
School Improvement Plan

West Central High School CUSD #235

Plan for 2013-14

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

2013-2014

An Integrated School Improvement Plan for

WEST CENTRAL HIGH SCHOOL

West Central School District

July 1, 2013 – June 30, 2014

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 299 on campus (6 off-campus) with 20 full-time certified teachers, 7 part-time certified teachers 2 full-time certified associates, and a 1 half time associate. There is also a principal, a dean of students/assistant principal, a part-time athletic director, a counselor and 2 full-time secretaries. The high school also shares with other district buildings a psychologist, social worker, nurse, speech pathologist and librarian.

School Strengths

- This High School is a 2011 Academic Improvement Award winner from the Illinois Board of Education due to exemplary progress that has been sustained.
- The staff is highly involved with extra-curricular activities for the students, with 75% of the faculty serving as a coach or sponsor. These include eleven sports, art club, scholastic bowl team, math team, 21st century clubs, speech team, WYSE team, Future Investment Reaching Everyone Service Club, Spanish club, FFA, Future Business Leaders of America, student council, national honor society, class officer leadership, yearbook publication club, and drama club.
- All faculty members are teaching in their field of certification, and 100% meet highly qualified status.
- The teacher/pupil ratio in the high school is 14:1 compared to the state average of 18:1.
- The high school offers a combination of college preparatory and career-technical education courses. West Central High School, in partnership with Carl Sandburg College, offers on-campus dual-credit classes.
- Through the 21st Century Grant, the school has many after school programs that provide both academic and non academic opportunities for students. Examples of such programs include the following:
 - Illinois Virtual High School for credit recovery and courses not available during the regular school day.
 - After school tutoring for students to get extra help in classes where they struggle.
 - Enrichment activities such as cooking club, CPR, scrap booking, and journalism.
- A communication system, Connect Ed, is a phone and text messaging system that allows for instant communication with parents. An internet based software system called Skyward allows for parents to access their child's homework and test scores. Skyward also allows parents to

monitor from home or work, their child’s lunch or breakfast accounts. The District also provides general, regular updates through the District Web Page.

- Students and teachers have various opportunities to utilize technology in their daily instructional periods. All teachers have computers in their classrooms. Eighteen classrooms in the high school have smart board interactive whiteboards. There are three student computer labs in the building.
- The school has implemented interventions to meet individual student needs within the regular school day, i.e. English and math labs, and the power math classes for both freshmen and sophomores.
- Student reward incentive programs recognize both positive student behavior and academic excellence. These incentives include parking passes for the front parking lot, front of the line passes during lunch, ice cream socials, and other celebrations for student success.
- The High School provides a calm and safe environment that is conducive to learning.

School Challenges

- Over the past six years, the high school has not met Adequate Yearly Progress on the state assessments. We are in year 3 of Academic Watch and undergoing the restructuring process as required by the Illinois State Board of Education.
- There is a low level of parent involvement. Only 29% 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.
- 37% 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	1
Mr. Randy Frakes	Asst. Principal	2012	1
Mr. Adam Boyle	Social Sciences	2009	4
Mr. Erik Davis	English	2012	1
Mr. Darrell Gittings	Agriculture	2010	3
Ms. Lanie Hultgren	Guidance	2012	1
Ms. Megan Smith	Math	2012	1
Mrs. Michelle Tutor	Spanish	2012	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

- 9.8% of the high school population has an IEP.
- Students attending ED/BD classes are transported to Macomb, 45 miles away.

II. DATA COLLECTION, ORGANIZATION AND TRENDS

2.1 – Data Collection Methods

The school improvement team members surveyed parents, staff and students in order to assess the attitudes on a number of school issues. Staff was surveyed at their leisure and parents were surveyed during their school visit for parent/teacher conferences, as well as through email. Students were surveyed through their individual email accounts. On November 8, 2012, 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 2008	West Central 2009	West Central 2010	West Central 2011	West Central 2012
3rd Grade					
Reading -All	69%	70%	84%	73%	84%
Reading – Low Inc/ Others	53% 82%	76% 63%	83% 85%	%	77% 90%
Reading – IEP/ Others	23% 79%	46% 75%	63% 87%	40% 78%	67% 86%
Math – All	84%	82%	93%	95%	88%
Math – Low Inc/ Others	78% 90%	80% 84%	91% 96%	90% 100%	85% 90%
Math – IEP/ Others	46% 93%	61% 86%	75% 95%	100% 98%	67% 90%
Writing		52%	44%	DNT	DNT
4th Grade					
Reading - All	79%	81%	75%	89%	85%
Reading – Low Inc/ Others	79% 79%	66% 93%	73% 77%	88% 91%	83% 87%
Reading – IEP Others	62% 83%	59% 86%	50% 81%	40% 93%	83% 85%
Math - All	96%	95%	93%	100%	96%

Math – Low Inc	93%	91%	90%	100%	97%
Others	98%	98%	97%	100%	96%
Math – IEP/	77%	83%	93%	100%	100%
Others	100%	97%	93%	100%	96%
Science - All	87%	91%	82%	92%	87%
Science – Low Inc/	82%	84%	81%	88%	87%
Others	91%	95%	83%	97%	88%
Science-IEP	62%	75%	57%	60%	100%
Others	93%	94%	88%	93%	85%
5th Grade					
Reading - All	79%	72%	85%	78%	89%
Reading – Low Inc/	79%	69%	74%	82%	86%
Others	78%	76%	93%	72%	91%
Reading – IEP/	14%	54%	71%	57%	60%
Others	92%	76%	86%	79%	91%
Math - All	92%	88%	93%	87%	94%
Math – Low Inc	94%	91%	97%	84%	92%
Others	90%	85%	91%	90%	97%
Math – IEP/	64%	77%	86%	86%	80%
Others	97%	91%	94%	87%	95%
Writing	43%	70%	67%	DNT	DNT
	West Central 2008	West Central 2009	West Central 2010	West Central 2011	West Central 2012
6th Grade –					
Reading - All	95%	79%	76%	92%	71%
Reading – Low Inc/	93%	79%	72%	86%	67%
Others	96%	79%	81%	95%	77%
Reading – IEP/	82%	36%	20%	40%	0%
Others	97%	87%	85%	95%	77%
Math - All	91%	81%	91%	90%	73%
Math – Low Inc	82%	76%	90%	83%	85%
Others	96%	85%	92%	95%	64%
Math – IEP/	36%	36%	50%	40%	0%
Others	100%	90%	97%	94%	79%
Writing	63%	66%	68%	DNT	DNT
7th Grade					
Reading - All	76%	86%	77%	77%	85%
Reading – Low Inc/	61%	72%	70%	74%	73%
Others	85%	94%	83%	81%	93%
Reading – IEP/	29%	55%	10%	25%	40%
Others	84%	91%	87%	87%	89%
Math - All	79%	89%	82%	88%	88%
Math – Low Inc/	61%	80%	73%	87%	85%
Others	91%	94%	90%	89%	90%
Math – IEP/	29%	36%	20%	42%	20%
Others	89%	98%	91%	97%	93%
Science - All	85%	89%	81%	87%	88%
Science – Low Inc/	79%	88%	76%	87%	77%
Others	89%	90%	85%	86%	95%

