
School Improvement Plan

West Central High School CUSD #235

Plan for 2015 - 16

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

2015 - 2016

An Integrated School Improvement Plan for

WEST CENTRAL HIGH SCHOOL

West Central School District

July 1, 2015 – June 30, 2016

PROVIDING OPPORTUNITY, EXPECTING EXCELLENCE



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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 276 on campus (6 off-campus) with 17 full-time certified teachers, 4 half-time (three HS classes), 3 part time (one HS class) certified teachers, and 2 full-time certified associates. There is also a principal, a dean of students/assistant principal/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 equip each individual student (beginning with the class of 2018) with a chrome book to enhance curriculum and instruction on a daily basis
- The staff is highly involved with extra-curricular activities for the students, with 83% of the faculty serving as a coach or sponsor. These include eleven sports, art club, scholastic bowl team, math team, various clubs, WYSE team, 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 14:1 compared to the state average of 17:1.
- 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.
- Illinois Virtual High School for credit recovery and for courses not available during the regular school day.
- We have added an Activity Period to provide meeting times for enrichment projects, social emotional learning interaction, and academic support.
- CNA class is provided for students in conjunction with local health care providers.
- 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 two 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 positive student behavior, attendance and academic excellence. These incentives include parking passes for the front parking lot, front of the line passes during lunch, ice cream socials, reward trips 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 19% of parents responded to the parent survey.
- Declining enrollment is a challenge not only in the high school but also the district as it impacts overall funding for education.
- 42% of our student population qualifies for the free or reduced lunch program.
- Due to the difficult economy and the high poverty rate in Henderson County, many students must work outside of the school day to provide income for their families.
- Our high school and elementary are located in a rural area which is not physically connected to any community. 100% of the high school and elementary students qualify for bussing.

1.2 SCHOOL IMPROVEMENT TEAM

Table 1: Core School Improvement Team

Team Member	Position	Starting year of service	Years on team
Mr. Scott Schneider	Principal	2012	3
Mr. Randy Frakes	Asst. Principal	2012	3
Mr. Adam Boyle	Social Sciences	2009	6.5
Ms. Megan Smith	Math	2012	3
Mrs. Michelle Tutor	Spanish	2012	3
Ms. Christina Holding	Math	2014	1

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 % 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 12, 2013, 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 2010	West Central 2011	West Central 2012	West Central 2013	West Central 2014
3rd Grade					
Reading -All	84%	73%	84%	63%	48%
Reading – Low Inc./ Others	83% 85%	% %	77% 90%	58% 77%	52% 43%
Reading – IEP/ Others	63% 87%	40% 78%	67% 86%	46% 67%	17% 55%
Math – All	93%	95%	88%	62%	44%
Math – Low Inc./ Others	91% 96%	90% 100%	85% 90%	53% 76%	40% 50%
Math – IEP/ Others	75% 95%	100% 98%	67% 90%	46% 65%	8% 53%
Writing	44%	DNT	DNT	DNT	DNT
4th Grade					
Reading - All	75%	89%	85%	58%	72%
Reading – Low Inc./ Others	73% 77%	88% 91%	83% 87%	55% 62%	70% 76%
Reading – IEP Others	50% 81%	40% 93%	83% 85%	67% 57%	56% 76%
Math - All	93%	100%	96%	73%	74%
Math – Low Inc. Others	90% 97%	100% 100%	97% 96%	71% 76%	67% 83%
Math – IEP/ Others	93% 93%	100% 100%	100% 96%	67% 72%	27% 83%
Science - All	82%	92%	87%	85%	85%
Science – Low Inc./ Others	81% 83%	88% 97%	87% 88%	77% 62%	78% 93%
Science-IEP Others	57% 88%	60% 93%	100% 85%	50% 89%	55% 91%

