by 14% in 2012 to 2013.
- Low Income/Other students increased by 18% in Math from 2012 to 2013.

2012

PSAE

- Reading scores increased by 9%
- Reading low income scores increased by 22% from 2011 and has increased significantly over the past four years
- Reading IEP scores increased by 8%
- Math IEP went down 8%
- Science IEP up 7%
- Math decreased 5%
- Science increased 3%
- Meets in All 4 categories decreased 3%

2011

PSAE

- Math increased 8% points from 37% meeting and exceeding in 2010 to 45% meeting and exceeding in 2011. This (45%) is the highest percentage in our consolidated history.
- Math increased 21% in 2 years from 24% in 2009 to 45% in 2011.
- Science has decrease from 47% in 2010 to 43% in 2011.
- 4 of 6 years Reading reached over 50% in meeting 77.5%.
- Reading decreased 2% points from 53% in 2010 to 51% in 2011.
- Low income students' scores have increased in all areas. In math, scores increased 18%. 14% met in 2010 and increased to 32% in 2011.
- IEP Students- 0% met standards in reading the last 2 years, 0% met in math the last 5 years, and 0% met in science the last 3 years.

College Readiness

- Meeting in all 4 areas is the highest percentage (Reading, English, Math and Science) in our consolidated history- 17% met College Readiness Standards in all 4 areas in 2011. In 2009, 9% met in all 4 areas.
- English increased 9% from 53% in 2010 to 62% in 2011.
- Math increased 3% from 26% in 2010 to 29% in 2011.
- Reading increased 7% from 32% in 2010 to 39% in 2011.
- Science increased 4% from 17% in 2010 to 21% in 2011.

ACT

2013

- The percent of students meeting in ACT Math increased from 24% to 51% between 2012 and 2013.
- The number of students who met on all three categories on the ACT rose from 14% in 2012 to 41% in 2013.

2012

- ACT scores dropped across the board; largest decrease in math.
 - English down .9%
 - Math down 1.3%
 - Reading down .7%
 - Scientific Reasoning down .1%
- Science scores increased 10% over the last 5 years

2011

- Highest composite score in 6 years. Beginning in 2006 with a composite score of 17.9 raising the score to 20.2 in 2011.
- ACT composite scores have increased in the past 3 years.
- Scores increased in all areas from the previous year
 - English 18.7-19.9
 - Math 18.6-19.3
 - Reading 19.1-20.7
 - Science 19.0-20.1
- 66 students took ACT - 73 students took PSAE in 2011.
- # of students taking test are inconsistent

Table 3b: PSAE Work Keys Scores West Central

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
READING-Score	4.54	4.82	4.71	5	5.1
% Scoring 5 or better	40.8	66.2	58.9	67.6	71
MATH Score	4.38	4.62	4.79	4.96	4.8
% Scoring 5 or better	39.4	51.9	56.1	61.9	60
# of Students Tested	71	77	73	71	68

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

Work Keys

2012-2013

- There has been consistent growth over the past 5 years, from 2008 -2013, in Reading (30%) and Math (20%).

2011-2012

- Math number & percentage scoring 5 or better increased over past 3 years. (2009-2011) by 10%

2010-2011

- Reading percentage of students meeting 5 decreased 7.3% points.
- Math is the highest it has ever been with # and % scoring 5 or better (56.1%).
- Math increased 4.2% points form 2010-2011.

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 10th grade level.

	2008-09	2009-10	2010-11	2011-2012	2012-2013
English Target – 15	17.27	17.71	17.23	18.65	17.5
Math Target – 19	17.26	17.69	17.36	18.35	18.6
Reading Target 17	17.31	17.25	18.23	18.68	18.1
Science Target 21	18.66	18.25	18.17	19.78	17.2
Composite	17.63	17.73	17.75	18.8	17.85
# of students tested	71	72	85	69	79

Source - District created Stop and Go charts

PLAN

2012-2013

- Test scores in English decreased by 1.15 points from 2011-2012 to 2012-2013.
- Scores increased in Math by .25 from 2011-2012 to 2012-2013.
- Reading scores decreased by .58 from 2011-2012 to 2012-2013.
- Science decreased by 2.58 between 2011-2012 and 2012-2013.
- The composite score decreased almost an entire point from 2011-2012 and 2012-2013.

2011-2012

- Higher composite by approximately 7%

- English Scores increased 2.5 for 07/08 to 08/09 and have sustained gains since that time period
- PLAN score composite has increased every year, beginning in 2007/2008, with a score of 15.63, and culminating this past year, 2011/2012, with a score of 17.75.
- Reading scores increased a point from an average of 17.25 to 18.23 from 2010-2011, 2011-2012. This represents the largest subject area increase from the past school year to this year.

2010-2011

- The class of 2013 appears to have made growth in math (-2.25 to -1.64 benchmark).
- Students have not met in either math or science for the last 5 years
- The class of 2013 has met/exceeded the target benchmark in explore reading and PLAN reading.
- Students have met in English 4 of the last 5 years.
- Almost a 1 point jump from 2010 to 2011 in reading.
- Math has remained fairly consistent the last 3 years (.4 change + or -).
- Science has decreased for the last three years.
- Composite has increased for the last three years.
- 4 more students were below benchmark in math from 9th to 10th grade.
- 8 fewer students were below benchmark in reading from 9th to 10th grade.
- A large number of students enter high school below benchmark (65% of current freshmen were below benchmark in math; 47% of current freshmen were below benchmark in reading).

Table 3d: Explore Test Results – Average Class Score

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

	2008-09	2009-10	2010-11	2011-12	2012-2013
8TH GRADE					
English Target – 13	15.37	15.75	14.84	15.1	17.75
Math Target – 17	15.71	16.17	15.58	15.5	17.16
Reading Target 15	15.64	16.52	15.78	15.5	18.14
Science Target 20	17.52	17.05	17.11	16.5	18.7
Composite	16.06	16.37	15.83	15.7	17.9
# of students tested	82	75	81	76	75
9TH GRADE					
English (Target – 14)	16.62	15.78	17.10	15.7	17.75
Math (Target – 18)	16.38	15.75	16.87	16.1	18.14
Reading (Target – 16)	17.44	15.82	17.43	16.4	18.17
Science (Target -20)	17.54	17.62	18.17	17.4	17.16
Composite	17.0	16.24	17.39	16.4	17.80
# of students tested	68	79	84	84	65

Source - District created Stop and Go charts

Explore, Plan 8th, 9th

2012-2013

- English, Reading, and Math all showed increases
- The Class of 2016 increased in all scores from 8th grade to 9th grade

2011-2012

- Average math and science scores have not met for past 5 years in 8th grade or 9th grade
- 8th grade composite decreased from 2009-2011
- Diagonally this year's freshmen class improved in all categories

2010-2011

8th Grade Explore

- Scores decreased from 2010 to 2011 in all areas except science.
- In math, students have not achieved benchmark for the last five years.
- In science, students have not achieved benchmark for the last five years.
- In English and reading, students have made benchmark for the last five years.
- Composite score is static over the 5 year period-(2006-07: 15.81; 2010-11: 15.83).

9th Grade Explore

- Composite was highest in 2010-2011. (Current sophomores)
- Scores increased from 2010 to 2011 in all areas.
- Students have been above benchmark in English for the last 4 years.
- Students have not met in either math or science for the last 4 years.
- Students have met in reading 3 of the last 4 years.
- 1.5 point growth can be seen from the 8th grade to 9th grade composite for the class of 2014.
- As freshmen the class of 2013 was below benchmark in all areas except English.
- 1.5 point growth in composite for the class of 2014 is shown.
- 11 fewer students were below benchmark in reading from 8th grade to 9th grade.
- 6 fewer students were below benchmark in math from 8th to 9th grade.

Special Ed.