Science – IEP/ Others	43% 93%	55% 94%	20% 90%	67% 90%	40% 92%
8th Grade					
Reading - All	83%	84%	82%	82%	84%
Reading – Low Inc/ Others	65% 90%	78% 89%	71% 89%	79% 85%	84% 84%
Reading – IEP/ Others	36% 91%	60% 89%	40% 88%	36% 90%	42% 92%
Math - All	75%	81%	82%	76%	85%
Math – Low Inc/ Others	63% 81%	69% 89%	71% 89%	69% 83%	81% 89%
Math – IEP/ Others	42% 81%	33% 91%	20% 91%	18% 85%	33% 95%
Writing	67%	60%	71%	DNT	DNT
	West Central 2008	West Central 2009	West Central 2010	West Central 2011	West Central 2012
11th Grade - PSAE					
Reading	56%	38%	53%	51%	60%
Reading – Low Inc Others	43% 64%	36% 40%	35% 71%	37% 56%	59% 60%
Reading – IEP/ Others	10% 66%	8% 45%	0% 66%	0% 54%	0% 62%
Math	37%	24%	37%	45%	39%
Math – Low Inc/ Others	24% 44%	16% 30%	14% 61%	32% 50%	33% 42%
Math – IEP/ Others	0% 45%	0% 29%	0% 46%	0% 48%	0% 40%
Science	47%	35%	47%	43%	42%
Science – Low Inc Others	38% 53%	29% 40%	32% 61%	37% 45%	36% 57%
Science – IEP/ Others	10% 55%	0% 43%	0% 57%	0% 45%	0% 52%
Writing	54%	44%	53%	56%	
English	63%	45%	53%	62%	63%
Mathematics	18%	15%	26%	29%	24%
Reading	40%	28%	32%	39%	43%
Science	14%	18%	17%	21%	24%
Meeting all Four	9%	14%	13%	17%	14%
ACT Summary					
Composite	18.9	17.7	19.0	20.2	19.2
English	18.6	17.0	18.7	19.9	19
Math	17.7	16.9	18.6	19.3	18
Reading	19.3	18.2	19.1	20.7	20
Science Reasoning	19.0	18.0	19.0	20.1	20
Percent Tested on ACT	100%	98.6%	97.4%	90%	96%
Number Tested	57	72	78	66	73

Source – Student Information System assessment results
Observations

2012

PSAE

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

2011

PSAE

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

College Readiness

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

ACT

2012

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

2011

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

Table 3b: PSAE Work Keys Scores West Central

	2007-2008	2008-2009	2009-2010	2010-2011	2011-12
READING-Score	5	4.54	4.82	4.71	5
% Scoring 5 or better	65%	40.8%	66.2	58.9	67.6
MATH Score	4	4.38	4.62	4.79	4.96
# & % Scoring 5 or better	50%	39.4%	51.9%	56.1	61.9
# of Students Tested	60	71	77	73	71

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

WorkKeys

2011-2012

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

2010-2011

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

Table 3c: PLAN Test Results – Average Class Score

Our target is an average score of 15 for English, 19 for Math, 17 for Reading and 21 for Science.

Plan tests are administered each year to students at the 10th grade level.

	2007-08	2008-09	2009-10	2010-11	2011-2012
English (Target – 15)	14.72	17.27	17.71	17.23	18.65
Math Target – 19	15.16	17.26	17.69	17.36	18.35
Reading Target 17	16	17.31	17.25	18.23	18.68
Science Target 21	16.67	18.66	18.25	18.17	19.78
Composite	15.63	17.63	17.73	17.75	19
# of students tested		71	72	85	69

Source - District created Stop and Go charts

PLAN

2011-2012

- Higher composite by approximately 7%
- English Scores increased 2.5 for 07/08 to 08/09 and have sustained gains since that time period
- PLAN score composite has increased every year, beginning in 2007/2008, with a score of 15.63, and culminating this past year, 2011/2012, with a score of 17.75.
- Reading scores increased a point from an average of 17.25 to 18.23 from 2010/2011-2011/2012. This represents the largest subject area increase from the past school year to this year.

2010-2011

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

Table 3d: Explore Test Results – Average Class Score

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

	2007-08	2008-09	2009-10	2010-11	2011-12
8TH GRADE					
English (Target – 13)	15.73	15.37	15.75	14.84	15.1
Math Target – 17	16.72	15.71	16.17	15.58	15.5
Reading Target 15	16.63	15.64	16.52	15.78	15.5
Science Target 20	17.89	17.52	17.05	17.11	16.5
Composite	16.74	16.06	16.37	15.83	15.7
# of students tested	69	82	75	81	76
9TH GRADE					
English (Target – 14)	16.18	16.62	15.78	17.10	15.7
Math (Target – 18)	16.44	16.38	15.75	16.87	16.1
Reading (Target – 16)	16.79	17.44	15.82	17.43	16.4
Science (Target -20)	17.92	17.54	17.62	18.17	17.4
Composite	16.83	17.0	16.24	17.39	16.4
# of students tested	71	68	79	84	84

Source - District created Stop and Go charts

Explore, Plan 8th, 9th

2011-2012

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

2010-2011

8th Grade Explore

- Scores decreased from 2010 to 2011 in all areas except science.
- In math, students have not achieved benchmark for the last five years.
- In science, students have not achieved benchmark for the last five years.
- In English and reading, students have made benchmark for the last five years.