5th Grade					
Reading - All	85%	78%	89%	58%	68%
Reading – Low Inc./ Others	74% 93%	82% 72%	86% 91%	55% 62%	63% 73%
Reading – IEP/ Others	71% 86%	57% 79%	60% 91%	33% 71%	____ ____
Math - All	93%	87%	94%	77%	78%
Math – Low Inc. Others	97% 91%	84% 90%	92% 97%	67% 89%	78% 79%
Math – IEP/ Others	86% 94%	86% 87%	80% 95%	33% 83%	____ ____
Writing	67%	DNT	DNT	DNT	
	West Central 2010	West Central 2011	West Central 2012	West Central 2013	West Central 2014
6th Grade –					
Reading - All	76%	92%	71%	50%	51%
Reading – Low Inc./ Others	72% 81%	86% 95%	67% 77%	47% 60%	39% 65%
Reading – IEP/ Others	20% 85%	40% 95%	0% 77%	33% 67%	15% 59%
Math - All	91%	90%	73%	62%	54%
Math – Low Inc Others	90% 92%	83% 95%	85% 64%	50% 71%	33% 77%
Math – IEP/ Others	50% 97%	40% 94%	0% 79%	50% 71%	8% 65%
Writing	68%	DNT	DNT	DNT	DNT
7th Grade					
Reading - All	77%	77%	85%	35%	58%
Reading – Low Inc./ Others	70% 83%	74% 81%	73% 93%	30% 48%	54% 64%
Reading – IEP/ Others	10% 87%	25% 87%	40% 89%	14% 37%	____ ____
Math - All	82%	88%	88%	45%	55%
Math – Low Inc./ Others	73% 90%	87% 89%	85% 90%	43% 71%	52% 71%
Math – IEP/ Others	20% 91%	42% 97%	20% 93%	14% 48%	____ ____
Science - All	81%	87%	88%	73%	87%
Science – Low Inc./ Others	76% 85%	87% 86%	77% 95%	72% 82%	85% 89%
Science – IEP/ Others	20% 90%	67% 90%	40% 92%	29% 76%	____ ____
8th Grade					
Reading - All	82%	82%	84%	58%	42%
Reading – Low Inc./ Others	71% 89%	79% 85%	84% 84%	49% 71%	45% 35%
Reading – IEP/ Others	40% 89%	36% 85%	42% 84%	29% 71%	____ ____

Others	88%	90%	92%	48%	---
Math - All	82%	76%	85%	38%	36%
Math – Low Inc./ Others	71% 89%	69% 83%	81% 89%	32% 47%	38% 29%
Math – IEP/ Others	20% 91%	18% 85%	33% 95%	14% 41%	---
Writing	71%	DNT	DNT	DNT	DNT
	West Central 2010	West Central 2011	West Central 2012	West Central 2013	West Central 2014
11th Grade - PSAE					
Reading	53%	51%	60%	71%	51%
Reading – Low Inc. Others	35% 71%	37% 56%	59% 60%	59% 77%	32% 68%
Reading – IEP/ Others	0% 66%	0% 54%	0% 62%	29% 77%	18% 68%
Math	37%	45%	39%	50%	40%
Math – Low Inc./ Others	14% 61%	32% 50%	33% 42%	29% 60%	27% 53%
Math – IEP/ Others	0% 46%	0% 48%	0% 40%	--- ---	0% 47%
Science	47%	43%	42%	47%	43%
Science – Low Inc. Others	32% 61%	37% 45%	36% 57%	29% 55%	27% 58%
Science – IEP/ Others	0% 57%	0% 45%	0% 52%	--- ---	9% 49%
Writing	53%	56%	DNT	DNT	38%
ACT College & Career Readiness					
English	51%	55%	63%	71%	71%
Mathematics	26%	27%	24%	29%	31%
Reading	33%	34%	42%	51%	41%
Science	17%	16%	14%	31%	35%
Meeting all four	13%	12%	8%	21%	22%
ACT Summary					
Composite	18.6	20.2	19.4	19.5	21.0
English	18.1	19.9	19.7	19.7	21.0
Math	17.5	19.3	18.8	18.4	19.7
Reading	19.3	20.7	19.4	19.7	21.9
Science Reasoning	18.7	20.1	19	19.4	20.5
Percent Tested on ACT	97.4%	90%	96%	100%	100%
Number Tested	78	66	73	71	68

Source – Student Information System assessment results

Observations

2014

PSAE

- Reading scores dropped 20%
- Math scores dropped 11%
- 2014 fits the trend of 3 out the 4 previous years considering percentages in all categories. 2013 seems to be an exception with the present data.

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%

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

2014

- Highest scores in all categories in the past 5 years.
- Writing scores have dropped from 56% in 2011 to 38% in 2014

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

Table 3b: PSAE Work Keys Scores West Central

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
READING-Score	4.82	4.71	5	5.1	4.5
% Scoring 5 or better	66.2	58.9	67.6	71	50.7
MATH					
MATH Score	4.62	4.79	4.96	4.8	4.6
% Scoring 5 or better	51.9	56.1	61.9	60	40.3
# of Students Tested	77	73	71	68	77

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

2013-2014

- % Scoring 5 or better in Reading has dropped from 71% in 2013 to 51% in 2014
- % Scoring 5 or better in Math has dropped from 60% in 2013 to 40% in 2014

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%

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.