- Very few students who have an IEP have met benchmark over a 4 year period.
- 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
 Source- District created Stop and Go Charts and IIRC website

Testing Period	Subject Area	2009	2010	2011	2012	2013
8 th Grade Explore	Reading	0/2 0%	0/6 0%	0/9 0%	0/8 0%	0/6 0%
	Math	0/2 0%	0/6 0%	0/9 0%	0/8 0%	0/6 0%
9 th Grade Explore	Reading	0/3 0%	0/2 0%	0/5 0%	0/9 0%	0/8 0%
	Math	0/3 0%	0/2 0%	0/5 0%	0/9 0%	0/8 0%
10 th Grade PLAN	Reading	0/11 0%	0/3 0%	0/2 0%	0/5 0%	0/9 0%
	Math	0/11 0%	0/3 0%	0/2 0%	0/5 0%	0/9 0%
11 th Grade PSAE	Reading	1/13 8%	0/14 0%	0/3 0%	0/1 0%	2/7 28%
	Math	0/13 0%	0/14 0%	0/3 0%	0/1 0%	1/7 14%
11 th Grade ACT	Reading	1/13 8%	0/12 0%	0/3 0%	0/1 0%	0/7 0%
	Math	0/13 0%	0/12 0%	0/3 0%	0/1 0%	0/7 0%

Class of 2010 Green
 Class of 2011 Blue
 Class of 2012 Red
 Class of 2013 Teal
 Class of 2014 Orange
 Class of 2015 Yellow
 Class of 2016 Purple
 Class of 2017 Salmon

3E Special Education PLAN, EXPLORE and ACT 2013

- Increased in the reading portion of the PSAE by 28%
- Increased in the math portion of the PSAE by 14%

2012

- Only one student in 4 years has met or exceeded
- 0% of Special Education students have met standards since 2008
- Number of special education students has increased each year.

2011

- Two students who have an IEP have meet benchmark over a four year period.

Table 3f – Low income Explore scores *FRL = free and reduced lunch

Explore	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
# Taking Test	72	87	73	86	66
# FRL	19	29	21	25	28
%FRL	26%	33%	28%	29%	42%
% FRL Did Not Meet – Reading	73%	62%	61%	36%	64%
% FRL Did Not Meet - Math	79%	69%	76%	60%	85%

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

2012-2013

- % of students with FRL increased by 13%
- % of FRL not meeting in Reading increased by 28% and in Math by 25%

2011-2012

- FRL students not meeting reading standards decreased by 25% from 2010-2011
- FRL students not meeting math standards decreased by 16% from 2010-2011

2010-2011

- Higher % of students met in reading
- Higher % of students did not meet in math
- FRL numbers have decreased from 33 in 07-08 to 21 students in 2010-2011.
- Percentage of FRL who did not meet increased 7%
- 25% of our population is FRL

Table 3g – Low income Plan scores

Plan	2009-2010	2010-2011	2011-2012	2012-2013
# Taking Test	72	79	86	79
# FRL	19	25	25	37
%FRL	26%	32%	29%	47%
% FRL Did Not Meet –Reading	78%	36%	36%	47%
% FRL Did Not Meet – Math	89%	84%	60%	81%

Source - District created Stop and Go charts, Skyward (voluntary forms for free and reduced lunch) and IIRC website. As of December 31, 2011 the building free and reduced lunch breakdown for the district was as follows:
Pre-K 72%
Elementary 54%
Middle School 54%
High School 37%

Low Income PLAN

2012-2013

- The number of FRL students has increased from 19 to 37 over the last four years.
- The percentage of FRL students not meeting standards increased in Reading from 36% to 47% over the last year.
- The percentage of FRL students not meeting standards increased in Math from 60% to 81% over the last year.

2011-2012

- The percentage of FRL students who met in Math went up 24% even with a high number of students tested
- Percentage of students in reading who met has increased from 24% in 2008/09 to 64% in 2011-2012
- Low income meeting in math has improved 24% moving from 60% to 84% from 2010/2011-2011/2012

Low Income PLAN and EXPLORE

2010-2011

- For students identified as receiving free or reduced price lunches, the number of students not meeting the benchmark score on the Plan exam has reduced by 42% from 2010 to 2011 in reading.
- Comparing Explore and Plan exam data from 2010 to 2011 there was a 26% decrease in students who did not meet the benchmark in reading.
- Comparing Explore and Plan exam data from 2010 to 2011 there was a 15% increase in students who did not meet the benchmark in math.
- Close to half as many identify themselves as needing free or reduced price lunches at the high school level as do at the pre-K level.

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

Students below benchmark score for Explore and Plan					
		2009-2010			
8th Grade Explore		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2014	37	47%	35	45%
	class of 2015	53	65%	38	47%
9th Grade Explore		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2013	52	59%	40	45%
	class of 2014	31	35%	24	27%

10th Grade Plan		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2012	53	68%	34	44%
	class of 2013	56	66%	32	38%

Students below benchmark score for Explore and Plan					
2011-2012					
8th Grade Explore		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2015	53	65	38	47
	class of 2016	54/76	71	36/76	47
9th Grade Explore		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2014	31	35	24	27
	class of 2015	65/86	76	40/86	47
10th Grade Plan		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2013	56	66	32	38
	class of 2014	41/69	59	29/69	42

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

	2010-2011		2011-2012		2012-2013		2013-2014	
	Enter		Enter		Enter		Enter	
	#	%	#	%	#	%	#	%
9 th Grade Eng. Lab	14	19%	22	24%	20	29%	19	25%
10 th Grade Eng. Lab	24	30%	10	27%	12	14%	8	11%
9 th Power Reading	N/A				5	7%	17	27%
10 th Power Reading					8	9%	10	14%
11 th Power Reading					4	6%	N/A	
9 th Grade Math Lab	18	25%	20	22%	12	17%	15	20%
10 th Grade Math Lab	30	38%	18	11%	17	20%	5	7%
9 th Power Math	11	15%	8	9%	5	7%	4	5%
10 th Power Math	18	23%	12	16%	8	9%	3	4%
11 th Power Math					4	6%	N/A	

Lab Numbers

2012-2013

- The decrease in the number of students in lab is reflective of the implementation of power classes.
- 9th grade reading lab decreased 4% between 2011-2012 and 2012-2013.
- 10th grade English lab has decreased 19% from its inception in 2010 to the present.
- 10th grade math lab dropped 13% from the previous year to this year.
- Power Math decreased from almost ¼ of students in 2010-2011 to only 4% this year.

2011- 2012

- 76% of 2015 students in math are below benchmark.
- 47% of 2015 students below in reading on 9th grade explore
- At least ½ of students enter high school below bench mark

2010 - 2011

- 55% of 9th graders receive interventions in either reading or math or both.
- 53% of 10th graders receive interventions in either reading or math or both.

2.3 Demographic Data

Table 4a – General School Data

	2008-09		2009-10		2010-11		2011-12		2012-13	
	#	#	#	#	#	%	#	%	#	%
Attendance Rates for all and Sub Groups										
Attendance	302	92.50%	321	91.40%	317	93.00%	316	94.3%	309	93.8%
Gender - Male		93.10%		92.60%		93.40%		94.1%		94.1%
Gender - Female		91.90%		90.20%		92.80%		95.5%		93.6%
White		92.50%		91.40%		93.10%		94.3%		94%
Black		93.70%		68.40%		84.80%		62.2%		0%
Hispanic		80.50%		95.80%		95.20%		95.6%		89.9%
Asian/Pacific		0%		0%		0%		0%		95.4%
Am Ind/Alask		0%		0%		93.10%		85.9%		0%
Multiracial		97.50%		95.50%		96.90%		95.5%		90.1%
LEP		95.70%		97.40%		0%		0%		0%
IEP		90.50%		87.00%		86.90%		92.8%		93.6%
Low Income		89.60%		86.50%		88.30%		90.8%		91.7%
Chronic Truancy	3	1.00%	13	4.20%		4.40%		5.3%		3.9%
Mobility Rate		15.50%		8.70%		9.10%		12.9%		8%
	302	92.50%	321	91.40%	317	93.00%	316	94.3%	309	94%

Graduation Rates for all students and Sub-groups										
Graduation Rate	51	92.70%	69	90.80%	71	81.00%	70	89.7%	66	75.9%
Gender - Male	27	87.10%	36	92.30%		76.60%		88.1%		75%
Gender - Female	24	100.00%	33	89.20%		86.80%		91.7%		76.9%
White	50	92.60%	69	90.80%		80.70%		81.0%		78.5%
Black	1	100.00%				100.00%		100.0%	0	0%
Hispanic	0		0	0		0		0	1	100%
Asian/Pacific										
Am Ind/Alask									0	0%
Multiracial									0	0%
LEP			0						1	100%
IEP	9	75.00%	13	92.90%		66.70%		71.4%	13	40%
Low Income	15	75.00%	31	77.50%		72.30%		74.5%		64.9%
Drop Out Rate	6	2.00%	7	2.20%		1.60%		1.3%		3.6%

Source – school report card

2012-2013

- Graduation Rate dropped from 89.7% to 75.9%
- Drop-out rate almost tripled
- Chronic Truancy dropped from 5.3% - 3.9%
- IEP Graduation Rate dropped from 71.4% - 40%

2011-2012

- Attendance is up for the 2011-2012 school year
- Mobility rate increased from 2010-2012 from 9.1-12.9%
- Dropout rate has decreased from a high of 2.9% (07) to a low of 1.3% (12)
- Chronic truancy has increased from 1.3% (07) to 5.3% (12)

2010-2011

- Attendance rate for IEP students has decreased since 2007-2008.
- Graduation rate for IEP students has decreased from 2009-2010 to 2010-2011.
- Decrease in mobility rate since 2008-2009.
- Attendance rate has increased in both male and female (everything except Hispanic and IEP) since 2009-2010.
- Graduation rate decreased for IEP and low income students from 2009-2010 to 2010-2011.
- There is an inconsistency between graduation rate and drop out rate.
- Truancy rate has increased from 1% 2008-2009 to 4.4% in 2010-2011.
- Chronic truancy has increased from 2009-2010 to the 2010-2011 year.
- Dropout rate does not correlate to the graduation rate.
- Decrease in male graduation rate from 2009-2010 to 2010-2011.
- Chronic truancy rate has increased 3 percentage points from 2008-2009 to 2010-2011.