- Composite score is static over the 5 year period-(2006-07: 15.81; 2010-11: 15.83).

9th Grade Explore

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

Special Ed.

- Very few students who have an IEP have met benchmark over a 4 year period.
- Explore test results for eighth grade show that average student score in science has been below benchmark for the past four years.
- Explore test results for ninth grade show that average student score in math has been below benchmark for the past three years
- Explore test results for ninth grade show that average student score in reading has been above benchmark for two of the past three years, with the third year being only .2 below benchmark.
- Explore test results for ninth grade show that average student score in science has been below benchmark for the past three years.

Table 3e
Special Education Subgroup
Explore, PLAN, PSAE, and ACT

% Meeting/Exceeding Benchmark

Source- District created Stop and Go Charts and IIRC website

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

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

3E Special Education PLAN, EXPLORE and ACT
 2012

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

2011

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

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

Explore	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
# Taking Test	83	72	87	73	86
# FRL	33	19	29	21	25
% FRL	40%	26%	33%	28%	29%
% FRL Did Not Meet – Reading	58%	73%	62%	61%	36%
% FRL Did Not Meet - Math	82%	79%	69%	76%	60%

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

2011-2012

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

2010-2011

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

Table 3g – Low income Plan scores

Plan	2008-2009	2009-2010	2010-2011	2011-2012
# Taking Test	75	72	79	86
# FRL	33	19	25	25
% FRL	44%	26%	32%	29%
% FRL Did Not Meet –Reading	76%	78%	36%	36%
% FRL Did Not Meet - Math	88%	89%	84%	60%

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

Elementary 54%

Middle School 54%

High School 37%

This indicates that there may be high schools students that are not identified as needing free or reduced price lunches but still meet the requirement.

Low Income PLAN
2011-2012

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

Low Income PLAN and EXPLORE
2010-2011

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

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

Students below benchmark score for Explore and Plan					
		2009-2010			
8th Grade Explore		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2014	37	47%	35	45%
	class of 2015	53	65%	38	47%
9th Grade Explore		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2013	52	59%	40	45%
	class of 2014	31	35%	24	27%
10th Grade Plan		Math	% of total	Reading	% of total
# of students below the benchmark	class of 2012	53	68%	34	44%
	class of 2013	56	66%	32	38%

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

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

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

Lab Numbers

2011- 2012

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

2010 - 2011

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

2.3 Demographic Data

Table 4a – General School Data

	2007-08		2008-09		2009-10		2010-11		2011-12	
	#	%	#	%	#	%	#	%	#	%
Attendance Rates for all and Sub Groups										
Attendance	310	93.40%	302	92.50%	321	91.40%	317	93.00%	316	94.3%
Gender - Male		93.40%		93.10%		92.60%		93.40%		94.1%
Gender - Female		93.40%		91.90%		90.20%		92.80%		95.5%
White		93.50%		92.50%		91.40%		93.10%		94.3%
Black		98.90%		93.70%		68.40%		84.80%		62.2%
Hispanic		88.60%		80.50%		95.80%		95.20%		95.6%
Asian/Pacific										
Am Ind/Alask								93.10%		85.9%
Multiracial		81.40%		97.50%		95.50%		96.90%		95.5%
LEP				95.70%		97.40%				
IEP		90.60%		90.50%		87.00%		86.90%		92.8%
Low Income		91.40%		89.60%		86.50%		88.30%		90.8%
Chronic Truancy	4	1.30%	3	1.00%	13	4.20%		4.40%		5.3%
Mobility Rate		15.10%		15.50%		8.70%		9.10%		12.9%
	310	93.40%	302	92.50%	321	91.40%	317	93.00%	316	94.3%
Graduation Rates for all students and Sub-groups										
Graduation Rate	67	94.40%	51	92.70%	69	90.80%	71	81.00%	70	89.7%
Gender - Male	30	90.90%	27	87.10%	36	92.30%		76.60%		88.1%
Gender - Female	37	97.40%	24	100.00%	33	89.20%		86.80%		91.7%
White	66	94.30%	50	92.60%	69	90.80%		80.70%		81.0%
Black	0		1	100.00%				100.00%		100.0%
Hispanic	0		0							100.0%
Asian/Pacific	0		0							
Am Ind/Alask	0		0							
Multiracial	1	100%	0							
LEP			0							
IEP	7	63.60%	9	75.00%	13	92.90%		66.70%		71.4%
Low Income	25	92.60%	15	75.00%	31	77.50%		72.30%		74.5%
Drop Out Rate	9	2.90%	6	2.00%	7	2.20%		1.60%		1.3%

Source – school report card

2011-2012

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

2010-2011

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

Table 4b: Enrollment Data – 6th Day Enrollment

	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	
	#	%	#	%	#	%	#	%	#	%	#	%
School Population	324		309		325		317		320		299	
Grade 9 West Central	89	27.5	78	25.2	89	27.4	77	24	90	28.2	70	23.4
Grade 10 West Central	90	27.7	89	28.8	79	24.3	85	27	75	23.4	85	28.4
Grade 11 West Central	59	18.2	58	27.8	84	25.8	75	24	82	25.6	72	24.1
Grade 12 West Central	86	26.5	56	18.1	73	22.5	80	25	73	22.8	72	24.1

Enrollment Data

2012-2013

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

2011 – 2012

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

Source – Enrollment report

4c- Special education enrollment data

	2009-2010		2010-2011		2011-2012		2012-2013	
	#	%	#	%	#	%	#	%
Total Special Education	36	11	23	7	30	9	30	10
Cognitive Disability	10	3	6	2	5	1.6	12	4.5
Speech or Language Impairment	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0
Emotionally Disturbed	2	.6	0	0	2	.06	1	.3
Orthopedic	0	0	0	0	0	0	8	2.5
Other Health Impairment	4	1	7	2	13	4.1	0	0
Specific Learning Disability	18	6	9	3	10	3.2	10	3
Multiple Disabilities	0	0	0	0	0	0	0	0
Autism	0	0	0	0	0	0	1	.3