	2009-10	2010-11	2011-2012	2012-2013	2013-2014
English Target – 15	17.71	17.23	18.65	17.5	17.1
Math Target – 19	17.69	17.36	18.35	18.6	18.3
Reading Target -17	17.25	18.23	18.68	18.1	18.3
Science Target -21	18.25	18.17	19.78	17.2	17.2
Composite	17.73	17.75	18.8	17.85	17.7
# of students tested	72	85	69	79	58

Source - District created Stop and Go charts

PLAN

2013-2014

- 21 fewer students tested
- Reading increased by .2

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.

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.

	2009-10	2010-11	2011-12	2012-13	2013-14
8TH GRADE					
English Target – 13	15.75	14.84	15.1	17.75	15.0
Math Target – 17	16.17	15.58	15.5	17.16	15.2
Reading Target 15	16.52	15.78	15.5	18.14	15.6
Science Target 20	17.05	17.11	16.5	18.7	17.2
Composite	16.37	15.83	15.7	17.9	15.75
# of students tested	75	81	76	75	74
9TH GRADE					
English (Target – 14)	15.78	17.10	15.7	17.75	15.9
Math (Target – 18)	15.75	16.87	16.1	18.14	16.6
Reading (Target – 16)	15.82	17.43	16.4	18.17	16.6
Science (Target -20)	17.62	18.17	17.4	17.16	18
Composite	16.24	17.39	16.4	17.80	16.8
# of students tested	79	84	84	65	68

Source - District created Stop and Go charts

Explore 8th, 9th

2014-2015

- West Central has never met in Science
- Reading has met for the last four years

2013-2014

- The Class of 2018 decreased in all categories
- The Class of 2017 increased in science

2012-2013

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

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	2011	2012	2013	2014
8 th Grade Explore	Reading	0/9 0%	0/8 0%	0/6 0%	0/5 0%
	Math	0/9 0%	0/8 0%	0/6 0%	0/5 0%
9 th Grade Explore	Reading	0/5 0%	0/9 0%	0/8 0%	1/4 25%
	Math	0/5 0%	0/9 0%	0/8 0%	0/4 0%
10 th Grade PLAN	Reading	0/2 0%	0/5 0%	0/9 0%	0/6 0%
	Math	0/2 0%	0/5 0%	0/9 0%	0/6 0%
11 th Grade PSAE	Reading	0/3 0%	0/1 0%	2/7 28%	0/9 0%
	Math	0/3 0%	0/1 0%	1/7 14%	0/9 0%
11 th Grade ACT	Reading	0/3 0%	0/1 0%	0/7 0%	0/9 0%
	Math	0/3 0%	0/1 0%	0/7 0%	0/9 0%

- Class of 2012 **Red**
- Class of 2013 **Teal**
- Class of 2014 **Orange**
- Class of 2015 **Yellow**
- Class of 2016 **Purple**
- Class of 2017 **Salmon**
- Class of 2018 **Green**

3E Special Education PLAN, EXPLORE and ACT
 2014

- Class of 2016 never had anyone meet
- Only one student met in 2014 reading

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.

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

Explore	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Taking Test	87	73	86	66	68
# FRL	29	21	25	28	37
%FRL	33%	28%	29%	42%	54%
% FRL Did Not Meet – Reading	62%	61%	36%	64%	32%
% FRL Did Not Meet - Math	69%	76%	60%	85%	41%

Source - District created Stop and Go charts, Skyward and IIRC website
 Low Income EXPLORE
 2014-2015

- % FRL that did not meet in reading decreased from 64% to 32%

2013-2014

- The % of students with FRL is at an all-time high
- Reading and Math scores have increased drastically from 12-13 to 13-14

2012-2013

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

Table 3g – Low income Plan scores

Plan	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Taking Test	72	79	86	79	68
# FRL	19	25	25	37	32
%FRL	26%	32%	29%	47%	47%
% FRL Did Not Meet –Reading	78%	36%	36%	47%	66%
% FRL Did Not Meet – Math	89%	84%	60%	81%	78%

Source - District created Stop and Go charts, (voluntary forms for free and reduced lunch) and IIRC website.
 Low Income PLAN

2014-2015

- % FRL did not meet in reading decreased from 47% to 66%

2013-2014

- Reading scores are trending downwards

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.