Table 4b: Enrollment Data – 6th Day Enrollment

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
	#	%	#	%	#	%	#	%	#	%	#	%
School Population	309		325		317		320		299		303	
Grade 9 West Central	78	25.2	89	27.4	77	24	90	28.2	70	23.4	74	25
Grade 10 West Central	89	28.8	79	24.3	85	27	75	23.4	85	28.4	72	24
Grade 11 West Central	586	27.8	84	25.8	75	24	82	25.6	72	24.1	83	27
Grade 12 West Central	56	18.1	73	22.5	80	25	73	22.8	72	24.1	74	24

Enrollment Data

2013-2014

- Enrollment stayed near 300

2012-2013

- 6th day enrollment dropped 10% (2011) to (2012)
- 7% drop in school population from last year to this year.

2011 – 2012

- The 2010-2011 9th grade is larger than the 2009-2010 class.
- Class sizes do not deviate in size.
- 9th grade class of 2011-2012 is the largest 9th grade since 2006.
- Each current grade level has decreased since their freshman year.
- We have maintained over 300 students enrolled each year since 2007-2008.
- The overall graduation rate has decreased each year since 2007-2008.
- There was an almost 16 percentage point drop from 2009-2010 in the male graduate rate.
- We have a larger 9th grade class in 2011-2012 than in 2010-2011.
- Overall in the last three years the school population has remained over 300 students.
- Attendance rates have not varied more than 1 percentage point since 2007.
- Average class size has decreased since 2008-2009.

Source – Enrollment report

4c- Special education enrollment data

	2010-2011		2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%	#	%
Total Special Education	23	7	30	9	30	10	31	10
Cognitive Disability	6	2	5	1.6	12	4.5	8	2.6
Speech or Language Impairment	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0
Emotionally Disturbed	0	0	2	.06	1	.3	0	0
Orthopedic	0	0	0	0	0	0	0	0
Other Health Impairment	7	2	13	4.1	8	2.5	10	3.3
Specific Learning Disability	9	3	10	3.2	10	3	12	4
Multiple Disabilities	0	0	0	0	0	0	0	0
Autism	0	0	0	0	1	.3	0	0

2013-2014

- We have 8 more Special Ed students than we did in 2010; yet, we have 1.5 fewer full-time Special Education teachers and 3 fewer aides.

2012 - 2013

- Special education for people with cognitive disabilities has grown from 5-12 people between 2011-12 school year and 2012-2013

2011 - 2012

- Total percentage of students in special education has dropped from 19% in 2007-2008 to 9% in 2010-2011.

Table 4d - Discipline - 1st Quarter

Total Enrollment	325	320	320	293	303
<u>Referrals</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
1. # of Referrals	388	196	98	143	152
2. # of Students Referred	126	74	54	75	70
3. % of Males Referred	66%	72%	62%	59%	62%
4. % of Females Referred	34%	28%	38%	41%	38%
5. % of 9 th Graders Referred	55%	22%	45%	15%	19%
6. % of 10 th Graders Referred	22%	42%	11%	36%	34%

7. % of 11 th Graders Referred	13%	20%	31%	16%	30%
8. % of 12 th Graders Referred	10%	16%	13%	33%	17%
9. # of Students With No Discipline Referrals	176	246	264	222	233
10. % of Students With No Discipline Referrals	54%	77%	84%	76%	77%
<u>Offenses</u>					
1. Tardies	82	38	20	25	71
2. Cell Phone	23	18	13	63	16
3. Misbehavior	60	37	19	94	50
4. Missed Detention	49	28	2	0	1
5. Inappropriate Language	19	11	6	6	14
<u>Consequences</u>					
1. Expulsion	1	0	0	0	0
2. OSS (4-10)	6	3	3	0	0
3. OSS (1-3)	29	23	4	9	5
4. ISS	31	26	10	15	35
5. Detention	193	95	35	110	95

4E Tardy Data

<u>Total Enrollment</u>	325	320	320	293	303
<u>Attendance</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
1. # of Tardies	939	693	538	460	525
2. % of Male Tardies	64%	73%	60%	61%	53%
3. % of Female Tardies	36%	27%	40%	39%	47%
4. % of 9 th Grade Tardies	43%	25%	36%	15%	13%
5. % of 10 th Grade Tardies	24%	26%	19%	29%	18%
6. % of 11 th Grade Tardies	20%	34%	26%	17%	42%
7. % of 12 th Grade Tardies	13%	15%	19%	39%	27%

8. % of Students With 3 or Less Tardies	74%	82%	83%	87%	76%
9. % of Males With 3 or Less Tardies	67%	75%	79%	81%	79%
10. % of Females With 3 or Less Tardies	81%	89%	81%	92%	78%
11. % of 9 th Graders With 3 or Less Tardies	58%	75%	80%	93%	93%
12. % of 10 th Graders With 3 of Less Tardies	80%	81%	88%	85%	83%
13. % of 11 th Graders With 3 or Less Tardies	77%	81%	83%	90%	73%
14. % of 12 th Graders With 3 or Less Tardies	84%	91%	84%	76%	69%
15. Average Daily Attendance Rate	91.8%	90.4%	94.8%	94.7%	94%

Source – Skyward reports

2013

- ISS have increased (15-35) while OSS have decreased (9-5)
- Cell Phone violations have decreased from 63-16
- Misbehavior has decreased from 94-50
- Redistribution of lockers has decreased the number of Freshman tardies

2012

- Significant changes in handbook policies and administration has resulted in increased incidences of student misbehavior.
- Number of students with no referrals has decreased from 84% to 76%
- There has been an increase in cell phone violations from 13 to 63 during 1st quarter
- There were 0 missed detentions during 1st quarter from 2 to 0
- Referrals from class 2014 has decreased from last year to this year
- Senior tardies highest percent of all classes
- Number of tardies down from 693 to 538

2011

- The number of females with tardies increased 13 percentage points and males decreased 13 percentage points.
- Number of student with no referrals is increasing.
- Percentage of females referred increased 10 percentage points versus males who decreased 10 percentage points.
- Since 2009, OSS, ISS, and detentions have decreased by more than 50 percentage points.
- Average daily attendance rate has increased by 4.4 percentage points.
- Number of tardies has decreased since 2010.
- Number of discipline referrals has decreased.
- Number of female referrals increased from 2010-2011.

- This year referrals are larger in the 9th and 11th grades.
- 11th graders referral have decreased since their 9th grade year.
- The number of students with ISS, detentions, and (1-3) OSS has decreased.
- The number of referrals has decreased each year.
- Referrals decrease as they go up a grade level.
- Number of female referrals has increased.
- The Average daily attendance rate is up, the highest in three years.
- The tardy rate with referrals has changed from 1 in 12 (2009) to 1 in 27 (2012).
- Disciplinary action in all areas is trending down
- Average daily attendance is up.
- 290 fewer referrals than in 2010.
- More than 24 percentage points more males referred than female in 2011-2012.
- The amount of females being referred and tardy is at the highest since 2008-2009 whereas the amount of referrals and tardy for males have decreased.
- The number of missed detentions has decreased by 26 since last year.
- Male tardies have decreased whereas female tardies have increased.
- 538 tardies with only 20 tardy offenses.
- Average daily attendance went up.
- Number of students with no discipline has decreased to 84%
- OSS (1-3) days has decreased from 23 to 4.
- ISS decreased from 23 to 10.
- Disciplinary offenses are higher for males versus females for all years recorded.

