

School Improvement Plan

West Central High School CUSD #235

Plan for 2017 - 18

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

2017 - 2018

An Integrated School Improvement Plan for

WEST CENTRAL HIGH SCHOOL

West Central School District

July 1, 2017 – June 30, 2018

PROVIDING OPPORTUNITY, EXPECTING EXCELLENCE



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I. Introduction and Background

1.1 SCHOOL COMMUNITY

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

West Central High School is located along US Highway 34, two miles west of Biggsville, Illinois. The high school facility is connected to the elementary building. The superintendent is housed in the complex as well. The high school, grades 9-12, on-campus student enrollment is 286 on campus (5 off-campus) with 18 full-time certified teachers, 2 half-time (three HS classes), 3 part time (two HS class) certified teachers, and 4 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

- o WCHS currently equips each individual student with a chrome book to enhance curriculum and instruction on a daily basis
- o The staff is highly involved with extracurricular activities for the students, with 88% of the faculty serving as a coach or sponsor. These include eleven sports, art club, scholastic bowl team, math team, 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.
- o All faculty members are teaching in their field of certification, and 100% meet highly qualified status.
- o The teacher/pupil ratio in the high school is 11:1 compared to the state average of 17:1.
- o 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.
- o Illinois Virtual High School for credit recovery and for courses not available during the regular school day.
- o We have an Activity Period to provide meeting times for enrichment projects, social emotional learning interaction, and academic support.

- 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. All classrooms in the high school have smart board interactive whiteboards.
- 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.

School Challenges

- There is a low level of parent involvement.
- Declining enrollment is a challenge not only in the high school but also the district as it impacts overall funding for education.
- 58% of our student population qualifies for the free or reduced lunch program.
- 14% mobility rate
- 33% of staff this year are new to the school
- 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. Ben Rees	Principal	2015	2
Mr. Jason Kirby	Asst. Principal	2016	1
Mr. Adam Boyle	Social Sciences	2009	8.5
Ms. Sammi Kimmey	Math	2016	1
Mr. Joseph Hess-Haughey	Physical Education	2016	1
Mr. Jon Steben	Band	2015	2
Mr. James Black	English	2015	2

The West Central High School Staff believes that School Improvement can only be achieved through the efforts of all stakeholders. 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.

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 January 19, 2017, 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 PSAE tests as well. Reports from the skyward student management system were used to gather discipline and attendance data.

2.2 - English and Math Lab and Power Math Students

This courses are required for those students who scored well below standards in English and math in 8th grade course work and on standardized testing. The goal of these classes is to strengthen the students basic reading and math test taking skills. Class size is small so students receive individual help as needed.

Table 2a – English and Math Lab and Power Math Students

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%	#	%	#	%
9 th Grade Eng. Lab	20	29%	19	25%	10	14%	6	8%	9	15%
10 th Grade Eng. Lab	12	14%	8	11%	17	25%	8	10%	2	2%

9 th Power Reading	5	7%	17	27%	8	12%	11	14%	4	6%
10 th Power Reading	8	9%	10	14%	3	4%	7	9%	0	0%
11 th Power Reading	4	6%	N/A		N/A		N/A		N/A	
9 th Grade Math Lab	12	17%	15	20%	10	14%	9	12%	9	15%
10 th Grade Math Lab	17	20%	5	7%	10	14%	9	12%	5	7%
9 th Power Math	5	7%	4	5%	5	7%	4	5%	2	3%
10 th Power Math	8	9%	3	4%	4	4%	6	8%	0	0%
11 th Power Math	4	6%	N/A		N/A		N/A		N/A	

Lab Numbers

2016-2017

- Power Reading and Math enrollment for Class of '19 is nonexistent
- Students are moving out of Math and English Lab from 9th grade to 10th grade

2015-2016

- The number of students in English lab has decreased from 27 to 14.

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

2.3 – Student Growth Data

The following scores are based on Pre-Post test data final results of students who were tested. Not all students were tested. These measures are based on individual expected growth not a final test score.

Excellent growth represents the percentage of students who exceeded expected growth,

Proficient growth represents the percentage of students who met expected growth,

Needs improvement represents the percentage of students (some) that did not meet expected growth,

Unsatisfactory represents the percentage of students (most) that did not meet expected growth.