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

	2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%		
9 th Grade Eng. Lab	22	24%	20	29%	19	25%	10	14%
10 th Grade Eng. Lab	10	27%	12	14%	8	11%	17	25%
9 th Power Reading			5	7%	17	27%	8	12%
10 th Power Reading			8	9%	10	14%	3	4%
11 th Power Reading			4	6%	N/A		N/A	
9 th Grade Math Lab	20	22%	12	17%	15	20%	10	14%
10 th Grade Math Lab	18	11%	17	20%	5	7%	10	14%
9 th Power Math	8	9%	5	7%	4	5%	5	7%
10 th Power Math	12	16%	8	9%	3	4%	4	4%
11 th Power Math			4	6%	N/A		N/A	

Lab Numbers

2014-2015

- Class of 2017 Power Reading numbers have dropped from 17 to 3 from Freshman to Sophomore year
- Enrollment has dropped in Power Reading classes

2013-2014

- 2013-2014 sophomore math lab had a low class size
- No juniors were in Power Reading or Power Math

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.

2.3 Demographic Data

Table 4a – General School Data

	2009-10		2010-11		2011-12		2012-13		2013-2014	
	#	%	#	%	#	%	#	%	#	%
Attendance	321	91.40%	317	93.00%	316	94.3%	309	93.8%	306	94.5%
Gender - Male		92.60%		93.40%		94.1%		94.1%		92.3%
Gender - Female		90.20%		92.80%		95.5%		93.6%		90.9%
White		91.40%		93.10%		94.3%		94%		91.5%
Black		68.40%		84.80%		62.2%		0%		83.2%
Hispanic		95.80%		95.20%		95.6%		89.9%		91.6%
Asian/Pacific		0%		0%		0%		95.4%		0%
Am Ind/Alask		0%		93.10%		85.9%		0%		0%
Multiracial		95.50%		96.90%		95.5%		90.1%		95.4%
LEP		97.40%		0%		0%		0%		0%
IEP		87.00%		86.90%		92.8%		93.6%		89.9%
Low Income		86.50%		88.30%		90.8%		91.7%		88.4%
Chronic Truancy	13	4.20%		4.40%		5.3%		3.9%		8.7%
Mobility Rate		8.70%		9.10%		12.9%		8%		12.3%
	321	91.40%	317	93.00%	316	94.3%	309	94%	306	92%
Graduation Rate for all Sub-Groups										
	69	90.80%	71	81.00%	70	89.7%	66	75.9%		86%
Gender - Male	36	92.30%		76.60%		88.1%		75%		83.2%
Gender - Female	33	89.20%		86.80%		91.7%		76.9%		88.9%
White	69	90.80%		80.70%		81.0%		78.5%		90.1%
Black				100.00%		100.0%	0	0%		77.2%
Hispanic	0	0		0		0	1	100%		81.3%
Asian/Pacific										94.2%
Am Ind/Alask							0	0%		
Multiracial							0	0%		86%
LEP	0						1	100%		60.5%
IEP	13	92.90%		66.70%		71.4%	13	40%		69.9%
Low Income	31	77.50%		72.30%		74.5%		64.9%		78.5%
Drop Out Rate	7	2.20%		1.60%		1.3%		3.6%		2.2%

Source – school report card
2013-2014

- Truancy rate has doubled over the last five years

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)

Table 4b: Enrollment Data – 6th Day Enrollment

	2010-11		2011-12		2012-13		2013-14		2014-2015	
	#	%	#	%	#	%	#	%	#	%
School Population	317		320		299		303		276	
Grade 9 West Central	77	24	90	28.2	70	23.4	74	25	66	24
Grade 10 West Central	85	27	75	23.4	85	28.4	72	24	70	25
Grade 11 West Central	75	24	82	25.6	72	24.1	83	27	65	24
Grade 12 West Central	80	25	73	22.8	72	24.1	74	24	75	27

Enrollment Data

2014-2015

- Enrollment dropped under 300
- Enrollment has decreased 15% from 2011-12 to 2014-15
- Class of 2015 has lost 15 students since Freshman year

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.