4F Educator Data

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Full Time Classroom Teachers	20	19	19	18	17
Average Years Teaching	13	12.6	14.1	11.6	10.6
# Teachers New to High School / District	4	6	1	3	1
# First Year Teachers	3	3	1	3	1
% with B. A. Degree	85%	79%	84%	56%	82%
% with M.A. & Above	15%	21%	16%	44%	18%
# with Emergency or Provisional Certificates	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0
% Caucasian Teachers	100%	100%	100%	100%	100%
% Male Teachers	35%	42%	37%	38.9%	35%
% Female Teachers	65%	58%	63%	61.1%	65%
# Total Paraprofessionals	3	2	2	2	2
# Classroom Instructional Paraprofessionals	3	2	1	0	0
# Total Under-qualified paraprofessionals	0	0	0	0	0

# Total Counselors	1,2/5	1	1	1	1
# Total Librarians	1	1	1	1	1
# Total Social Workers/ Psychologists	2	1,1/2	1,1/2	2,1/2	1,1/2
# Total Other Staff	3	3	3	3	3
% of Teachers Highly Qualified	100%	100%	100%	100%	100%

Observations

2013-2014

- The percent of teachers with a MA decreased by 26%.
- Over last 5 years there has been a decrease in number of teachers from 20 to 17 and number of associates from 4 to 2.
- Over the past two years we have seen an increase in teacher retention.

2012-2013

- Fewer teachers with a Bachelor's degree
- More teachers with a Master's degree
- Over last 5 years there has been a decrease in number of teachers from 20 to 18 and number of associates from 4 to 2.

2011 – 2012

- Since 06 -07, consistently more females on staff than males
- Since 09, percent of teachers with advanced degrees has been less than 26%
- Since 06, total number of paraprofessionals has been reduced by 50%
- At least one new teacher has been hired every year since the 06-07 school year
- The number of full time teachers has decreased by 4 since 07-08
- No teachers are working outside of their field since 06-07
- 100% of teachers are highly qualified
- Since 06-07, the counselor position has gone from 1^{2/5} positions to 1 full time position.
- There are no minority teachers
- No math or science dual credit classes are offered.
- Average years teaching has increased from 12.6 to 14.1 between 10-11 and 11-12
- Current 9th and 10th grade teams contain no math teachers
- There are currently no teacher teams for the 11th or 12th grades

Table 4g
District Professional Development Offerings
2013 – 2014

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Diabetes training	Aug 2013	K-12	All district	Yes	Lecture
Teacher Academy	Summer 2013/Fall 2013	K-12 9-12	4 4	No	Lecture
Getting reacquainted with bell-ringers	August 14	9-12	25	Yes	Interactive
Formative Assessment strategies	August 15	9-12	25	Yes	Interactive
Graphic Organizers	August 16	9-12	25	Yes	Interactive
Differentiation Model	August 19	9-12	25	Yes	Interactive
How to formulate HOTS questions using the DOK	August 20	9-12	25	Yes	Interactive
Bring your own device	August 21	9-12	25	Yes	Interactive
Keytrain	August 22	9-12	25	Yes	Interactive
Differentiation refresher	September 17	9-12	25	Yes	Interactive
CRISS Strategies	September 17	9-12	25	Yes	Interactive
Student Engagement	September 17	9-12	25	Yes	Interactive
Assessment Inventory	October 16	9-12	25	Yes	Interactive
Data Analysis	October 16	9-12	25	Yes	Interactive
Illinois Social Emotional Learning Standards	October 16	9-12	25	Yes	Interactive
Essential Skills for Student Growth Model	December 12	9-12	25	Yes	Interactive
Learning Station Creation	December 12	9-12	25	Yes	Interactive

2012-2013

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Diabetes training	Aug 2012	K-12	All district	Yes	Lecture
Teacher Academy	Summer 2012/Fall 2012	K-12 9-12	8 2	No	Lecture
Differentiated Instruction	Aug 2012	9-12	28	Yes	Interactive
What is good teaching?	Aug 2012	9-12	28	Yes	Interactive
Walkthrough instrument	Aug 2012	9-12	28	Yes	Interactive
Learning Styles	Aug 2012	9-12	28	Yes	Interactive
Special Education	Aug 2012	9-12	28	Yes	Interactive
Exit Outcomes	Aug 2012	9-12	28	Yes	Interactive
Keytrain	Aug 2012	9-12	28	Yes	Interactive
Student Centered Objectives	Sept 2012	9-12	28	Yes	Interactive

Higher Order Thinking Skills	Sept 2012	9-12	28	Yes	Interactive
RTI Math	Sept. 2012	9-12	28	Yes	Interactive
RTI English	Sept. 2012	9-12	28	Yes	Interactive
Data Mining	Oct. 2012	6-12	50	Yes	Interactive
RTI Tier 1 Focus	Oct. 2012	6-12	50	Yes	Interactive
Cooperative Learning	Oct. 2012	9-12	28	Yes	Interactive
Differentiated Practice	Nov 2012	9-12	28	Yes	Interactive
Differentiated Collaboration	Nov 2012	9-12	28	Yes	Interactive
Exit Outcomes/Pre-tests	Dec 2012	9-12	21	Yes	Interactive
Differentiated lesson templates	Jan 2013	9-12	21	Yes	Interactive
Item analysis	Jan 2013	9-12	21	Yes	Interactive

2011-2012

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Diabetes training	Aug. 2011	K-12	All district	No	Lecture
Keytrain	Aug 2011	9-12	7	No	Interactive
Keytrain	Sept 2011	9-12	28	Yes	Interactive
Skyward training	Sept. 2011	9-12	28	Yes	Interactive
Co-Teaching in Inclusion Classroom	Aug 2011	9-12	28	Yes	Interactive
SIP leadership training	Oct 2011 and Jan 2012	9-12	8	No	Interactive
Teacher Academy	Oct 2011	9-12	1	Yes	Discussion
SOCS Training	Nov 2011	K-12	4	Yes	Interactive
Engaged learning	Oct 2011	9-12	28	Yes	Interactive

District Professional Development Offerings:

2012 – 2013

- Increase in P.D. opportunities from 9 in 2011 to 17 in 2012
- Increase in average attendance to P.D. In 2011 56% (5/9) of offerings had 28 or more participants. In 2012 100% had 28 or more participants.

2011 – 2012

- 100% of high school teachers participated in the co-teaching in inclusive classrooms training.
- 100% of high school teachers participated in the engaged learning training.

2.4 Program Data

**Table 5 –
CURRICULUM IMPLEMENTATION DATA 2012-2013**

First year for 2nd Semester Film Studies/Photojournalism course

CURRICULUM IMPLEMENTATION DATA 2011-2012

First hour is currently 55 minutes as opposed to 49 for hour 2, 3, 5, 6, 7. 4th hour is longer to allow for three lunch periods. This allows for additional time for intervention classes and teaming.

Power reading was added for 9th and 10th grade.

Teams have developed well defined daily meeting routines and objectives. Consistent exit criteria have been devised for intervention classes. Each team actively monitors academic, attendance and behavior data.

All departments are currently aligning exit outcomes to the common core standards. Gaps in exit outcomes are being addressed specifically in English and math courses.

The following dual credit courses are offered at the high school.

- Speech
- Writing comp I and II
- Psychology
- Sociology
- Auto collision (in cooperation at Southeastern Community College)
- Welding (in cooperation at Southeastern Community College)

New courses offered this year include athletic conditioning, audit program for band and chorus, photojournalism, and Power reading.

Observations:

Curriculum Implementations:

2012 – 2013

- Only one class (Photojournalism/Film Studies) was added to the curriculum

2011 – 2012

- There are still no interventions for 11th and 12th grades for English or math

2.5 Perception Data

Table 6a - Survey Data

Parent Survey Observations

2013 – 2014

- 87% have ample opportunity to voice their opinions
- 88% of parents thought that they could make a real difference in how the school operates
- 91% of teachers communicate with parents to discuss their children's academic progress
- 84% of parents believe that the administration listens and helps with their concerns
- 80% of discipline is fair and consistent
- 72% of students who graduate from WCHS are prepared for challenges that lie ahead
- 94% of parents think the school is safe, orderly and welcoming
- Sporting events accounted for the highest percentage of parent attendance at school 87%

2012 – 2013

- 90% have ample opportunity to voice their opinions
- 72% know what the school expects of them
- 75% agree that programs are provided to assist them with their role in their children's education
- 83% agree that teachers communicate with parents to discuss their children's academic progress
- 92% agree teachers will listen and help when they have a concern about their child
- 91% agree the school lets parents and the community know good things students have done
- 93% agree a wide range of activities are offered to students and the community
- 72% agree discipline at the school is fair and consistent
- 69% agree students who graduate from WCHS are well prepared for challenges that lie ahead of them
- 91% feel welcome when they visit WCHS
- 90% agree the school is safe and orderly

2011 – 2012

- No parent stated that homework hotline is their preferred method of communication.
- Parents feel working for pay is least important for their student outside of school.
- More parents of upper class students took the survey.
- More parents of the female students took the survey.
- Email or Personal contact the preferred method of communication.
- 90% of parents do not use homework hotline.
- Majority feel their child is safe at school.
- Majority of parents feel the teachers are respectful and friendly.
- 1/3 of parents say they never volunteer at school.