Table 2b - Student Growth Data

Department					
2015-2016	Excellent	Proficient	Needs Imp.	Unsatisfactory	Ex. & Pro.
Career and Technical Ed.	100%	0%	0%	0%	100%
English	81%	7%	6%	6%	88%
Math	96%	2%	0%	2%	98%
Physical Education	98%	2%	0%	0%	100%
Science	66%	12%	13%	9%	78%
Social Studies	88%	5%	5%	2%	93%

Career Technical Education – Agriculture, Family Consumer Sciences, Industrial Arts

2016-2017

- On average 93% of students were excellent or proficient
- On average, only 3% of students were unsatisfactory

2.4 Demographic Data

Table 2c – General School Data

Student Data										
	2011-12		2012-13		2013-14		2014-15		2015-16	
	#	%	#	%	#	%	#	%	#	%
Total Students	316		309		306		307		286	
White		94.3%		93.9%		94.8%		94%		92.7%
Black		0.3%		0.3%		0.7%		0.7%		0.7%
Hispanic		2.5%		2.6%		2%		2.5%		3.1%
Asian/Pacific		0%		0.3%		0%		0%		0%
Am Ind/Alaska		0.9%		0.3%		0%		0%		0%
Multiracial		1.9%		2.6%		2.6%		2.8%		3.5%
LEP		0%		0%		0%		0%		0%
IEP		9.5%		9.7%		12.4%		11.7%		11.9%
Low Income		37.0%		41.7%		45.3%		54.4%		58.4%
Chronic Truancy		5.3%		3.9%		10.6%		8.5%		11.6%

Mobility Rate		12.9%		8.4%		12.7%		11.1%		13.9%
Graduation Rate										
		89.7		75.9%		86%		82.4%		75.4%
Gender - Male		88.1		75%		83.2%		74.2%		61.5%
Gender - Female		91.7		76.9%		88.9%		88.4%		83.7%
White		81.0		78.5%		90.1%		82.2%		73.8%
Black		100.0		0%		77.2%		0%		0%
Hispanic		0		100%		81.3%		0%		0%
Asian/Pacific						94.2%		0%		0%
Am Ind/Alaska				0%				0%		0%
Multiracial				0%		86%		0%		0%
LEP				100%		60.5%		0%		0%
IEP		71.4		40%		69.9%		0%		75%
Low Income		74.5		64.9%		78.5%		66.7%		69.4%
Drop Out Rate		1.3		3.6%		2.2%		5.5%		5.6%

Source – school report card

2016-2017

- Low Income, Truancy, and Mobility Rate have increased
- Male graduation rate is significantly lower than female
- IEP graduation rate increased
- Less than 70% of low income students graduate

2014-2015

- The male graduation rate is significantly lower than female
- Truancy rate has consistently increased
- Attendance rate is at a 5 year low

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%

Table 2d: Enrollment Data – 6th Day Enrollment

	2013-14		2014-15		2015-16		2016-2017	
	#	%	#	%	#	%	#	%
School Population	299		303		276		264	
Grade 9 West Central	70	23.4	74	25	66	24	58	22
Grade 10 West Central	85	28.4	72	24	70	25	72	27
Grade 11 West Central	72	24.1	83	27	65	24	70	27
Grade 12 West Central	72	24.1	74	24	75	27	64	24

Enrollment Data

2016-2017

- Enrollment has dropped slightly
- Class of '20 is our smallest freshmen class in the past few years
- Small gain in Sophomore Class '19

2015-2016

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

2014-2015

- Enrollment stayed near 300

2013-2014

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

Source – Enrollment report

2e- Special education enrollment data

WCHS	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%	#	%	#	%
Total Special Education	30	10	31	10	28	10	28	9	24	9
Intellectual Disability	12	4.5	8	2.6	8	2	7	2	5	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	1	.3	0	0	0	0	1	.3	1	.3
Orthopedic	0	0	0	0	0	0	1	.3	1	.3
Other Health Impairment	8	2.5	10	3.3	9	3	6	2	5	2
Specific Learning Disability	10	3	12	4	11	4	13	4	10	4
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0
Autism	1	.3	0	0	0	0	1	.3	2	.8

2016-2017

- Percentage in Special Education has remained grown slightly
- Even with decrease in overall school population, Special Education numbers have remained consistent