Source – Enrollment report

4c- Special education enrollment data

WCHS	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
Total Special Education	23	7	30	9	30	10	31	10	28	10
Intellectual Disability	6	2	5	1.6	12	4.5	8	2.6	8	2
Speech or Language Impairment	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0
Emotional Disability	0	0	2	.06	1	.3	0	0	0	0
Orthopedic	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	7	2	13	4.1	8	2.5	10	3.3	9	3
Specific Learning Disability	9	3	10	3.2	10	3	12	4	11	4
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0
Autism	0	0	0	0	1	.3	0	0	0	0

2014-2015

- Special Education enrollment has remained at 10% the last three years

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

Table 4d - Discipline - 1st Quarter

<u>Total Enrollment</u>	320	320	293	303	276
<u>Referrals</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
1. # of Referrals	196	98	143	152	61
2. # of Students Referred	74	54	75	70	35
3. % of Males Referred	72%	62%	59%	62%	77%
4. % of Females Referred	28%	38%	41%	38%	23%
5. % of 9 th Graders Referred	22%	45%	15%	19%	8%
6. % of 10 th Graders Referred	42%	11%	36%	34%	29%
7. % of 11 th Graders Referred	20%	31%	16%	30%	9%
8. % of 12 th Graders Referred	16%	13%	33%	17%	54%
9. # of Students With No Discipline Referrals	246	264	222	233	242
10. % of Students With No Discipline Referrals	77%	84%	76%	77%	87%
<u>Offenses</u>					
1. Tardies	38	20	25	71	19
2. Cell Phone	18	13	63	16	6
3. Misbehavior	37	19	94	50	24
4. Missed Detention	28	2	0	1	0
5. Inappropriate Language	11	6	6	14	11
<u>Consequences</u>					
1. Expulsion	0	0	0	0	0
2. OSS (4-10)	3	3	0	0	1
3. OSS (1-3)	23	4	9	5	14
4. ISS	26	10	15	35	17
5. Detention	95	35	110	95	28

<u>Total Enrollment</u>	320	320	293	303	276
<u>Attendance</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
1. # of Tardies	693	538	460	525	517
2. % of Male Tardies	73%	60%	61%	53%	62%
3. % of Female Tardies	27%	40%	39%	47%	38%
4. % of 9 th Grade Tardies	25%	36%	15%	13%	13%
5. % of 10 th Grade Tardies	26%	19%	29%	18%	28%
6. % of 11 th Grade Tardies	34%	26%	17%	42%	18%
7. % of 12 th Grade Tardies	15%	19%	39%	27%	41%
8. % of Students With 3 or Less Tardies	82%	83%	87%	76%	83%
9. % of Males With 3 or Less Tardies	75%	79%	81%	79%	78%
10. % of Females With 3 or Less Tardies	89%	81%	92%	78%	87%
11. % of 9 th Graders With 3 or Less Tardies	75%	80%	93%	93%	95%
12. % of 10 th Graders With 3 or Less Tardies	81%	88%	85%	83%	81%
13. % of 11 th Graders With 3 or Less Tardies	81%	83%	90%	73%	86%
14. % of 12 th Graders With 3 or Less Tardies	91%	84%	76%	69%	71%
15. Average Daily Attendance Rate	90.4%	94.8%	94.7%	94%	91.5%

2014

- Referrals have continued to decline over the last 3 years
- ISS was 50% less from 2013 to 2014

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

4F Full-Time Educator Data

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Full Time Classroom Teachers	19	19	18	17	17
Average Years Teaching	12.6	14.1	11.6	10.6	14.2
# Full-Time Teachers New to High School / District	6	1	3	1	2
# First Year Teachers	3	1	3	1	2
% with B. A. Degree	79%	84%	56%	82%	88%
% with M.A. & Above	21%	16%	44%	18%	12%
# 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	42%	37%	38.9%	35%	41%
% Female Teachers	58%	63%	61.1%	65%	59%
# Total Paraprofessionals	2	2	2	2	1
# Classroom Instructional Paraprofessionals	2	1	0	0	1
# Total Under-qualified paraprofessionals	0	0	0	0	0
# Total Counselors	1	1	1	1	1
# Total Librarians	1	1	1	1	1
# Total Social Workers/ Psychologists	1 ½	1 ½	2 ½	1 ½	1 ½
# Total Other Staff	3	3	3	3	3
% of Teachers Highly Qualified	100%	100%	100%	100%	100%

Observations

2014-2015

- Ave years teaching has increased from 10.6 to 14.2
- Added 1 Classroom Instructional Paraprofessional
- 100% of our teachers are highly qualified

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.