Summary – The majority of parents feel that the administration and faculty of WCHS communicate well with parents and create a safe and welcoming environment.

6b Staff Survey Observations

2013 – 2014

- 100% of teachers agree that the High School staff has created a culture of achievement
- 83% of teachers strongly agreed they address student needs on a regular basis
- 20% of staff do not feel they collaborate with the general staff on a regular basis
- 90% of staff communicate with parents on a regular basis
- 87% of staff feel that the 21st Century program does not assist students academically
- 86% of staff agreed that the 21st Century program is an effective psychological support
- 96% of teachers understand the purpose of the lab classes

2012 – 2013

- 95% of teachers think school climate is improving
- 67% of staff understand lab/power
- 90% teachers make regular parent contact
- After school program is better for emotional support than academic support

- 90% said they meet/work with administration on a regular basis

2011 – 2012

- Some teachers would like to see AP or Honors classes added to the course offerings.
- The majority of the written responses are negative in nature.
- The highest percentage for strongly agree was “teachers meet regularly to discuss mutual concerns”.
- Teachers agree that technology resources are readily available.
- SSC positive influence is doubted by 72%.
- All but 1 teacher said they contact parents regularly to deal with student problems.
- 82% say the overall high school atmosphere is positive.
- 45% of teachers disagree that disagreements among the faculty and or admin are handled to build consensus and minimize ill feelings.
- 46% of teachers disagree that this school district values teacher knowledge and experience.
- 55% of teachers disagree that this school district is committed to hiring and nurturing visionary, innovation leaders.
- 5/7 of teachers’ comments mention other teachers not doing their duties (hall, parking lot, or classroom expectations) and the lack of administrative response/enforcement.

Summary - The percentages of responses indicate that the staff feels they have opportunities to communicate with team members, parents and administration.

6c Student Survey Observations

2013 – 2014

- 89% of students spend less than 60 minutes per day on homework
- 40% of students spend more than 3 hours per day with their family
- 66% of students spend less than 30 minutes per day in a school sponsored organization
- 30% of students work more than 3 hours on the weekends
- 34% of student have taken advantage of the after school program
- On average 97% of students feel safe anywhere in or around the school
- 85% of students have not been threatened, bullied, or picked on in the last five days
- 49% of students do not eat breakfast
- 87% of students are proud of West Central High School

Summary 2013-14 Over half of the students that responded stated that they spend 30 minutes or less on written homework per day. Over 89% stated they spent an hour or less on written homework. The student survey seems to agree more with the parent survey on the usage of the after school program. However, only 34% of students surveyed took advantage of the after school program. On average 97% of students feel safe while at school.

2012 – 2013

During the week...

- 15% work for pay more than 3 hours per day
- 83%-85% work on homework or study less than 1 hour per day

On the weekend...

- 62% spend an hour or less working for pay
- 88% spend less than an hour on homework or studying
- 65% of students never take advantage of after school tutoring options

On average, 94% feel safe:

- on the bus
- in the locker room
- in the classroom
- in the hallways
- in the restrooms
- in the cafeteria
- in the gymnasium
- 88% had not been threatened bullied or picked on
- 95% feel teachers and staff are friendly, professional and respectful
- 36% do not eat breakfast
- 23% share the money they make from their jobs with their family
- 88% are proud of West Central High School

2011 – 2012

- Most students feel safe at school and related areas.
- Students feel an approachable teacher is the most helpful in being successful.
- Being organized and being prepared are the highest rated columns for success.
- SSC Least important for success.
- 1/3 of students feel they do not have an adult to talk to at school.
- 64% of students want to go to a 4 year college.
- 93% of students plan to continue their education after high school
- 0% of students prefer homework hotline for communication.
- Classroom the place students feel the safest.
- 72% of students challenged and engaged at least some of the time.
- 94% of students feel attendance is important to being successful.
- 27% of students have felt unsafe at least part of the time on the school bus.
- 20% of students have felt unsafe at least part of the time in the restroom.
- Students feel safer in supervised areas than in unsupervised areas.

Table 7 Patterns of Strengths and Challenges

Patterns of strengths	Data used to support
93% of Students taking Math labs have shown growth starting with the class of 2014 (EXPLORE, PLAN, PSAE/ACT)	Math Lab data
Support for new teachers	Mentoring program and Teacher Academy data
Progressive in teaching pedagogy	Danielson Committee, Assessment Committee, PD days, weekly teachers' meetings
A high percentage of students take higher level math and science courses	Student enrollment data, student schedules
Many vocational class opportunities	Student enrollment data, Curriculum Guide
Technology - 1on1 project	Board summaries

Career Readiness and Work Keys scores	Work Keys certificates
We met AYP due to safe harbor.	School Report Card
The faculty has consistently increased using technology, differentiated instruction, HOTS, student engagement, etc.	Weekly Walkthrough Data
Over half the students qualified for PRIDE incentives.	Asst. Principal Data
Opportunities for after school activities are available.	21 st Century Activities
Power classes and lab classes are offered in Reading and Math.	Master Schedule
9 th and 10 th grade teaching teams meet on a daily basis to focus on student academic support.	Master Schedule
ACT Prep class is offered and funded for all Junior Level students.	21 st 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 charts continue to be used to measure student progress.	Test data
Students scoring 5 or better in the work keys, increased over the past four years by 14%	Table 3b
PLAN score composite has increased every year, beginning in 2007-2008, with a score of 15.63, and culminating this past year, 2012-2013, with a score of 17.85.	Table 3c
There were zero missed detentions during 1 st quarter of 2013-2014.	Table 4d
100% of teachers surveyed think the school climate is improving	Staff survey data
90% of teachers make regular parent contact	Staff survey data
94% of teachers surveyed meet/work with the administration on a regular basis	Staff survey data
86% of teachers agreed that the 21 st Century program provided emotional/psychological support	Staff survey data
96% of teachers understand the purpose of labs	Staff survey data
96% of teachers valued professional development opportunities	Staff survey data

Patterns of challenges	Data used to support
Attendance rate	Enrollment data
Number of students who repeat a class due to failure	Semester grades, weekly eligibility report
Graduation rate	School report card

Only 57% of staff have been employed at WCHS for five or more years	Master Schedule
Reduction in fulltime staff from 20 (2008-2009) to 17 (2013-2014) but no significant drop in attendance (309 students in 08/09 to 303 in 13/14).	4f
There has been a decrease in special education teachers from 3 full time special education teachers in 2011-2012 to 1.5 in 2013-2014.	4f
Low percentages of students that are failing courses attend the after school tutoring program.	Attendance Sheets
Average math and science scores on the EXPLORE test, have not met the standards for the past five years in 8 th or 9 th grades.	Table 3b
With the exception of the 2012-2013 school year, no special education students have met the standards since 2008 on EXPLORE, PLAN, PSAE, or ACT tests.	Table 3e
42% of our population participates in the free or reduced lunch program.	Table 3f
76% of 2015 students scored below the benchmark standards in math on the EXPLORE test.	Table 3h
47% of 2015 students scored below the benchmark standards in reading on the EXPLORE test.	Table 3h
17% of teachers feel they do not collaborate enough with staff outside their department	Staff survey data
87% of teachers feel that the 21 st Century program is not an effective academic support	Staff survey data
According to the student survey, 83%-85% of students work on homework or study less than 1 hour per day.	Student Survey data