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 2f - Discipline - 1st Quarter

<u>Total Enrollment</u>	293	303	276	283	264
<u>Referrals</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
1. # of Referrals	143	152	61	159	142
2. # of Students Referred	75	70	35	76	61
3. % of Males Referred	59%	62%	77%	71%	67%
4. % of Females Referred	41%	38%	23%	19%	33%
5. % of 9 th Graders Referred	15%	19%	8%	19%	13%
6. % of 10 th Graders Referred	36%	34%	29%	57%	23%
7. % of 11 th Graders Referred	16%	30%	9%	18%	44%
8. % of 12 th Graders Referred	33%	17%	54%	6%	20%
9. # of Students With No Discipline Referrals	222	233	242	207	203
10. % of Students With No Discipline Referrals	76%	77%	87%	73%	77%
<u>Offenses</u>					
1. Tardies	25	71	19	22	18
2. Cell Phone	63	16	6	30	35
3. Misbehavior	94	50	24	83	74
4. Missed Detention	0	1	0	2	0
5. Inappropriate Language	6	14	11	22	15
<u>Consequences</u>					
1. Expulsion	0	0	0	0	1
2. OSS (4-10)	0	0	1	3	1
3. OSS (1-3)	9	5	14	28	4
4. ISS	15	35	17	31	26
5. Detention	110	95	28	82	115

<u>Total Enrollment</u>	293	303	276	283	264
<u>Attendance</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
1. # of Tardies	460	525	517	598	570
2. % of Male Tardies	61%	53%	62%	56%	53%
3. % of Female Tardies	39%	47%	38%	44%	47%
4. % of 9 th Grade Tardies	15%	13%	13%	24%	11%
5. % of 10 th Grade Tardies	29%	18%	28%	28%	23%
6. % of 11 th Grade Tardies	17%	42%	18%	26%	35%
7. % of 12 th Grade Tardies	39%	27%	41%	21%	31%
8. % of Students With 3 or Less Tardies	87%	76%	83%	68%	61%
9. % of Males With 3 or Less Tardies	81%	79%	78%	72%	69%
10. % of Females With 3 or Less Tardies	92%	78%	87%	64%	64%
11. % of 9 th Graders With 3 or Less Tardies	93%	93%	95%	78%	90%
12. % of 10 th Graders With 3 or Less Tardies	85%	83%	81%	61%	84%
13. % of 11 th Graders With 3 or Less Tardies	90%	73%	86%	68%	69%
14. % of 12 th Graders With 3 or Less Tardies	76%	69%	71%	69%	75%
15. Average Daily Attendance Rate	94.7%	94%	91.5%	89%	90%

2016

- Changes in handbook and administrative policies have not resulted in significantly increased incidences of misbehavior
- Out of school suspension rates dropped while regular detention rates rose
- 14% increase in number of females referred

2015

- Attendance rate continues to decline
- An Average of 10% of students are absent daily

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
- Number of tardies down from 693 to 538

Table 2g Full-Time Educator Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Full Time Classroom Teachers	19	18	17	17	17	17
Average Years Teaching	14.1	11.6	10.6	14.2	15.2	13
# Full-Time Teachers New to High School / District	1	3	1	2	2	6
# First Year Teachers	1	3	1	2	1	1
% with B. A. Degree	84%	56%	82%	88%	82%	71%
% with M.A. & Above	16%	44%	18%	12%	18%	29%
# with Emergency or Provisional Certificates	0	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0	0
% Caucasian Teachers	100%	100%	100%	100%	100%	100%
% Male Teachers	37%	38.9%	35%	41%	41%	72%
% Female Teachers	63%	61.1%	65%	59%	59%	28%
# Total Paraprofessionals	2	2	2	1	3	4
# Classroom Instructional Paraprofessionals	1	0	0	1	1	1
# Total Under-qualified paraprofessionals	0	0	0	0	0	0
# Total Counselors	1	1	1	1	1	1
# Total Librarians	1	1	1	1	1	1
# Total Social Workers/ Psychologists	1 ½	2 ½	1 ½	1 ½	1	1.5
# Total Other Staff	3	3	3	3	3	4
% of Teachers Highly Qualified	100%	100%	100%	100%	100%	100%

Observations

2016-2017

- Increase of teachers new to the district from 2 to 6
- Percentage of teachers with an M.A. increased from 18% to 29%
- Percentage of male to female teachers greatly changed (72% male to 28% female)
- Increase in paraprofessionals

2015-2016

- Average years teaching has increased from 14.2 to 15.2
- Teachers with a Master's degree increased from 12% to 18%
- 100% of our teachers are highly qualified

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.

