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# **School Improvement Plan**

**West Central High School CUSD #235**

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**Plan for 2016 - 17**

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

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2016-2017

An Integrated School Improvement Plan for

WEST CENTRAL HIGH SCHOOL

West Central School District

July 1, 2016 – June 30, 2017

PROVIDING OPPORTUNITY, EXPECTING EXCELLENCE



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## 1.1 SCHOOL COMMUNITY

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

West Central High School is located along US Highway 34, two miles west of Biggsville, Illinois. The high school facility is connected to the elementary building. The superintendent is housed in the complex as well. The high school, grades 9-12, on-campus student enrollment is 276 on campus (6 off-campus) with 17 full-time certified teachers, 4 half-time (three HS classes), 3 part time (one HS class) certified teachers, and 2 full-time certified associates. There is also a principal, a dean of students/assistant principal/athletic director, a counselor and 2 full-time secretaries. The high school also shares with other district buildings a psychologist, social worker, nurse, speech pathologist and librarian.

### School Strengths

- WCHS made AYP (safe harbor) during the 2012-2013 school year.
- WCHS will equip each individual student (beginning with the class of 2018) with a chrome book to enhance curriculum and instruction on a daily basis
- The staff is highly involved with extra-curricular activities for the students, with 83% of the faculty serving as a coach or sponsor. These include eleven sports, art club, scholastic bowl team, math team, various clubs, WYSE team, Spanish club, FFA, Future Business Leaders of America, student council, National Honor Society, class officer leadership, yearbook publication club, and drama club.
- All faculty members are teaching in their field of certification, and 100% meet highly qualified status.
- The teacher/pupil ratio in the high school is 14:1 compared to the state average of 17:1.
- The high school offers a combination of college preparatory and career-technical education courses. West Central High School, in partnership with Carl Sandburg College, offers on-campus dual-credit classes.
- Illinois Virtual High School for credit recovery and for courses not available during the regular school day.
- We have added an Activity Period to provide meeting times for enrichment projects, social emotional learning interaction, and academic support.
- CNA class is provided for students in conjunction with local health care providers.
- A communication system, Connect Ed, is a phone and text messaging system that allows for instant communication with parents. An internet based software system called Skyward allows for parents to access their child's homework and test scores. Skyward also allows parents to monitor from home or work, their child's lunch or breakfast accounts. The District also provides general, regular updates through the District Web Page.

- Students and teachers have various opportunities to utilize technology in their daily instructional periods. All teachers have computers in their classrooms. Eighteen classrooms in the high school have smart board interactive whiteboards. There are two student computer labs in the building.
- The school has implemented interventions to meet individual student needs within the regular school day, i.e. English and math labs, and the power math classes for both freshmen and sophomores.
- Student reward incentive programs recognize positive student behavior, attendance and academic excellence. These incentives include parking passes for the front parking lot, front of the line passes during lunch, ice cream socials, reward trips and other celebrations for student success.
- The High School provides a calm and safe environment that is conducive to learning.
- This High School is a 2011 Academic Improvement Award winner from the Illinois Board of Education due to exemplary progress that has been sustained.

### School Challenges

- There is a low level of parent involvement. Only 19% of parents responded to the parent survey.
- Declining enrollment is a challenge not only in the high school but also the district as it impacts overall funding for education.
- 42% of our student population qualifies for the free or reduced lunch program.
- Due to the difficult economy and the high poverty rate in Henderson County, many students must work outside of the school day to provide income for their families.
- Our high school and elementary are located in a rural area which is not physically connected to any community. 100% of the high school and elementary students qualify for bussing.

## 1.2 SCHOOL IMPROVEMENT TEAM

Table 1: Core School Improvement Team

Team Member	Position	Starting year of service	Years on team
Mr. Scott Schneider	Principal	2012	4
Mr. Ben Rees	Asst. Principal	2015	1
Mr. Adam Boyle	Social Sciences	2009	6.5
Mrs. Megan Hills	Math	2012	4
Ms. Tiffany Adams	English	2015	1
Mr. Jon Steben	Band	2015	1
Mr. James Black	English	2015	1

The West Central High School Staff believes that School Improvement can only be achieved through the efforts of all stake holders. All West Central High School Staff will continue each year to be a part of the SIP Team. The Length of Service will remain open as staff members rotate into the Core School Improvement Team.

### 1.3 OTHER INFORMATION

- 10 % of the high school population has an IEP.
- Students attending ED/BD classes are transported to Macomb, 45 miles away.