Table 4g
District Professional Development Offerings
2014 – 2015

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Teacher Academy	Summer 2014	K-12 9-12	4 4	No	Lecture
Diabetes training	Aug 2014	K-12	All district	Yes	Lecture
Student Engagement	Aug 2014	9-12	25	Yes	Interactive
1 on 1 Initiative	Aug 2014	9-12	25	Yes	Lecture
Higher Order Thinking Skills	Aug 2014	9-12	25	Yes	Interactive
Three ways data can inform instruction	Aug 2014	9-12	25	Yes	Interactive
Tiered Instruction Planning	Sept 2014	9-12	25	Yes	Interactive
Tiered Instruction Strategies	Oct 2014	9-12	25	Yes	Interactive
Student Motivation	Nov 2014	9-12	25	Yes	Interactive
Student Growth Testing	Dec 2014	9-12	25	Yes	Interactive
Differentiated Instruction Techniques	Jan 2015	9-12	25	Yes	Interactive
Fundamentals of Student Growth testing	Feb 2015	9-12	25	Yes	Interactive
Formative Assessment Strategies	Feb 2015	9-12	25	Yes	Interactive

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

2.4 Program Data

Table 5 – CURRICULUM IMPLEMENTATION DATA 2014-2015

Accelerated classes were added to the math curriculum
Transitioned from Algebra 1 to Math A

CURRICULUM IMPLEMENTATION DATA 2013-2014

Trigonometry and Other Related Topics course was added

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.

2.5 Perception Data

Table 6a - Survey Data

Parent Survey Observations

2014 – 2015

- Email is the best way to communicate with parents
- 91% of parents have ample opportunity to voice their opinions
- 93% agree that teachers will listen and help
- 84% of parents believe students get extra help when they need it
- 93% of parents think the school is safe, orderly and welcoming
- 77% of parents feel that students who graduate from WCHS are prepared for challenges that lie ahead
- Sporting events accounted for the highest percentage of parent attendance at school 80%

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

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

2014 – 2015

- 100% of teachers agree that the High School staff believe overall atmosphere is important
- 89% of teachers agree that the High School staff has created a culture of achievement
- 89% of teachers strongly agreed they address student needs on a regular basis
- 5% of staff do not feel they collaborate with the general staff on a regular basis
- 97.5% of staff work with administration on a regular basis
- 79% of staff communicate with parents on a regular basis
- 85% of teachers understand the purpose of the lab classes
- 95% of teachers understand the purpose of freshmen and sophomore teams

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

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

2014 – 2015

- 80% of students are proud of West Central High School
- 81% of students have not been threatened, bullied, or picked on in the last five days
- On average 92% of students feel safe anywhere in or around the school
- 37% of students spend more than 3 hours per day with their family
- 86% of students spend less than 60 minutes per day on homework
- 39% of students work more than 3 hours on the weekends
- 67% of students spend less than 30 minutes per day in a school sponsored organization
- 94% said that teachers and staff members are friendly, professional, and respectful

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

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

Table 7 Patterns of Strengths and Challenges

Patterns of strengths	Data used to support
Support for new teachers	Teacher Academy data
Progressive in teaching pedagogy	Danielson Committee, Assessment Committee, PD days, weekly teachers' meetings, Student Growth discussion and implementation
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	Most freshmen have Chrome books
Career Readiness and Work Keys scores	Work Keys certificates
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
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
Check and Connect groups have been implemented to mentor every student in the high school.	Calendar adjustments.
Check and Connect groups now meet weekly during a 4D activity period.	Master Schedule
Dual credit and Virtual High School courses are available for enrichment.	Master Schedule
Inclusion of IEP students into the general education classes.	Master Schedule
Student achievement charts continue to be used to measure student progress.	Test data
There were zero missed detentions during 1 st quarter of 2014-2015.	Table 4d
100% of teachers surveyed think the school climate is important	Staff survey data
97% of teachers surveyed meet/work with the administration on a regular basis	Staff survey data
85% of teachers understand the purpose of labs	Staff survey data
66% of staff have been employed at WCHS for at least 5 years.	Master Schedule