Table 2h
District Professional Development Offerings
2016 – 2017

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
New Teacher Academy	August 2016	K-12 9-12	14 9	No	Lecture
Sensory Training	August 2016	K-12	All	Yes	Lecture
Sensory Training	August 2016	K-12	All	Yes	Lecture
Senate Bill 100 Changes and Classroom Management	August 2016	K-12	All	Yes	Lecture
Digital Citizenship	August 2016	K-12	All	Yes	Lecture
Social Media and You / Threat Assessment Alert System	October 2016	K-12	All	Yes	Lecture
ROE Institute	October 2016	K-12	All	Yes	Lecture

SIP Day (Nov 3): 21st Century Classroom	November 2016	9-12	All	Yes	Lecture
SIP DAY (1/10): Active Shooter Training	January 2017	K-12	All	Yes	Lecture
Sip Day (2/16):Tech training	February 2017	k-12	All	Yes	Interactive
2/17 Teacher Institute: Tech training	February 2017	k-12	All	Yes	Interactive
Diabetes (105 ILCS 145/25)	October 2016	K-12	All	Yes	Video
Bloodborne Pathogens (OSHA 29CFR 1910.1030g)	December 2016	K-12	All	Yes	Video
Sexual Harassment and Discrimination (Title IX 20 U.S.C 1681)	October 2016	K-12	All	Yes	Video
Mental Illness and Suicide Prevention Training (105 ILCS 5/10-22.39 & 105 ILCS 5/34-18.7 & PA 098-0471)	December 2016	K-12	All	Yes	Video
Teen Dating Violence Parts 1 & 2 (105 ILCS 110/3.10 and 3.11)	March 2017	K-12	All	Yes	Video
First Aid,Heimlich Maneuver & CPR (105 ILCS 110/3)	September 2016	K-12	All	Yes	Lecture

2015-2016

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Teacher Academy	July 2015	K-12	5	No	Lecture
Diabetes training	August 2015	K-12	All district	Yes	Lecture
Digital Citizenship	August 2015	9-12	High School	Yes	Interactive
Student Growth Process	August 2015	9-12	High School	Yes	Interactive
Special Education 504	August 2015	9-12	High School	Yes	Interactive

Google Classroom	August 2015	9-12	High School	Yes	Interactive
Differentiation Model 1	August 2015	9-12	High School	Yes	Interactive
Differentiation Model 2	Sept 2015	9-12	High School	Yes	Interactive
Teacher Recruitment	Oct 2015	9-12	High School	Yes	Interactive
PBIS Workshop	Nov 2015	9-12	High School	Yes	Interactive
Special Education IEP's	Nov 2015	9-12	High School	Yes	Interactive
Student Cent Objective	Jan 2016	9-12	High School	Yes	Interactive
Bellringers	Jan 2016	9-12	High School	Yes	Interactive

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 acquainted 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

2.5 Program Data

Table 2i
CURRICULUM IMPLEMENTATION

2016-2017

The following classes will be available to students next year:

- Veterinarian Technology
- Journalism/Yearbook
- Botony
- Zoology
- STEM Project

2015 -2016

We will be offering a Work Co-Op program that allows students to gain work experience while earning credit
The following dual credit categories are offered at the high school and 45+ new courses offered for next year

- Business
- Computer Information Technology
- English
- Health Occupations
- Humanities

- Industrial Technology
- Auto collision and Auto Tech (in cooperation at Southeastern Community College)
- Welding (in cooperation at Carl Sandburg Community College)

2014-2015

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

2013-2014

Trigonometry and Other Related Topics course was added

2.6 Perception Data

Table 2j - Survey Data

Parent Survey Observations

2016-2017

- 100% of parents agree that teachers will listen to concerns about their child.
- 100% of parents agree that student know what is expected of them and can receive extra help when they need it.
- 100% of parents feel welcome at WCHS
- 43% of parents feel like adult volunteers are not used in the school to help students
- 50% of parents aren't interested in school activities because they have a busy work schedule