2012 - 2013

- Special education for people with cognitive disabilities has grown from 5-12 people between 2011-12 school year and 2012-2013
- Orthopedic numbers have risen from 0-8 in 3 years

2011 - 2012

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

Table 4d - Discipline - 1st Quarter

<u>Total Enrollment</u>	303	325	320	320	293
<u>Referrals</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
1. # of Referrals	337	388	196	98	143
2. # of Students Referred	131	126	74	54	75
3. % of Males Referred	68%	66%	72%	62%	59%
4. % of Females Referred	22%	34%	28%	38%	41%
5. % of 9 th Graders Referred	46%	55%	22%	45%	15%
6. % of 10 th Graders Referred	15%	22%	42%	11%	36%
7. % of 11 th Graders Referred	30%	13%	20%	31%	16%
8. % of 12 th Graders Referred	9%	10%	16%	13%	33%
9. # of Students With No Discipline Referrals	201	176	246	264	222
10. % of Students With No Discipline Referrals	66%	54%	77%	84%	76%
<u>Offenses</u>					
1. Tardies	45	82	38	20	25
2. Cell Phone	7	23	18	13	63
3. Misbehavior	65	60	37	19	94
4. Missed Detention	21	49	28	2	0
5. Inappropriate Language	9	19	11	6	6
<u>Consequences</u>					
1. Expulsion	0	1	0	0	0
2. OSS (4-10)	0	6	3	3	0
3. OSS (1-3)	11	29	23	4	9
4. ISS	46	31	26	10	15
5. Detention	181	193	95	35	110

4E	<u>Total Enrollment</u>	303	325	320	320	293
	<u>Attendance</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
1. # of Tardies		540	939	693	538	460
2. % of Male Tardies		74%	64%	73%	60%	61%
3. % of Female Tardies		26%	36%	27%	40%	39%
4. % of 9 th Grade Tardies		33%	43%	25%	36%	15%
5. % of 10 th Grade Tardies		20%	24%	26%	19%	29%
6. % of 11 th Grade Tardies		31%	20%	34%	26%	17%
7. % of 12 th Grade Tardies		16%	13%	15%	19%	39%
8. % of Students With 3 or Less Tardies		85%	74%	82%	83%	87%
9. % of Males With 3 or Less Tardies		77%	67%	75%	79%	81%
10. % of Females With 3 or Less Tardies		93%	81%	89%	81%	92%
11. % of 9 th Graders With 3 or Less Tardies		81%	58%	75%	80%	93%
12. % of 10 th Graders With 3 of Less Tardies		91%	80%	81%	88%	85%
13. % of 11 th Graders With 3 or Less Tardies		82%	77%	81%	83%	90%
14. % of 12 th Graders With 3 or Less Tardies		87%	84%	91%	84%	76%
15. Average Daily Attendance Rate		92.7%	91.8%	90.4%	94.8%	94.7%

Source - Skyward reports
2012

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

2011

- The number of females with tardies increased 13 percentage points and males decreased 13 percentage points.
- Number of student with no referrals is increasing.
- Percentage of females referred increased 10 percentage points versus males who decreased 10 percentage points.
- Since 2009, OSS, ISS, and detentions have decreased by more than 50 percentage points.
- Average daily attendance rate has increased by 4.4 percentage points.
- Number of tardies has decreased since 2010.
- Number of discipline referrals has decreased.
- Number of female referrals increased from 2010-2011.
- This year referrals are larger in the 9th and 11th grades.
- 11th graders referral have decreased since their 9th grade year.
- The number of students with ISS, detentions, and (1-3) OSS has decreased.
- The number of referrals has decreased each year.
- Referrals decrease as they go up a grade level.
- Number of female referrals has increased.
- The Average daily attendance rate is up, the highest in three years.
- The tardy rate with referrals has changed from 1 in 12 (2009) to 1 in 27 (2012).
- Disciplinary action in all areas is trending down
- Average daily attendance is up.
- 290 fewer referrals than in 2010.
- More than 24 percentage points more males referred than female in 2011-2012.
- The amount of females being referred and tardy is at the highest since 2008-2009 whereas the amount of referrals and tardy for males have decreased.
- The number of missed detentions has decreased by 26 since last year.
- Male tardies have decreased whereas female tardies have increased.
- 538 tardies with only 20 tardy offenses.
- Average daily attendance went up.
- Number of students with no discipline has decreased to 84%
- OSS (1-3) days has decreased from 23 to 4.
- ISS decreased from 23 to 10.
- Disciplinary offenses are higher for males versus females for all years recorded.

4F Educator Data

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total Full Time Classroom Teachers	20	20	19	19	18
Average Years Teaching	15.1	13	12.6	14.1	11.6
# Teachers New to High School / District	3	4	6	1	3
# First Year Teachers	3	3	3	1	3
% with B. A. Degree	75%	85%	79%	84%	56%
% with M.A. & Above	25%	15%	21%	16%	44%
# with Emergency or Provisional Certificates	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0
% Caucasian Teachers	100%	100%	100%	100%	100%
% Male Teachers	35%	35%	42%	37%	38.9%
% Female Teachers	65%	65%	58%	63%	61.1%
# Total Paraprofessionals	4	3	2	2	2
# Classroom Instructional Paraprofessionals	4	3	2	1	0
# Total Under-qualified paraprofessionals	0	0	0	0	0
# Total Counselors	1,2/5	1,2/5	1	1	1
# Total Librarians	1	1	1	1	1
# Total Social Workers/ Psychologists	2	2	1,1/2	1,1/2	2,1/2
# Total Other Staff	3	3	3	3	3
% of Teachers Highly Qualified	100	100	100	100	100%

Observations

2012-2013

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

2011 – 2012

- Since 06 -07, consistently more females on staff than males
- Since 09, percent of teachers with advanced degrees has been less than 26%
- Since 06, total number of paraprofessionals has been reduced by 50%
- At least one new teacher has been hired every year since the 06-07 school year
- The number of full time teachers has decreased by 4 since 07-08
- No teachers are working outside of their field since 06-07

- 100% of teachers are highly qualified
- Since 06-07, the counselor position has gone from 1 ^{2/5} positions to 1 full time position.
- There are no minority teachers
- No math or science dual credit classes are offered.
- Average years teaching has increased from 12.6 to 14.1 between 10-11 and 11-12
- Current 9th and 10th grade teams contain no math teachers
- There are currently no teacher teams for the 11th or 12th grades