## II. DATA COLLECTION, ORGANIZATION AND TRENDS

### 2.1 – Data Collection Methods

The school improvement team members surveyed parents, staff and students in order to assess the attitudes on a number of school issues. Staff was surveyed at their leisure and parents were surveyed during their school visit for parent/teacher conferences, as well as through email. Students were surveyed through their individual email accounts. On December 12, 2013, the teachers conducted a data walk to analyze information contained in the tables presented. Illinois school report card and the fall housing reports were used to obtain data that had been reported to the state. Student data charts were used to obtain student results on the Explore, Plan and PSAE tests as well. Reports from the skyward student management system were used to gather discipline and attendance data.

### West Central CUSD #235

#### 2012 Assessment Cycle

#### 2.2 Assessment Data

Table 3a

	West Central 2011	West Central 2012	West Central 2013	West Central 2014	West Central 2015
<b>3rd Grade</b>					
Reading -All	73%	84%	63%	48%	DNT
Reading – Low Inc./ Others	%	77% 90%	58% 77%	52% 43%	DNT
Reading – IEP/ Others	40% 78%	67% 86%	46% 67%	17% 55%	DNT
Math – All	95%	88%	62%	44%	DNT
Math – Low Inc./ Others	90% 100%	85% 90%	53% 76%	40% 50%	DNT
Math – IEP/ Others	100% 98%	67% 90%	46% 65%	8% 53%	DNT
Writing	DNT	DNT	DNT	DNT	DNT
<b>4<sup>th</sup> Grade</b>					
Reading - All	89%	85%	58%	72%	DNT
Reading – Low Inc./ Others	88% 91%	83% 87%	55% 62%	70% 76%	DNT
Reading – IEP Others	40% 93%	83% 85%	67% 57%	56% 76%	DNT
Math - All	100%	96%	73%	74%	DNT
Math – Low Inc. Others	100% 100%	97% 96%	71% 76%	67% 83%	DNT
Math – IEP/ Others	100% 100%	100% 96%	67% 72%	27% 83%	DNT
Science - All	92%	87%	85%	85%	DNT
Science – Low Inc./ Others	88% 97%	87% 88%	77% 62%	78% 93%	DNT
Science-IEP	60%	100%	50%	55%	DNT

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

Reading – IEP/ Others	36% 90%	42% 92%	29% 48%	— —	DNT
Math - All	76%	85%	38%	36%	DNT
Math – Low Inc./ Others	69% 83%	81% 89%	32% 47%	38% 29%	DNT
Math – IEP/ Others	18% 85%	33% 95%	14% 41%	— —	DNT
Writing	DNT	DNT	DNT	DNT	DNT
	<b>West Central 2011</b>	<b>West Central 2012</b>	<b>West Central 2013</b>	<b>West Central 2014</b>	<b>West Central 2015</b>
<b>11<sup>th</sup> Grade - PSAE</b>					
Reading	51%	60%	71%	51%	DNT
Reading – Low Inc. Others	37% 56%	59% 60%	59% 77%	32% 68%	DNT
Reading – IEP/ Others	0% 54%	0% 62%	29% 77%	18% 68%	DNT
Math	45%	39%	50%	40%	DNT
Math – Low Inc./ Others	32% 50%	33% 42%	29% 60%	27% 53%	DNT
Math – IEP/ Others	0% 48%	0% 40%	— —	0% 47%	DNT
Science	43%	42%	47%	43%	DNT
Science – Low Inc. Others	37% 45%	36% 57%	29% 55%	27% 58%	DNT
Science – IEP/ Others	0% 45%	0% 52%	— —	9% 49%	DNT
Writing	56%	DNT	DNT	38%	DNT
<b>ACT College &amp; Career Readiness</b>					
English	55%	63%	71%	71%	51%
Mathematics	27%	24%	29%	31%	13%
Reading	34%	42%	51%	41%	30%
Science	16%	14%	31%	35%	22%
Meeting all four	12%	8%	21%	22%	8%
<b>ACT Summary</b>					
Composite	20.2	19.4	19.5	21.0	18.2
English	19.9	19.7	19.7	21.0	17.7
Math	19.3	18.8	18.4	19.7	17.4
Reading	20.7	19.4	19.7	21.9	18.6
Science Reasoning	20.1	19	19.4	20.5	18.7
Percent Tested on ACT	90%	96%	100%	100%	100%
Number Tested	66	73	71	68	77

Source – Student Information System assessment results



## Observations

2014

### PSAE

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

2013

### PSAE

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

2012

### PSAE

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

### College Readiness

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

### ACT

2015

- Scores are down across the board

2014

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

2013

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

**Table 3a.2: PARCC Scores West Central High School**

	2014-15			
	English 3		Algebra 2	
Number of students tested	55		53	
1) Did not meet	16 students	29%	25 students	47%
2 Partially Met & 3) Approached	28 students	51%	27 students	51%
4) Met	10 students	18%	1 students	2%
5) Exceeded	1 student	2%	0 students	0%