2015-2016

- 86% believe they have ample opportunities to voice their opinions and can make a difference on the way the school operates
- 94% are aware that the students can receive extra help from teachers when necessary
- 87% of parents feel welcome at WCHS
- 93% of parents think the school is safe and and orderly

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%

Staff Survey Observations

2016-2017

- 88% of staff agree that the high school has created a culture of achievement
- 72% of staff communicate with parents on a regular basis
- 96% agree that they are valued staff members
- 100% address student needs regularly

2015-2016

- 100% of teachers address student's needs regularly
- 100% of teachers agree that the High School staff believe overall atmosphere is important
- 93% of staff work with administration on a regular basis
- 100% of teachers value technology in the classroom

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

Student Survey Observations

2016-2017

- 60% of students report they spend less than 30 minutes per night studying M-F
- 53% of students report they spend less than 30 minutes per night on homework M-F
- 44% of students do not eat breakfast
- 93% of students feel that teachers are friendly, professional, and respectful to them
- 77% say that during the last five days another student has refused to cooperate or follow directions of a teacher/staff member
- 40% of working students contribute to their family household budget
- 75% of students are proud of West Central High School

2015 - 2016

- 10% of students work more than 3 hours per day outside of school
- 60% of students report they spend less than 30 minutes per night studying
- 92% feel that teachers are at least sometimes friendly, professional, and respectful
- 50% of students do not eat breakfast
- 44% of working students contribute to their family household budget
- 26% of students do not eat dinner on a regular basis
- 72% of students are proud of West Central High School

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

Table 2k 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	All students have Chromebooks
The faculty has consistently increased using technology, differentiated instruction, HOTS, student engagement, etc.	Walkthrough Data
Close to half of the students qualified for PRIDE incentives.	Asst. Principal Data
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
Activity Period groups meet twice weekly during a 4D activity period for academic assistance and digital citizenship	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
PRIDE achievement charts are used to promote positive behavior and rewards.	Skyward data
88% of teachers surveyed think the school climate is important.	Staff survey data
99% of teachers surveyed meet/work with the administration on a regular basis.	Staff survey data
92.8% of students achieved Excellent or Proficient Growth across all subjects	Table 3I - Student Growth Data

Patterns of challenges	Data used to support
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Attendance rate	Enrollment data
Number of students who repeat a class due to failure	Semester grades, weekly eligibility report
Graduation rate	School report card
Large number of disciplinary issues	4d, assistant principal/skyward data
Large number of tardies	4d, assistant principal/skyward data
High mobility rate (13.9%)	2.3/4a demographic data
Poor teacher retention	2.3/4a demographic data, teacher data
78% of our population participates in the free or reduced lunch program.	Table 3f

III. PROBLEM STATEMENTS AND HYPOTHESES

Table 3a: Problem Statements, Hypotheses, and Data Sources

Problem Statement 1 (Math): Our current achievement data for ACT shows students did not meet the standards in math. Math scores measured at a 17.4 compared to the state average of 20.4.			
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2
Not all students have the essential skills for success in math	Accept	Chart 3I student growth	11th grade ACT test results
Current classroom assessments indicate student skill deficits	Accept	Chart 3I student growth	
Students could benefit from test-taking preparation for standardized tests	Accept	Chart 3I student growth	11th grade ACT test results
There is a large discrepancy in student performance	Accept	Chart 3I student growth	11th grade ACT test results
Transitional difficulties exist between middle school and high school	Accept	Discipline Reports	

Table 3b

Problem Statement 2 (English): Our current achievement data for ACT shows students do not meet the standards in English. English scores measured at a 17.7 compared to the state average of 20.2. Reading scores measured at a 19.1 compared to the state average of 20.7.			
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2
Not all students have the essential skills for success in English	Accept	Chart 3I student growth	11th grade ACT test results
Current classroom assessments indicate student skill deficits	Accept	Chart 3I student growth	
Students could benefit from test-taking preparation for standardized tests	Accept	Chart 3I student growth	11th grade ACT test results
There is a large discrepancy in student performance	Accept	Chart 3I student growth	11th grade ACT test results
Transitional difficulties exist between 8 th grade to 9 th grade	Accept	Discipline Reports	