Table 4g
District Professional Development Offerings

2012-2013

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Diabetes training	Aug 2012	K-12	All district	Yes	Lecture
Teacher Academy	Summer 2012/Fall 2012	K-12 9-12	8 2	No	Lecture
Differentiated Instruction	Aug 2012	9-12	28	Yes	Interactive
What is good teaching?	Aug 2012	9-12	28	Yes	Interactive
Walkthrough instrument	Aug 2012	9-12	28	Yes	Interactive
Learning Styles	Aug 2012	9-12	28	Yes	Interactive
Special Education	Aug 2012	9-12	28	Yes	Interactive
Exit Outcomes	Aug 2012	9-12	28	Yes	Interactive
Keytrain	Aug 2012	9-12	28	Yes	Interactive
Student Centered Objectives	Sept 2012	9-12	28	Yes	Interactive
Higher Order Thinking Skills	Sept 2012	9-12	28	Yes	Interactive
RTI Math	Sept. 2012	9-12	28	Yes	Interactive
RTI English	Sept. 2012	9-12	28	Yes	Interactive
Data Mining	Oct. 2012	6-12	50	Yes	Interactive
RTI Tier 1 Focus	Oct. 2012	6-12	50	Yes	Interactive
Cooperative Learning	Oct. 2012	9-12	28	Yes	Interactive
Differentiated Practice	Nov 2012	9-12	28	Yes	Interactive
Differentiated Collaboration	Nov 2012	9-12	28	Yes	Interactive
Exit Outcomes/Pre-tests	Dec 2012	9-12	21	Yes	Interactive
Differentiated lesson templates	Jan 2013	9-12	21	Yes	Interactive
Item analysis	Jan 2013	9-12	21	Yes	Interactive

2011-2012

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

District Professional Development Offerings:

2012 – 2013

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

2011 – 2012

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

2.4 Program Data

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

First year for 2nd Semester Film Studies/Photojournalism course

CURRICULUM IMPLEMENTATION DATA 2011-2012

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

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

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

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

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

- Speech
- Writing comp I and II
- Psychology

- Sociology
- Auto collision (in cooperation at Southeastern Community College)
- Welding (in cooperation at Southeastern Community College)

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

Observations:

Curriculum Implementations:

2012 – 2013

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

2011 – 2012

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

2.5 Perception Data

Table 6a - Survey Data

Parent Survey Observations

2012 – 2013

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

2011 – 2012

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

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

6b Staff Survey Observations

2012 – 2013

- 95% of teachers think school climate is improving
- 67% of staff understand lab/power
- 90% teachers make regular parent contact
- After school program is better for emotional support than academic support
- 90% said they meet/work with administration on a regular basis

2011 – 2012

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

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

6c Student Survey Observations

2012 – 2013

During the week...

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

On the weekend...

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

On average, 94% feel safe:

- on the bus
- in the locker room
- in the classroom
- in the hallways
- in the restrooms
- in the cafeteria
- in the gymnasium

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

2011 – 2012

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

Summary – Over half of the students that responded stated that they spend 30 minutes or less on written homework per day. Over 83% stated they spent an hour or less on written homework. The student survey seems to agree more with the parent survey on the usage of the after school program. However, only 65% of students surveyed took advantage of the after school program. On average 94% of students feel safe while at school.

Table 7 Patterns of Strengths and Challenges

Patterns of strengths	Data used to support
Opportunities for after school activities are available.	21 st Century Activities
Power classes and lab classes are offered in Reading and Math.	Master Schedule
9 th and 10 th grade teaching teams meet on a daily basis to focus on student academic support.	Master Schedule
ACT Prep class is offered and funded for all Junior Level students.	21 st century program.
Check and Connect groups have been implemented to mentor every student in the high school.	Calendar adjustments.
Dual credit and Virtual High School courses are available for enrichment.	Master Schedule and after school program.
Inclusion of IEP students into the general education classes.	Master Schedule
Student achievement charts continue to be used to measure student progress.	Test data
Students scoring 5 or better in the work keys, increased over the past three years by 10%	Table 3a
Student work key scores increased 10% over the last 5 years.	Table 3a
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.	Table 3c
Percentage of student scores on the PLAN test in reading who met the standards has increased from 24% in 2008 – 2009 to 64% in 2010-2011	Table 3c
There were zero missed detentions during 1 st quarter of 2012-2013.	Table 4d
95% of teachers surveyed think the school climate is improving	Staff survey data
90% of teachers make regular parent contact	Staff survey data
90% of teachers surveyed meet/work with the administration on a regular basis	Staff survey data

Patterns of challenges	Data used to support
ACT/PSAE scores do not meet adequate yearly progress in reading	Table 3a
ACT/PSAE scores do not meet adequate yearly progress in math	Table 3a
0% of IEP students met AYP in reading and math	Table 4c
Low percentages of students that are failing courses attend the after school tutoring program.	Attendance Sheets
Average math and science scores on the EXPLORE test, have not met the standards for the past five years in 8 th or 9 th grades.	Table 3b
No special education students have met the standards since 2008 on EXPLORE, PLAN, PSAE, or ACT tests.	Table 3e
25% of our population participates in the free or reduced lunch program.	Table 3f
76% of 2015 students scored below the benchmark standards in math on the EXPLORE test.	Table 3h
47% of 2015 students scored below the benchmark standards in reading on the EXPLORE test.	Table 3h
Mobility rate has increased from 2010 (9.1%) to 2012 (12.9%)	Table 4a
Over the last 5 years there has been a decrease in the number of teachers from 20 to 18, and associates from 4 to 2.	Table 4a
According to the student survey, 83%-85% of students work on homework or study less than 1 hour per day.	Student Survey data