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
There has been a decrease in special education teachers from 3 full time special education teachers in 2011-2012 to 1.5 in 2014-2015.	4f
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
No testing data for 9 th and 10 th grade for 2014 – 2015	Discontinued use of Explore and Plan
According to the student survey, 86% 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	11 th 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	
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	Accept	In first semester of 2014-2015, 45 students failed 2 or more classes.	D/F list	Check and Connect discussions
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
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 1 (Math)				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
Current Conditions and Data Sources				
2013-2014 PSAE data shows that 0% of our IEP students meet state standards on the PSAE. Only 47% 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 2014-15 student growth data to determine placement in math, power and lab classes	March 2015	SIP Team, Mrs. Seitz, Ms. Smith, Ms. Holding, Mr. Hennings, Ms. Halcomb, Ms. Fitzgerald, Mr. Schneider, Mr. Frakes	No cost	Agendas, SIP Team and department meeting minutes
Continue to provide access to Illinois Virtual High for online courses for enrichment and credit retrieval.	August 2015 May 2016		Family funds \$250 per hour	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 2015 May 2016	Mr. Frakes and Mr. Boyle	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 2015 May 2016	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 2015 May 2016	Mr. Schneider, Mr. Frakes	No cost	Lesson plans. Administrative walk through and department meetings
Offer career day in where outside employers speak	November 2016	Mrs. Alexander, SIP Parent/Community	Bldg. funds, donations	Program agenda, student sign in sheets,

to our students about their expectations		Outreach Program		student feedback
We will begin to implement a partial RTI program (11, 12) at the high school level involving an RTI team.	August 2014 May 2015	Mr. Frakes, Mr. Schneider, Mr. Gittings	No cost	RTI forms, meeting agendas, progress monitoring forms.

Improvement Goal 1 (Math)				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
Current Conditions and Data Sources				
2013-2014 PSAE data shows that 0% of our IEP students meet state standards on the PSAE. Only 47% of all students taking the PSAE meet or exceeded standards in math.				
Specific Action 2				
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 2015 May 2016	Mr. Schneider, Mr. Frakes,	No cost	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 2015 May 2016	All staff, Mr. Schneider, Mr. Frakes	TYPE 2,3 no cost	Assessment data, student progress monitoring
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills.	August 2015 May 2016 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	August 2015 May 2016 SIP days	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

Improvement Goal 1 (Math)				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
Current Conditions and Data Sources				
2013-2014 PSAE data shows that 0% of our IEP students meet state standards on the PSAE. Only 47% of all students taking the PSAE meet or exceeded standards in math.				
Specific Action 3				
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 2015 May 2016	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 2015 May 2016	Mr. Schneider, Ms. Hultgren, Mr. Frakes, Mrs. Smith, Mrs. Gall, Mr. Rakestraw	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings, class rosters
Special education teachers will assess data of IEP students and record individual student growth.	August 2015 May 2016	Mrs. Gall, Mr. Rakestraw	No cost	Progress monitoring, pre and post tests

Improvement Goal 1 (Math)				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
Current Conditions and Data Sources				
2013-2014 PSAE data shows that 0% of our IEP students meet state standards on the PSAE. Only 47% of all students taking the PSAE meet or exceeded standards in math.				
Specific Action 4				
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
3 times per year, we will have an educational parent night event.	Oct, Nov 2015 March 2016	Mrs. Alexander, Mrs. Frakes, Mr. Frakes	No cost	Surveys/attendance records

Provide parent access to Skyward access to 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. Schneider, Mr. Frakes, Mrs, Seibert	No cost	Surveys and progress monitoring of students' success

Improvement Goal 2 (Reading)

The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.

Current Conditions and Data Sources

2013-2014 PSAE data shows that 0% of our IEP students meet state standards on the PSAE. Only 68% 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 2014-15 student growth data to determine placement in English, power and lab classes	March 2015	Mr. Arnold, Mr. Black, Ms. Adams, Mr. Frakes	No cost	Yearly test administration and evaluation
Provide access for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	August 2015 May 2016	IVS Proctor (TBD)	Family funds \$250 credit recovery	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 2015 May 2016	Mr. Frakes and Mr. Boyle	Bldg. funds, donations	Data collection of qualifier information
Provide student access to SKYWARD management programs to monitor their own progress in English courses.	August 2015 May 2016	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 2015 May 2016	Mr. Schneider, Mr. Frakes	No cost	Lesson plans. Administrative walk through and department meetings