Table 3c

Problem Statement 3 Graduation rate: The graduation rate at West Central High School for 2015-2016 (75.4%) remains below the state average				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3

Students with low credit counts at the beginning of their 3rd year are less likely to graduate.	Accept	Skyward data	Insufficient credit letter data	Freshman/ Sophomore team data
Students with a high truancy rate are less likely to graduate.	Accept	D/F List	Skyward data	7 & 10 day truancy letter data

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 2015-2016 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 29% of all students taking the ACT 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 2016-17 student growth data to determine placement in math, power and lab classes	March 2017	SIP Team, Mrs. Seitz, Mr. Hice, Ms. Kimmey, Mr. Hennings, Ms. Halcomb, Mr. Kirby, Mr. Rees	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 2016 May 2017		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 2016 May 2017	Mr. Rees and Mr. Kirby	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 2016 May 2017	All faculty, Mr. Kirby, Mr. Rees	No cost	Technology audit to measure usage
Teachers will incorporate differentiation of instruction strategies in their daily lesson plans.	August 2016 May 2017	Mr. Kirby, Mr. Rees	No cost	Lesson plans. Administrative walk through and department meetings
Offer career day in where outside employers speak to our students about their expectations	March 2017	Mrs. Alexander, SIP Parent/Community Outreach Program	Bldg. funds, donations	Program agenda, student sign in sheets, student feedback
We will begin to implement a partial RTI program (9, 10) at the high school level involving an RTI team.	August 2016 May 2017	Mr. Rees, Mr. Kirby, Mr. Gittings, Mr. Arnold	No cost	RTI forms, meeting agendas, progress monitoring forms.

Improvement Goal 1b (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

2015-2016 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 31% of all students taking the ACT 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 2016 May 2017	Mr. Kirby, Mr. Rees,	No cost	Training evaluations, classroom walkthroughs, faculty and department meeting minutes
Departments will refine and administer assessments that measure exit	August 2016 May 2017	All staff, Mr. Kirby, Mr. Rees	TYPE 2,3 no cost	Assessment data, student progress monitoring

outcomes/essential skills with the ultimate goal of determining student growth.				
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills.	August 2016 May 2017 SIP days	Mr. Kirby, Mr. Rees, All Staff	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 2016 May 2017 SIP days	Teachers, Mr. Kirby, Mr. Rees	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 1c (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 2015-2016 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 31% of all students taking the ACT 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 2016 May 2017	Mr. Kirby, Mr. Rees	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 2016 May 2017	Mr. Kirby, Ms. Hultgren, Mr. Rees, Ms. Colley, Mrs. Gall, Mrs. Ayer	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 2016 May 2017	Mrs. Gall, Ms. Colley	No cost	Progress monitoring, pre and post tests

Improvement Goal 1d (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 2015-2016 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 31% of all students taking the ACT 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 2016 March 2017	Mrs. Alexander, Mrs. Frakes, Mr. Kirby	No cost	Surveys/attendance records
Provide parent access to Skyward access to grades, attendance and discipline.	August 2016 May 2017	All staff, Mr. Kirby, Mr. Rees	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. Kirby, Mr. Rees, Mr. Gittings	No cost	Surveys and progress monitoring of students' success

Improvement Goal 2a (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 2015-2016 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 27% of all students taking the ACT 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 2015-16 student growth data to determine placement in English, power and lab classes	March 2016	Mr. Arnold, Mr. Black, Mr. Muegge, Mr. Rees	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 2016 May 2017	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 2016 May 2017	Mr. Rees 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 2016 May 2017	Teachers, Mr. Kirby, Mr. Rees	No cost	Tech audit to measure usage.
Teachers will incorporate differentiation of instruction strategies in their daily lesson plans.	August 2016 May 2017	Mr. Kirby, Mr. Rees	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, will achieve 85% of their student growth band.				
Current Conditions and Data Sources 2015-2016 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 27% of all students taking the ACT 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	August 2016 May 2017	Mr. Kirby, Mr. Rees	No cost	Classroom walkthroughs, faculty and

engagement and higher order thinking skill in the classroom.				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 2016	All teachers, Mr. Kirby, Mr. Rees	No cost	Assessment data, student progress monitoring
Provide training for staff in differentiated instruction, higher order thinking skills, engagement, and assessment.	August 2016 May 2017 SIP days	Mr. Kirby, Mr. Rees,		Training evaluations, classroom walkthroughs, faculty and department meeting