III. PROBLEM STATEMENTS AND HYPOTHESES

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

Problem Statement 1 (Math): Our current achievement data for Explore, Plan, and PSAE show students did not meet the AYP standard of 92.5% meets and exceeds in math. Our meets and exceed achievement level in math was 24% for 9 th grade Explore, 51% for 10 th grade Plan and 39% 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 data showing discrepancy between ISAT and Explore	Trend data showing fewer students meeting 8 th grade benchmarks on Explore	
Current classroom assessments indicate student skill deficits.	Accept	8 th and 9 th grade Explore test results and 10 th Grade Plan test results	11th grade ACT/PSAE test results/EXPLORE & PLAN item analysis data	
Students lack the necessary vocabulary and comprehension skills needed for the standardized assessments.	Accept	8 th and 9 th grade Explore test results	10 th Grade Plan test results	11 th grade ACT/PSAE test results
Students could benefit from test-taking preparation for standardized tests.	Accept	8 th and 9 th grade Explore test results	10 th Grade Plan test results	11 th grade ACT/PSAE test results
Not all students apply classroom instruction to standardized testing	Accept	Explore, Plan and PSAE test	Weekly D/F lists	

After school programs are not utilized by students who need assistance with math	Accept	attendance list	Weekly D/F list	Student and parent survey results.
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 D/F list compared to honor roll
Transitional difficulties exist between 8 th grade to 9 th grade	Accept	Discipline Reports	Weekly D/F 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 53% for 9 th grade Explore, 58% for 10 th grade Plan, and 60% 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	Accept	Exit Outcome Results D/F 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, SSR, and independent 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 89.7% when the AYP threshold was 82%.				
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	Student survey data, parent survey	Check and Connect discussions	Test Scores
Too restrictive credit requirements for graduation.	Reject	Neighboring schools with less credit requirements		
Some students need an alternative learning environment.	Accept	Current graduation rate	Number of students leaving to go to PASS	
There is an apparent devaluation of education	Reject	Insufficient data		
Students do not plan beyond high school	Accept	Student survey data, parent survey	Check and Connect discussions	Test Scores

IV. GOALS, STRATEGIES AND INTEGRATED ACTION PLAN

Improvement Goal 1a (Math)				
The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 2012 EXPLORE, PLAN, and ACT/PSAE will increase to 92.5%.				
Current Conditions and Data Sources				
2011-2012 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 39% 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 2012 Explore, Plan, PSAE data to identify students for Labs and Power classes.	August 2013 May 2014	Math Department, Counseling department, Administration	0	Yearly test administration and evaluation
We will research and secure test-item analysis (IIRC) data for Explore, Plan, and PSAE. Work keys and provide faculty time for review.	August 2013 May 2014	Math Department, SIP Team Administration	District funds	Department feedback/surveys
Administer EXPLORE to 8th & 9th grades, PLAN to 10th grade (in November and January), and ACT to 11th grade and analyze data to determine areas of weakness in math.	April 2014	Faculty and staff	ISBE funds	Stop and go charts
To provide before and after school tutoring assistance and transportation to all Students.	August 2013 May 2014			
Continue to provide ACT Prep Class to all juniors with tuition provided by District.	Spring 2014	Select staff	21 st Century funds	ACT prep pre and post test results.
Continue to provide access/tuition payments for students for Illinois Virtual High for online courses for enrichment and credit retrieval.	August 2013 May 2014	Faculty and staff, Administration	21 st Century funds	Enrollment numbers/success rate

Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms for all grades.	August 2013 May 2014	Faculty and staff	Bldg. funds	Data collection of qualifier information
Continue to provide Freshmen Academy summer school program for those incoming freshmen below target performance in Math on EXPLORE assessment	Summer 2013	Faculty and staff-ROE	21 st Century funds	Enrollment/completion rate- data chart to track progress of those students who have completed.
Continue to provide student access to SKYWARD management programs to monitor their own progress in math courses.	August 2013 May 2014	Administration	District funds	Technology audit to measure usage
Teachers will incorporate differentiation of instruction strategies in their daily lesson plans.	August 2013 May 2014		0	Lesson plans. Administrative walk through and department meetings
Outside employers will be invited to speak to our students about their expectations for new employees.	August 2013 May 2014	SIP Parent Community Committee, Guidance counselor, Administration	Local funds	Progress-monitor test scores
We will begin to implement a full RTI program at the high school level involving an RTI team.	August 2013 May 2014	Administration, faculty and staff	District Funds	RTI forms, meeting agendas, progress monitoring forms.
Provide study skills/SEL time during the opposite 9 weeks of driver education	August 2013 May 2014	Administration, Guidance counselor	0	Progress-monitor Work Keys scores

Improvement Goal 1b (Math)

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

Current Conditions and Data Sources

2010-2011 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 39% of all students taking the PSAE meet or exceeded standards in math.

Specific Action 1

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

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will offer school wide training for faculty in differentiated instruction, higher order thinking skills, data analysis, and rigorous instruction.	August 2013 May 2014	Administration, Curriculum director, and consultants	\$1000 per trng X 2 trngs – Title II	Training evaluations, classroom walkthroughs, faculty and department meetings
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills.	August 2013 May 2014	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings, teaming time
Departments will refine instruction, continue to differentiate, analyze data, incorporate higher order thinking skills, and increase rigorous instruction.	August 2013 May 2014	Department members	½ day department meetings, once per quarter. 8 subs x \$80.00 per day x 4 quarter = \$1,280.00	Track student performance data
Based on the EXPLORE item response summary report, increased emphasis should be placed on concepts relative to Pre-Algebra, Statistics, and Probability.	August 2013 May 2014	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings, teaming time
Based on the PLAN item response summary report, increased emphasis should be placed on concepts relative to Coordinate and Plane Geometry	August 2013 May 2014	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, walkthroughs, faculty and department meetings, team meetings

Improvement Goal 1c (Math)

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

Current Conditions and Data Sources

2011-2012 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 39% of all students taking the PSAE meet or exceeded standards in math.

Specific Action 1

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

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Provide professional development time for staff to apply differentiation of instruction, evaluate techniques used, and identify specific strategies.	August 2013 May 2014	Administration, High School Faculty	0 - 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 2013 May 2014	Administration, special education director, and special education teachers	0	Training evaluations, classroom walkthroughs, faculty and department meetings, class rosters
Once each semester, the IEP case managers will report (to administration) on individual student strengths/weaknesses	August 2013 January 2014	Special education teachers, case managers, special education coordinator, and school Psychologist	0	Progress monitor IEP students
Special education teachers will assess data of IEP students and record individual student growth.	August 2013 May 2014	Special Education case managers	0	Progress monitoring, pre and post tests

Improvement Goal 1d (Math)

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

Current Conditions and Data Sources

2009-2010 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 39% of all students taking the PSAE meet or exceeded standards in math.