Improvement Goal 2 (Reading)				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
Current Conditions and Data Sources				
2013-2014 PSAE data shows that 0% of our IEP students meet state standards on the PSAE. Only 68% of all students taking the PSAE meet or exceeded standards in Reading.				
Specific Action 2				
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 2015 May 2016	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 2015	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.	August 2015 May 2016 SIP days	Mr. Schneider, Mr. Frakes,		Training evaluations, classroom walkthroughs, faculty and department meeting

Improvement Goal 2 (Reading)				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
Current Conditions and Data Sources				
2013-2014 PSAE data shows that 0% of our IEP students meet state standards on the PSAE. Only 68% of all students taking the PSAE meet or exceeded standards in Reading.				
Specific Action 3				
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, 2015	Mrs. Smith, Mr. Arnold, Mr. Black, Ms. Adams, 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 2015	Mrs. Smith, 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 2015	Administration, Curriculum director, and consultants	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings

Improvement Goal 2 (Reading)

The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.

Current Conditions and Data Sources

2013-2014 PSAE data shows that 0% of our IEP students meet state standards on the PSAE. Only 68% of all students taking the PSAE meet or exceeded standards in Reading.

Specific Action 4

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
3 times per year, we will have an educational parent night event.	Oct, Nov 2015 March 2016	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 2015 May 2016	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. Frakes, Mrs. Seibert	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 2015 May 2016		Family funds \$250 credit recovery	Enrollment numbers/IVS progress reports

Improvement Goal 3a (Graduation Rate)				
The graduation rate will increase to 92.5% in 2015-16.				
Current Conditions and Data Sources				
2013 -2014 graduation rate for West Central High School was 86%.				
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 2016	Mr. Frakes	No cost	Attendance rate
Maintain and evaluate student rewards policy for attendance and offer student incentives.	August 2015 May 2016	Mr. Frakes, Mr. Schneider	\$1000 bldg. funds	Attendance rate
Plan school wide motivational speaker schedule quarterly.	Spring 2016	Parent Community Committee (Mrs. Alexander)	Available Bldg. funding	Student survey
Continue to evaluate the current RTI system at the high school	Fall 2015 - 2016	Mr. Schneider, Mr. Frakes, Mrs. Farniok	Available Bldg. funds	Progress monitoring forms, D – F list
Develop and implement a new student transition plan to the high school that includes peer mentoring, and a Study Skills course.	December 2014 – May 2015 (implementation August 2015)	SIP team	No cost	New student survey, student feedback, teacher feedback, student growth scores, D-F List
Provide grade level privileges based on credits.(Locker assignments etc...)	August 2015	Ms. Hultgren, Mr. Frakes, Mr. Boyle	No cost	Locker assignments, student feedback
Develop and implement exit surveys for graduates	August 2015	Mr. Schneider	No cost	Survey results
Review scheduling process for students. Do not allow students to be scheduled in multiple levels of one subject at the same time when possible.	May 2015 -May 2016	Ms. Hultgren, Mr. Schneider	No cost	Class schedules

Develop a ½ day work co-op program	August 2015-May 2016	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)	August 2015-May 2016	Ms. Hultgren, Mr. Schneider, Mr. Frakes	Family funds for courses	Master schedule, student rosters, class offerings
Re-calculate the grading scale	August 2015	Mr. Schneider, Mr. Frakes, Ms. Hultgren	No cost	D-F lists, Semester Grades Fall 2014/Spring 2015

Improvement Goal 4a (Curriculum/student growth)				
75% of students will demonstrate growth based on the school growth model during 2015-2016.				
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
Expand Activity Check and Connect period time for all students from weekly to twice weekly	August 2015	Mr. Schneider, Mr. Frakes	No cost	Student growth on Type 2,3 assessments, D-F lists
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
Provide a greater range of Dual-Credit/ Correspondence courses from Carl Sandburg College	August 2015-May 2016	Ms. Hultgren, Mr. Schneider, Mr. Frakes	Family funds for courses	Master schedule, student rosters, class offerings
All teachers will create valid and reliable Student Growth tests	August 2015-May 2016	Staff	No cost	Principal Confirmation

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, 1 on 1 imitative 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, Science and Special Education consultant for on-site coaching.	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 spend part of every meeting implementing the current plan, and the remainder of the meeting working on the new plan.

B. MONITORING

- To monitor the progress on our goals throughout the year, we will utilize the previous years SIP plan to gauge our progress by engaging SIP members in in depth discussion during every SIP meeting to monitor our progress throughout 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.