III. PROBLEM STATEMENTS AND HYPOTHESES

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

Problem Statement 1 (Math): Our current achievement data for Explore, Plan, and PSAE show students did not meet the AYP standard of 92.5% meets and exceeds in math. Our meets and exceed achievement level in math was 69% for 9 th grade Explore, 29% for 10 th grade Plan and 51% for 11 th grade PSAE.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students do not understand the importance of standardized testing	Reject	No data to support		
Not all students have the essential skills for success in math	Accept	8 th and 9 th grade Explore test results	10 th grade Plan test results	11 th grade ACT/PSAE test results
Test performance indicates curriculum needs alignment across the district (k-12)	Accept	School ISAT and Explore data shows students are not meeting benchmarks.	Trend data showing fewer students meeting 8 th grade benchmarks on Explore	
Current classroom assessments indicate student skill deficits.	Accept	8 th and 9 th grade Explore test results and 10 th Grade Plan test results	11th grade ACT/PSAE test results/EXPLORE & PLAN item analysis data	
Students lack the necessary vocabulary and comprehension skills needed for the standardized assessments.	Accept	8 th and 9 th grade Explore test results	10 th Grade Plan test results	11 th grade ACT/PSAE test results
Students could benefit from test-taking preparation for standardized tests.	Accept	8 th and 9 th grade Explore test results	10 th Grade Plan test results	11 th grade ACT/PSAE test results
Not all students apply classroom instruction to standardized testing	Accept	Explore, Plan and PSAE test	Weekly Eligibility lists	

After school programs are not utilized by students who need assistance with math	Accept	attendance list	Weekly Eligibility list	Student and parent survey results.
Faculty has not been sufficiently trained for creating opportunities for engaged learning.	Reject	No data		
There is a large discrepancy in student performance	Accept	8 th and 9 th grade Explore test results	10 th Grade Plan test results 11 th grade ACT/PSAE test results	Weekly Eligibility list compared to honor roll
Transitional difficulties exist between 8 th grade to 9 th grade	Accept	Discipline Reports	Weekly Eligibility List	Stop and Go Charts

Table 8b

Problem Statement 2 (Reading): Our current achievement data for Explore, Plan, and PSAE shows students did not meet the AYP standard of 92.5% meets and exceeds in reading. Our meets and exceed achievement level in reading was 78% for 9 th grade Explore, 58% for 10 th grade Plan, and 71% for 11 th grade PSAE.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students do not understand the importance of standardized testing	Reject	Exit Outcome Results Eligibility Lists	8 th and 9 th grade Explore test results. 10 th Grade Plan test results	11 th grade ACT/PSAE test results
Not all students apply the appropriate reading strategies	Accept	8 th and 9 th grade Explore test results.	10 th Grade Plan test results.	11 th grade ACT/PSAE test results.
Reading is not a priority in our students' lives; Lack of relevancy	Reject	Check and Connect Group Discussions	Informal class surveys	
Students lack appropriate test taking strategies	Accept	Explore Test Results PLAN Test Results	Exit Outcome Results D/F Lists	PSAE Test Results

Students lack the exposure to the necessary vocabulary to excel in the reading sections of standardized tests	Accept	8th and 9th grade Explore test results	10th Grade Plan test results/EXPLORE & PLAN test item analysis data	11th grade ACT/PSAE test results
Opportunities for reading text and non-fiction reading, are not emphasized.	Reject	No data source.		
Transitional difficulties exist between 8 th grade to 9 th grade	Accept	Discipline Reports	Weekly D/F List	Stop and Go Charts

Table 8c

Problem Statement 3 Graduation rate: The graduation rate at West Central High School for 2011-2012 did not meet AYP. The graduation rate for WCHS was 82% when the AYP threshold was 89.7%.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students do not have a realistic expectation of the job market	Accept	Parent survey	Check and Connect discussions	Test Scores
Restrictive credit requirements for graduation.	Reject	Neighboring schools with fewer credit requirements		
Some students need an alternative learning environment.	Accept	Current graduation rate	Number of students leaving to go to PASS	
There is an apparent devaluation of education	Reject	Insufficient data		
Students do not plan beyond high school	Accept	Parent survey	Check and Connect discussions	Test Scores

Table 8d

Problem Statement 4 Curriculum development/improvement: The curriculum as it stands does not provide sufficient rigor or supports in order to meet the ever increasing standards of the Common Core and PARCC Assessment.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students do not possess sufficient study skills.	Accept	Explore and PLAN interest inventory survey	Weekly eligibility reports	Check and Connect discussions with students
Exceptional students lack an opportunity to be challenged	Accept	College requirements /applications	Check and Connect discussions with students	Other area schools provide a plethora of accelerated classes
Not sufficient time for students participation	Accept	Attendance at club meetings	Student survey	
Students fail to act in a way which is conducive to learning	Accept	Discipline data	Check and Connect discussions with students	

IV. GOALS, STRATEGIES AND INTEGRATED ACTION PLAN

Improvement Goal 1a (Math)				
The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2013 (ASPIRE, MAP or other test we use) and ACT/PSAE will increase to 92.5%.				
Current Conditions and Data Sources				
2012-2013 PSAE data shows that 14% of our IEP students meet state standards on the PSAE. Only 51% of all students taking the PSAE meet or exceeded standards in math.				
Specific Action 1				
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 2013-14 Explore, Plan, PSAE data to identify students for Labs and Power classes.	August-September 2014	SIP Team, Mrs. Seitz, Ms. Smith, Ms. Holding, Mr. Schneider, Mr. Frakes	No cost	Agendas, SIP Team and department meeting minutes
We will research and secure test-item analysis (IIRC) data for Explore, Plan, and PSAE. Work keys and provide faculty time for review.	Week of August 18 and August 25, 2014	SIP Team, Mrs. Seitz, Ms. Smith, Ms. Holding, Mr. Schneider, Mr. Frakes	No cost	Math Dept. meeting and SIP team agendas

Administer (ASPIRE, MAP or other) to 9 th , and 10th grade (in November and January), and ACT to 11th grade and analyze data to determine areas of weakness in math.	September 2014 – April 2015	Mr. Schneider, Ms. Hultgren, Mr. Frakes	\$15 per student (Aspire)x 240=\$3600	Stop and go charts
To provide before and after school tutoring assistance and transportation to all Students.	August 2014 May 2015	WCHS after school program staff (5)	District funds \$19,858	Sign in/out sheets, Bus schedules, Program weekly attendance reports
Continue to provide ACT Prep Class to all juniors with tuition provided by District.	January - March 2015	Ms. Smith, Mr. Davis	District funds \$3,500	ACT prep pre and post test results.
Continue to provide access to Illinois Virtual High for online courses for enrichment and credit retrieval.	August 2014 May 2015	IVS Proctor (TBD)	District funds \$500 Family funds \$50 credit recovery \$250 enrichment	Enrollment numbers/IVS progress reports
Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms for all grades.	August 2014 May 2015	Mr. Frakes and Mr. Davis	Bldg. funds, donations	Data collection of qualifier information
Continue to provide student access to SKYWARD management programs to monitor their own progress in math courses.	August 2014 May 2015	All faculty, Mr. Schneider, Mr. Frakes	No cost	Technology audit to measure usage
Teachers will incorporate differentiation of instruction strategies in their daily lesson plans.	August 2014 May 2015	Mr. Schneider, Mr. Frakes	No cost	Lesson plans. Administrative walk through and department meetings
Outside employers will be invited to speak to our students about their expectations for new employees.	November 24, 2014	Mrs. Alexander, SIP Parent/Community Outreach Program	Bldg. funds, donations	Program agenda, student sign in sheets, student feedback forms
We will begin to	August	Mr. Frakes, Mr.	No cost	RTI forms, meeting

implement a partial RTI program (11, 12) at the high school level involving an RTI team.	2014 May 2015	Schneider, Mr. Gittings		agendas, progress monitoring forms.
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Improvement Goal 1b (Math)				
The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2014-15 (ASPIRE, MAP or other) and ACT/PSAE will increase to 92.5%.				
Current Conditions and Data Sources				
2012-2013 PSAE data shows that 14% of our IEP students meet state standards on the PSAE. Only 51% 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, differentiation, and concentrate on rigorous instruction in all content areas.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will offer school wide training for faculty in differentiated instruction, higher order thinking skills, data analysis, engagement, and assessment.	August 2014 May 2015	Mr. Schneider, Mr. Frakes, Mrs. Tribbey, Mrs. Potts, Mrs. VanDaele	\$1000 per trng X 3 trngs – Title II	Training evaluations, classroom walkthroughs, faculty and department meeting minutes
Departments will refine and administer assessments that measure exit outcomes/essential skills with the ultimate goal of determining student growth.	August 2014 May 2015	All staff, Mr. Schneider, Mr. Frakes	TYPE 1 (\$15 per student (Aspire)x 240=\$3600 TYPE 2,3 no cost	Assessment data, student progress monitoring
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills.	September/ October 2014 SIP Days	Mr. Schneider, Mr. Frakes, Mrs. Tribbey, Mrs. Potts, Mrs. VanDaele	No cost, SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings, teaming time
Departments will refine assessment, continue to differentiate, analyze data, and incorporate higher order thinking skills	September 24, October 22, November 5, 2014, January 21, 2015	Teachers, Mr. Schneider, Mr. Frakes	4, ½ day meetings 8 subs x \$80.00 per day x 4 = \$1,280.00	Meeting minutes and agendas, student classroom data
Based on the (ASPIRE, MAP or other) item response summary report, increased	August 2014 May 2015	SIP Team, Mrs. Seitz, Ms.	No cost – SIP days	Training evaluations, classroom