Specific Action 1

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

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will continue to offer ACT Prep class for all junior level students and invite parents to an event outlining course details and share test results with parents and faculty.	January 2014	ACT prep course instructors	21 st Century funds	Pre and Post ACT prep course test results
3 times per year, we will have an educational parent night event.	Oct, Nov 2013 March 2014	Administration, Parent Liaison	21 st Century funds	Surveys/attendance records
Continue to provide parent access to Skyward management program to permit parents daily access to students' grades, attendance and discipline.	August 2013 May 2014	Administration	0	Technology audits to measure usage
Continue monthly Parent Advisory Council parent group meetings to provide input regarding current programs.	August 2013 May 2014	Administration	21 st Century funds	Surveys/attendance records
Continue to use freshman and sophomore teams to contact parents and create individualized intervention plans for targeted struggling students.	Every two weeks	Administration, Freshmen and Sophomore teams	Local funds	Surveys and progress monitoring of students' success
Create junior level teams with available staff to contact parents and create individualized intervention plans for targeted struggling students.	August 2013 May 2014	Math Department, Counseling department	Local funds	Number of students exiting based on exit criteria.

Begin to offer Math Lab Classes to junior students who do not meet the benchmark score on the PLAN assessment.	August 2013 May 2014	Math Department, Counseling department	0	Number of students exiting based on exit criteria.
Offer community partnership opportunities between students, parents, and various Henderson County communities.	August 2013 May 2014	All staff/21 st Century staff	Local funds	Surveys and progress monitoring of events' success

Improvement Goal 2a (Reading)

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

Current Conditions and Data Sources

2011-2012 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 60% 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 2012 Explore, Plan, PSAE data to identify (bubble) students for Labs and Power classes.	August 2013 May 2014	English Department, Counseling department	0	Yearly test administration and evaluation
We will research and secure test-item analysis data for Explore, Plan and PSAE and provide faculty time for review.	August 2013 May 2014	English Department, Counseling department	0	Department feedback/surveys
Administer Explore to 8th & 9th grades, Plan to 10th grade(November and January), and ACT to 11th grade and analyze data to determine areas of weakness in reading.	November 2013 May 2014	Faculty and staff	ISBE state funding	Stop and go charts (student achievement charting), Item analysis software

Provide after school tutoring assistance and transportation to all students and those struggling students as identified by D/F lists, no zero policy, and or team referral, five nights a week throughout the school year.	August 2012 May 2013	Faculty and staff	21 st Century funds	Team meetings/RTI, D/F list progress monitoring,
Provide ACT Prep Class to all juniors with tuition provided by 21 st century grant.	January 2014	Select staff	21 st Century funds	ACT prep pre and post test results.
Provide access and tuition payments for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	August 2013 May 2014	Select staff	21 st Century funds	
Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms at levels 9, 10 and 11.	August 2013 May 2014	Select staff	21 st Century funds	
Continue to provide Freshmen Academy summer school program for those incoming freshmen below target performance in reading on Explore assessment	August 2013 May 2014	Select staff	21 st Century funds	
Provide student access to SKYWARD management programs to monitor their own progress in English courses.	August 2013 May 2014	Administration	Local funds	Tech audit to measure usage.
Teachers will incorporate differentiation of instruction strategies in their daily lesson plans.	August 2013 May 2014	Faculty and staff, Administration	0	Lesson plans. Administrative walk through and department meetings

Improvement Goal 2b (Reading)

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

Current Conditions and Data Sources

2011-2012 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 60% of all students taking the PSAE meet or exceeded standards in reading.

Specific Action 1

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

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Use of walkthrough data to monitor use of student engagement and higher order thinking skill in the classroom.	August 2013 May 2014	Administration, Curriculum director, and consultants	0	Classroom walkthroughs, faculty and department meetings
Departments will refine and administer 9 week assessments that measure exit outcomes while exposing students to questions that require higher order thinking skills and are aligned to common core standards.	August 2013 May 2014	Teachers	Funding noted in Math goal.	Assessment data, student progress monitoring
Provide training for staff in differentiated instruction, higher order thinking skills, data analysis, and increasing rigorous instruction	August 2013 May 2014	Administration, Curriculum director, and consultants	Consultant salaries – Title II	Training evaluations, classroom walkthroughs, faculty and department meeting
Based on the EXPLORE and PLAN item response summary report, increased emphasis should be placed on concepts relative to Rhetorical Skills (strategy, style, and organization).	August 2013 May 2014	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings, teaming time

Improvement Goal 2c (Reading)

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

Current Conditions and Data Sources

2012-2013 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 60% of all students taking the PSAE meet or exceeded standards in reading.

Specific Action 1

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

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Collaborate with staff to identify specific strategies of differentiation to be implemented and monitor the implementation of those strategies.	August 2013 May 2014	Administration, special education director	0	Training evaluations, classroom walkthroughs, faculty and department meetings
The master schedule will be examined to determine placement of IEP students.	August 2013 May 2014	Administration, Sped Director, and consultants	0	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 2013 May 2014	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings
Create junior level teams with available staff to contact parents and create individualized intervention plans for targeted struggling students.	August 2013 May 2014	English Department, Counseling department	0	Number of students exiting based on exit criteria.
Offer community partnership opportunities between students, parents, and various Henderson County communities.	August 2013 May 2014	All staff/21 st Century staff	21 st Century funds	Surveys and progress monitoring of events' success

Improvement Goal 2d (Reading)

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

Current Conditions and Data Sources

2011-2012 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 60% of all students taking the PSAE meet or exceeded standards in reading.