Improvement Goal 2c (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

2015-2016 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 27% of all students taking the ACT 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
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Collaborate with staff to identify specific strategies of differentiation to be implemented and monitor the implementation of those strategies.	August 20, 2016	Mrs. Ayer, Mr. Arnold, Mr. Black, Mr. Muegge, Mrs. Gall, Ms. Colley	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings
The master schedule will be examined to determine placement of IEP students.	May 2016	Mrs. Ayer Mr. Kirby Mr. Rees, 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 2016	Administration	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

2015-2016 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 27% of all students taking the ACT 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
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3 times per year, we will have an educational parent night event.	Oct, Nov 2016 March 2017	Mrs. Alexander, Mrs. Frakes, Mr. Kirby	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 2016 May 2017	All staff, Mr. Kirby, Mr. Rees	No cost	Technology audits to measure usage
Continue to use freshman and sophomore teams (parent contacts, intervention plans)	Every two weeks	Mr. Kirby, Mr. Arnold, Mr. Rees	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 2016 May 2017		Family funds \$250 credit recovery	Enrollment numbers/IVS progress reports

Improvement Goal 3a (Graduation Rate)				
The graduation rate will increase to 92.5% in 2016-17.				
Current Conditions and Data Sources				
2015 -2016 graduation rate for West Central High School was 75%.				
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 2017	Mr. Kirby	No cost	Attendance rate

Maintain and evaluate student rewards policy for attendance and offer student incentives.	August 2016 May 2017	Mr. Rees, Mr. Kirby	\$1000 bldg. funds	Attendance rate
Plan school wide motivational speaker schedule quarterly.	Spring 2017	Parent Community Committee (Mrs. Alexander)	Available Bldg. funding	Student survey
Continue to evaluate the current RTI system at the high school	Fall 2016 - 2017	Mr. Rees, Mr. Gittings, Mr. Arnold	Available Bldg. funds	Progress monitoring forms, D – F list
Continue to provide peer mentoring, and a Study Skills course	August 2016 - May 2017	SIP team	No cost	New student survey, student feedback, teacher feedback, student growth scores, D-F List
Provide PRIDE class incentives: grade, attendance, and discipline	August 2016 - May 2017	Ms. Hultgren, Mr. Rees, Mr. Boyle, Mr. Kirby	No cost	Activity period reward days
Develop and implement exit surveys for graduates	August 2016	Mr. Rees	No cost	Survey results
Develop a ½ day work study program	August 2016-May 2017	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, SCC)	August 2016-May 2017	Ms. Hultgren, Mr. Kirby, Mr. Rees	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 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
Create a team of district teachers that will travel to college job fairs for the	August 2016-May 2017	Mr. Kirby, Mr. Rees, Teacher	Sub pay, transportation registration fee	Amount of applications received from

purpose of new teacher recruitments.		Recruitment Team		prospective teachers contacted through the job fairs
Continue to provide Activity Check and Connect period time for all students from weekly to twice weekly	August 2016-May 2017	Mr. Kirby, Mr. Rees	No cost	Student growth on Type 2,3 assessments, D-F lists
Provide a greater range of Dual-Credit/ Correspondence courses from Carl Sandburg College	August 2016-May 2017	Ms. Hultgren, Mr. Kirby, Mr. Rees	Family funds for courses	Master schedule, student rosters, class offerings
All teachers will create valid and reliable Student Growth tests	August 2016-May 2017	Staff	No cost	Principal Confirmation

Table 4: 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-2016-May 2017	9-12	30	Yes	Early dismissal days, faculty meeting days/potential heat dismissal days
Data Walk for SIP	November, 2016	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 2016 – 2017	9-12	30	No	SIP/faculty meetings
Provide opportunity for staff to evaluate the implementation of the current action steps.	January 2017 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 2017	9-12	30	Yes	SIP/volunteer workshop

V. REFLECTION, EVALUATION, REFINEMENT

A. SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

- Will meet weekly on Wednesday 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.