emphasis should be placed on concepts relative to student weaknesses.		Smith, Ms. Helding, Mr. Schneider, Mr. Frakes		walkthroughs, faculty and dept. meetings, teaming time
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Improvement Goal 1c (Math)				
The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2014-15 (ASPIRE, MAP or other) and ACT/PSAE will increase to 92.5%.				
Current Conditions and Data Sources				
2012-2013 PSAE data shows that 14% of our IEP students meet state standards on the PSAE. Only 51% of all students taking the PSAE 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.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Provide professional development time for staff to apply differentiation of instruction, evaluate techniques used, and identify specific strategies.	August 2014 May 2015	Mr. Schneider, Mr. Frakes	No cost - SIP days	classroom walkthroughs, faculty and department meetings
Examine the master schedule placement of IEP students to ensure the appropriate teacher/student ratio in regular education classes.	August 2014 May 2015	Mr. Schneider, Ms. Hultgren, Mr. Frakes, Mrs. Farniok, Mrs. Gall, Mr. Rakestraw	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings, class rosters
Once each semester, the IEP case managers will report (to administration) on individual student strengths/weaknesses	August 2014 January 2015	Mrs. Farniok, Mrs. Gall, Mr. Rakestraw, Mr. Schneider	No cost	Progress monitor IEP students
Special education teachers will assess data of IEP students and record individual student growth.	August 2014 May 2015	Mrs. Gall, Mr. Rakestraw	No cost	Progress monitoring, pre and post tests

Improvement Goal 1d (Math)				
The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2014-15 (ASPIRE, MAP or other) and ACT/PSAE will increase to 92.5%.				
Current Conditions and Data Sources				
2012-2013 PSAE data shows that 14% of our IEP students meet state standards on the PSAE. Only 51% of all students taking the PSAE 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.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will continue to offer ACT Prep class for all junior level students and invite parents to an event outlining course details and share test results with parents and faculty.	January 2015	Mr. Davis, Ms. Smith	District Funds \$3500	Pre and Post ACT prep course test results
3 times per year, we will have an educational parent night event.	Oct, Nov 2014 March 2015	Mrs. Alexander, Mrs. Frakes, Mr. Frakes	No cost	Surveys/attendance records
Continue to provide parent access to Skyward management program to permit parents daily access to students' grades, attendance and discipline.	August 2014 May 2015	All staff, Mr. Schneider, Mr. Frakes	No cost	Technology audits to measure usage
Continue to use freshman and sophomore teams to contact parents and create individualized intervention plans for targeted struggling students.	Weekly	Mr. Arnold, Mr. DeWees, Mr. Schneider, Mr. Frakes, Mrs. Seibert, Ms. Shinault	No cost	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 2014 May 2015	Mr. Schneider, Mr. Frakes, Mr. Gittings	No cost	Number of students exiting based on exit criteria. Student contact lists.

Begin to offer Math Lab Classes to junior students who do not meet the benchmark score on the (ASPIRE, MAP or other) assessment.	August 2014 May 2015	Mrs. Seitz, Ms. Smith, Ms. Holding	No cost	Number of students exiting based on exit criteria.
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Improvement Goal 2a (Reading)				
The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2014-15 (ASPIRE, MAP or other) and ACT/PSAE will increase to 92.5%.				
Current Conditions and Data Sources				
2012-2013 PSAE data shows that 28% of our IEP students meet state standards on the PSAE. Only 71% of all students taking the PSAE meet or exceeded standards in Reading.				
Specific Action 1				
We will provide additional supports to students struggling in reading, especially low income and IEP students.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will analyze 2013-14 Explore, Plan, PSAE data to identify (bubble) students for Labs and Power classes for 2014-2015	May 2014	Mr. Arnold, Mr. Davis, Ms. Shinault, Mr. Frakes	No cost	Yearly test administration and evaluation
We will research and secure test-item analysis data for Explore, Plan and PSAE and provide faculty time for review.	Week of August 18 and August 25, 2014	Mr. Arnold, Mr. Davis, Ms. Shinault, Mr. Frakes	No cost	Department feedback/surveys
Administer ASPIRE, MAP or other to 9 th , and 10 th grade (November and January), and ACT to 11th grade and analyze data to determine areas of weakness in reading.	September, November 2014 February, April 2015	Mr. Arnold, Ms. Hultgren, Mr. Frakes, Mr. Schneider	\$15 per student (Aspire)x 240=\$3600	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, or team referral, five nights a week throughout the school year.	August 2014 May 2015	After school program staff (5)	District funds \$19,858	Team meetings/RTI, D/F list progress monitoring, sign in/out sheets

Provide ACT Prep Class to all juniors.	January 2015	Mr. Davis, Ms. Smith	District funds \$3500	ACT prep pre and post test results.
Provide access for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	August 2014 May 2015	IVS Proctor (TBD)	District funds \$500 Family funds \$50 credit recovery \$250 enrichment	Enrollment numbers/IVS progress reports
Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms at levels 9, 10 and 11.	August 2014 May 2015	Mr. Frakes and Mr. Davis	Bldg. funds, donations	Data collection of qualifier information
Provide student access to SKYWARD management programs to monitor their own progress in English courses.	August 2014 May 2015	Teachers, Mr. Schneider, Mr. Frakes	No cost	Tech audit to measure usage.
Teachers will incorporate differentiation of instruction strategies in their daily lesson plans.	August 2014 May 2015	Mr. Schneider, Mr. Frakes	No cost	Lesson plans. Administrative walk through and department meetings

Improvement Goal 2b (Reading)

The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2014-15 (ASPIRE, MAP or other) and ACT/PSAE will increase to 92.5%.

Current Conditions and Data Sources

2012-2013 PSAE data shows that 28% of our IEP students meet state standards on the PSAE. Only 71% of all students taking the PSAE meet or exceeded standards in reading.

Specific Action 1

We will increase student engagement through the use of higher order thinking skills, differentiation, and concentrate on rigorous instruction in all content areas.

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Use of walkthrough data to monitor use of student engagement and higher order thinking skill in the classroom.	August 2014 May 2015	Mr. Schneider, Mr. Frakes	No cost	Classroom walkthroughs, faculty and department meetings, one on one teacher meetings

Departments will refine and administer assessments that measure exit outcomes/essential skills with the ultimate goal of determining student growth.	May 2014	All teachers, Mr. Schneider, Mr. Frakes	No cost	Assessment data, student progress monitoring
Provide training for staff in differentiated instruction, higher order thinking skills, engagement, and assessment.	November 2014	Mr. Schneider, Mr. Frakes, Mrs. Tribbey, Mrs. Potts, Mrs. VanDaele	Consultant salaries – 1000x3=3000 Title II	Training evaluations, classroom walkthroughs, faculty and department meeting
Based on the (ASPIRE, MAP or other) item response summary report, increased emphasis should be placed on areas of weakness.	August 2014 May 2015	Mr. Arnold, Mr. Davis, Ms. Shinault	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings, teaming time

Improvement Goal 2c (Reading)

The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2014-15 (ASPIRE, MAP or other) and ACT/PSAE will increase to 92.5%.

Current Conditions and Data Sources

2012-2013 PSAE data shows that 28% of our IEP students meet state standards on the PSAE. Only 71% of all students taking the PSAE meet or exceeded standards in reading.

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.

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Collaborate with staff to identify specific strategies of differentiation to be implemented and monitor the implementation of those strategies.	August 20, 2014	Mrs. Farniok, Mr. Arnold, Mr. Davis, Ms. Shinault, Mrs. Gall, Mr. Rakestraw	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings
The master schedule will be examined to determine placement of IEP students.	May 2014	Mrs. Farniok, Mr. Schneider, Mr. Frakes, Ms. Hultgren	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings

Core teachers will sign off on the accommodations sheet given to them by the Special education teachers.	August 2014	Administration, Curriculum director, and consultants	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings
Create junior level teams to contact parents and create individualized intervention plans for struggling students.	August 2014 May 2015	Mr. Schneider, Mr. Gittings, Mr. Frakes	No cost	Number of students exiting based on exit criteria.