Specific Action 1

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

Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will continue to offer ACT Prep class for all junior level students and invite parents to an event outlining course details.	January 2014	Administration, Curriculum director, and consultants	21 st Century grant/or district funds	Training evaluations, classroom walkthroughs, faculty and department meetings
3 times per year we will have an educational parent night event.	August 2013 May 2014	Administration, Curriculum director, and consultants	21 st Century grant/or district funds	Training evaluations, classroom walkthroughs, faculty and department meetings
Continue to provide parent access to Skyward management program to permit parents daily access to student's grades, attendance and discipline.	August 2013 May 2014	Administration, Curriculum director, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings
Continue to conduct Parent Advisory Council meetings to provide input regarding current programs.	August 2012 May 2013	Administration	21 st Century funds/ or district funds	Surveys/attendance records

Continue to use freshman and sophomore teams (parent contacts, intervention plans) Expand to include the junior level team	Every two weeks	Administration	Local funds	Surveys and progress monitoring of students' success
If scheduling allows, we will offer our Reading Lab classes to junior students who do not meet the benchmark score on the PLAN assessment.	August 2013 May 2014	English Department, Counseling department	Local funds	Number of students exiting based on exit criteria.
Continue to offer credit recovery through Illinois Virtual School program	August 2013 May 2014	21 st Century Program	21 st Century Program	Number of students in need of retrieval credits
Continue offering activities and homework assistance through the 21 st Century program	August 2013 May 2014	21 st Century Program	21 st Century Program	Student attendance, student referral for no zero policy

Improvement Goal 3a (Graduation Rate)				
The graduation rate will increase to 90% in 2013.				
Current Conditions and Data Sources				
2011 -2012 graduation rate for West Central High School was 89.7%.				
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 2013	Handbook committee	0	Attendance rate
Maintain and evaluate student rewards policy for attendance and offer student incentives.	August 2013 May 2014	PRIDE committee	\$1000 local funds	Attendance rate
Communicate with 9 th grade parent's attendance policy changes and responsibilities.	Summer website, fall registration, freshmen orientation	High school administration	0	Attendance rate, parent survey
Plan school wide motivational speaker schedule quarterly.	Spring 2013	SIP team/PRIDE committee	Grants, local funding	Student survey
Continue the no-zero policy	Fall 2013 - 2014	Administration, High School Faculty, Student Success Center Coordinator	21 st Century Grant, local funding	Weekly D – F lists, semester failures and credit recovery numbers
Continue to evaluate the current RTI system at the high school	Fall 2013 - 2014	Administration, Special Education Director, High School Faculty	Local funds	Progress monitoring forms, D – F list
Based on the Profile summary report/Early intervention profile, create a study skills course(s) to help freshman, sophomore, and junior student's develop stronger study skills.	Fall 2013 - 2014	Administration, Special Education Director, High School Faculty	Local funds	Progress monitoring forms, D – F
Investigate the possibility of adding a full-time tutoring lab for students to access throughout all hours of the school day.	Fall 2013- 2014	Administration	Local funds	Progress Monitoring of students utilizing tutoring halls.

Develop and implement new student/parent transition plan to the high school that includes peer mentoring.	August 2013	Parent Advisory Council, High School Faculty, Student Counsel	Local funds	New student survey
Develop a system for students and parents to determine if they will graduate on time. Create interventions based on credit deficiencies to maintain student's ability to graduate on time.	August 2013, May 2014	Special Services Office, RTI Team, Faculty Committee	21 st Century grant	Tracking progress of identified kids
Provide grade level privileges based on credits.(Locker assignments etc...)	August 2013, May 2014	Guidance counselor, administration, class sponsors	0	
Develop and implement exit surveys graduates, dropouts, and transfers.	August 2013, May 2014	SIP team, Administration	0	Survey results
Increase family attendance at non-athletic events by providing a punch card system to earn entrance to athletic events.	August 2013, May 2014	Staff, administration	Local funds	Sign in sheets at non-athletic events
Review scheduling process for student success. -Do not allow students to be scheduled in multiple levels of one subject during the same semester. - They should not take an upper level course when they have not successfully completed the lower level course.	August 2013, May 2014	Guidance counselor, administration	0	Class schedules
Require minimum of 6 credits to be placed in Drivers Education.	August 2013, May 2014	Guidance counselor, administration	0	Number of freshman passing all first semester classes.
Develop a ½ day work co-op program	August 2013, May 2014	Career and technical teachers, administration, guidance counselor	Delebar funds, local funds	Recommend a complete program

Table 13: Professional Development Schedule

TOPIC	DAY/MO./YEAR	GRADE LEVELS	ANTICIPATED PARTICIPANTS	SCHOOL-WIDE	FORMAT
Define rigor; Demonstrate how to increase expectations in terms of rigor.	August 2013- May 2014	9-12	30	Yes	Early dismissal days, faculty meeting days/potential heat dismissal days
Share and collaborate differentiation methods, tiered lessons, cross-curricular instruction, as they apply to college and career readiness standards.	September-2013-May 2014	9-12	30	Yes	Early dismissal days, faculty meeting days/potential heat dismissal days
Continue contract with Math, English and Special Education consultant to provide on-site coaching, data analysis , higher order thinking skills, rigor, and differentiation assistance to MS & HS Math, English and special education instructors.	August 2012 - May 2013	9-12	6	No	Monthly observation, assessment, and feedback
Analysis of Pre-post test data. View series on motivating teachers by Pat Quinn	October, 2013-May 2014	9-12	28	Yes	October SIP day
Data Walk for SIP	November, 2013	9-12	30	Yes	November SIP day
Staff opportunity to share differentiated instruction practices, how to increase rigor, higher order thinking skills questions, and successful lessons	November-May 2013 – 2014	9-12	30	Yes	SIP/faculty meetings

Analyze and refine quarterly assessments, and begin item analysis of test results	December 2013	9-12	30	Yes	December SIP day
Provide opportunity for staff to evaluate the implementation of the current action steps.	January 2014 SIP	9-12	30	Yes	January SIP day
SIP team opportunity to share complete SIP in draft form.	February SIP	9-12	30	Yes	SIP
INSTITUTE DAY – Danielson expectations, and clarifications of Domain’s 1-4	February 2014	9-12	30	Yes	Institute/faculty meeting
Opportunity for whole staff to review the school improvement plan and plan for implementation.	May Institute day	9-12	30	Yes	Institute/faculty meeting
Provide professional development training for vertical and horizontal curriculum alignment (K-12).	May/June 2014	9-12	30	Yes	SIP/volunteer workshop

V. REFLECTION, EVALUATION, REFINEMENT

A. SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

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

B. MONITORING

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

C. COMMUNICATION PLAN

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