Improvement Goal 2d (Reading)				
The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2014-15 (ASPIRE, MAP or other) and ACT/PSAE will increase to 92.5%.				
Current Conditions and Data Sources				
2012-2013 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 71% of all students taking the PSAE meet or exceeded standards in reading.				
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.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will continue to offer ACT Prep class for all junior level students and invite parents to an event outlining course details.	January 2015	Mr. Davis, Ms. Smith	District funds \$3500	ACT prep pre and post test results.
3 times per year, we will have an educational parent night event.	Oct, Nov 2014 March 2015	Mrs. Alexander, Mrs. Frakes, Mr. Frakes	No cost	Surveys/attendance records
Continue to provide parent access to Skyward management program to permit parents daily access to students' grades, attendance and discipline.	August 2014 May 2015	All staff, Mr. Schneider, Mr. Frakes	No cost	Technology audits to measure usage

Continue to use freshman and sophomore teams (parent contacts, intervention plans)	Every two weeks	Mr. Schneider, Mr. Arnold, Mr. DeWees, Mr. Frakes, Mrs. Seibert, Ms. Shinault	No cost	Surveys and progress monitoring of students' success
Provide access for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	August 2014 May 2015	IVS Proctor (TBD)	District funds \$500 Family funds \$50 credit recovery \$250 enrichment	Enrollment numbers/IVS progress reports
Provide after school tutoring assistance and transportation to all students and those struggling students as identified by D/F lists, or team referral, five nights a week throughout the school year.	August 2014 May 2015	After school program staff (5)	District funds \$19,858	Team meetings/RTI, D/F list progress monitoring, sign in/out sheets

Improvement Goal 3a (Graduation Rate)

The graduation rate will increase to 92.5% in 2014-15.

Current Conditions and Data Sources

2012 -2013 graduation rate for West Central High School was 82%.

Specific Action 1

Programs and procedures will be enacted to increase the percentage of students who earn a diploma in the required four years of high school.

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Promote positive attendance by continuing to evaluate handbook policies regarding student attendance.	Spring 2015	Mr. Frakes	No cost	Attendance rate
Maintain and evaluate student rewards policy for attendance and offer student incentives.	August 2014 May 2015	Mr. Frakes, Mr. Davis, Mr. Schneider	\$1000 bldg. funds	Attendance rate

Communicate with 9 th grade parent's attendance policy changes and responsibilities.	Summer website, fall registration, freshmen orientation	Mr. Frakes, Mr. Schneider	No cost	Attendance rate, parent survey
Plan school wide motivational speaker schedule quarterly.	Spring 2015	Parent Community Committee (Mrs. Alexander)	Available Bldg. funding	Student survey
Continue to evaluate the current RTI system at the high school	Fall 2014 2015	Mr. Schneider, Mr. Frakes, Mrs. Farniok	Available Bldg. funds	Progress monitoring forms, D – F list
Based on the Profile summary report/Early intervention profile, create a study skills course(s) to help freshman, sophomore, and junior student's develop stronger study skills.	Fall 2014 2015	Mr. Frakes, Mr. Schneider, Mr. Boyle	No cost	Progress monitoring forms, D – F , teacher informal feedback, student feedback
Investigate the possibility of adding a full-time tutoring lab for students to access throughout all hours of the school day.	May 2014	Mr. Schneider, Mr. Frakes, Mrs. Tutor		Progress Monitoring of students utilizing tutoring halls. Student feedback, teacher feedback
Develop a new student/parent transition plan to the high school that includes peer mentoring.	August-December 2014 (implementation January 2015)	Mr. Schneider, Mr. Frakes, Mr. Boyle, Mrs. Alexander	No cost	New student survey, student feedback
Develop a system for students and parents to determine if they will graduate on time. Create interventions based on credit deficiencies to maintain student's ability to graduate on time.	August 2014 December 2014 (Implementation in January 2015)	Ms. Hultgren, Mr. Frakes	No cost	Tracking progress/communicating progress to students and parents
Provide grade level privileges based on credits.(Locker assignments etc...)	August 2014	Ms. Hultgren, Mr. Frakes, Mr. Davis	No cost	Locker assignments, student feedback

Develop and implement exit surveys for graduates, dropouts, and transfers.	August 2014	Mr. Schneider	No cost	Survey results
Increase family attendance at non-athletic events by providing a punch card system to earn entrance to athletic events.	August 2014	Mr. Schneider, Mr. Frakes	No cost	Sign in sheets at non-athletic events
Review scheduling process for students. Do not allow students to be scheduled in multiple levels of one subject at the same time.	May 2014 -May 2015	Ms. Hultgren, Mr. Schneider	No cost	Class schedules
Require minimum of 6 credits to be placed in Drivers Education.	August 2014, May 2015	Guidance counselor, administration	No cost	Number of freshman passing all first semester classes.
Develop a ½ day work co-op program	August 2014-May 2015	Ms. Hultgren, Mrs. Alexander, Mr. Gittings, Mr. Frank	Delebar funds	Recommend a complete program, student rosters
Provide a greater range of Dual-Credit courses from neighboring colleges (CSC)	April 2014-August 2014 (Implementation August 2014)	Ms. Hultgren, Mr. Schneider, Mr. Frakes	Family funds for courses	Master schedule, student rosters, class offerings

Improvement Goal 4a (Curriculum/student growth)

75% of students will demonstrate growth based on the school growth model during 2014-2015.

Current Conditions and Data Sources

We are currently gathering baseline data to be used for student growth.

Specific Action 1

We will continue working to increase student growth and rigorous instruction throughout our curriculum.

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Addition of Accelerated Math courses	August 2014	Ms. Hultgren, Ms. Smith, Mrs. Seitz, Ms. Holding, Mr. Schneider	No cost	Student growth on Type 1,2,3 assessments
Introduce a weekly study/activity period time for all students (1 st quarter)	August 2014	Mr. Schneider, Mr. Frakes	No cost	Student growth on Type 1,2,3 assessments

Introduce a daily study/activity period time for all students (2 nd semester)	January 2015	Mr. Schneider, Mr. Frakes	No cost	Student growth on Type 1,2,3 assessments
Communicate with 9 th grade parent's attendance policy changes and responsibilities.	Summer website, fall registration, freshmen orientation	Mr. Frakes	No cost	Attendance rate, parent survey
Implement Junior academic intervention team (parent contacts, intervention plans)	August 2014	Mr. Gittings, Mr. Schneider, Mr. Frakes	No cost	Surveys and progress monitoring of students' growth
Provide a greater range of Dual-Credit courses from Carl Sandburg College	April 2014-August 2014 (Implementation August 2014)	Ms. Hultgren, Mr. Schneider, Mr. Frakes	Family funds for courses	Master schedule, student rosters, class offerings

Table 13: Professional Development Schedule

TOPIC	DAY/MO./YEAR	GRADE LEVELS	ANTICIPATED PARTICIPANTS	SCHOOL-WIDE	FORMAT
Continue to emphasize the areas of higher order thinking skills, using data, student engagement, differentiated instruction and assessment.	August-2014-May 2015	9-12	30	Yes	Early dismissal days, faculty meeting days/potential heat dismissal days
Continue contract with Math, English and Special Education consultant for on-site coaching & professional development	August 2014- May 2015	9-12	3	Yes	Monthly observation, assessment, and feedback
Data Walk for SIP	November, 2014	9-12	30	No	November SIP day

Staff opportunity to share differentiated instruction practices, higher order thinking skills questions, assessment strategies and successful lessons	November-May 2014 – 2015	9-12	30	No	SIP/faculty meetings
Provide opportunity for staff to evaluate the implementation of the current action steps.	January 2015 SIP	9-12	30	No	January SIP day
SIP team opportunity to share complete SIP in draft form.	February SIP	9-12	30	No	SIP
Opportunity for whole staff to review the school improvement plan for implementation.	May Institute day	9-12	30	No	Institute/faculty meeting
Provide professional development training for vertical and horizontal curriculum alignment (K-12).	May/June 2015	9-12	30	Yes	SIP/volunteer workshop

V. REFLECTION, EVALUATION, REFINEMENT

A. SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

- Will meet weekly on Tuesday during the school year.
- We will alternate every week between the new plan, and implementation of the current plan

B. 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.

C. COMMUNICATION PLAN

- Have copies of School Improvement Plan available at registration.
- Post School Improvement Plan and progress report on the school website.
- Regular conferences (one each semester) with students, teachers, and adult family members organized around a review of student work and academic progress.
- 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.