**PARCC**

**2014-15**

- In English only 29% of students did not meet
- In Math 53% of students met some portion of the standard
- Only one student exceeded expectations in either English or Algebra
- More students Met or Exceeded in English than Algebra
- Over half of the students Partially Met or Approached standards in both subjects

**Table 3b: PSAE Work Keys Scores West Central**

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

With a Work Keys score of 4 and an ACT score of 20 or better, 50% of the students taking the PSAE will meet or exceed state requirements. With a Work Keys score of 4 and an ACT score of 21 or better, 86% of the students taking the PSAE will meet or exceed.

With a Work Keys score of 5 and an ACT score of 17 or better, 58% of the students taking the PSAE will meet or exceed. With a Work Keys score of 5 and an ACT score of 18 or better, 72% of the students taking the PSAE will meet or exceed. With a Work Keys score of 5 and an ACT score of 19 or better, 100% of the students taking the PSAE will meet or exceed.

With a Work Keys score of 6 and an ACT of 16 or better, 100% of the students taking the PSAE will meet or exceed.

Source – ACT student reports from Principal, Asst. Principal or Counselor

## Work Keys

2013-2014

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

2012-2013

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

2011-2012

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

**Table 3c: PLAN Test Results – Average Class Score**

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

Plan tests are administered each year to students at the 10<sup>th</sup> grade level.

	2010-11	2011-2012	2012-2013	2013-2014	2014-2015
English Target – 15	17.23	18.65	17.5	17.1	Not Tested
Math Target – 19	17.36	18.35	18.6	18.3	Not Tested
Reading Target -17	18.23	18.68	18.1	18.3	Not Tested
Science Target -21	18.17	19.78	17.2	17.2	Not Tested
Composite	17.75	18.8	17.85	17.7	Not Tested
# of students tested	85	69	79	58	Not Tested

Source - District created Stop and Go charts

## PLAN

2013-2014

- 21 fewer students tested
- Reading increased by .2

2012-2013

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

2011-2012

- Higher composite by approximately 7%
- English Scores increased 2.5 for 07/08 to 08/09 and have sustained gains since that time period
- PLAN score composite has increased every year, beginning in 2007/2008, with a score of 15.63, and culminating this past year, 2011/2012, with a score of 17.75.

- Reading scores increased a point from an average of 17.25 to 18.23 from 2010-2011, 2011-2012. This represents the largest subject area increase from the past school year to this year.

**Table 3d: Explore Test Results – Average Class Score**

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

	2010-11	2011-12	2012-13	2013-14	2014-2015
<b>8<sup>TH</sup> GRADE</b>					
English Target – 13	14.84	15.1	17.75	15.0	Not Tested
Math Target – 17	15.58	15.5	17.16	15.2	Not Tested
Reading Target 15	15.78	15.5	18.14	15.6	Not Tested
Science Target 20	17.11	16.5	18.7	17.2	Not Tested
Composite	15.83	15.7	17.9	15.75	Not Tested
# of students tested	81	76	75	74	Not Tested
<b>9<sup>TH</sup> GRADE</b>					
English (Target – 14)	17.10	15.7	17.75	15.9	Not Tested
Math (Target – 18)	16.87	16.1	18.14	16.6	Not Tested
Reading (Target – 16)	17.43	16.4	18.17	16.6	Not Tested
Science (Target -20)	18.17	17.4	17.16	18	Not Tested
Composite	17.39	16.4	17.80	16.8	Not Tested
# of students tested	84	84	65	68	Not Tested

Source - District created Stop and Go charts

### Explore 8<sup>th</sup>, 9<sup>th</sup>

2014-2015

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

2013-2014

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

2012-2013

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

**Table 3e**  
**Special Education Subgroup**  
**Explore, PLAN, PSAE, and ACT**  
**% Meeting/Exceeding Benchmark**  
**Source- District created Stop and Go Charts and IIRC website**

Testing Period	Subject Area	2012	2013	2014	2015
8 <sup>th</sup> Grade Explore	Reading	0/8 0%	0/6 0%	0/5 0%	DNT
	Math	0/8 0%	0/6 0%	0/5 0%	
9 <sup>th</sup> Grade Explore	Reading	0/9 0%	0/8 0%	1/4 25%	DNT
	Math	0/9 0%	0/8 0%	0/4 0%	
10 <sup>th</sup> Grade PLAN	Reading	0/5 0%	0/9 0%	0/6 0%	DNT
	Math	0/5 0%	0/9 0%	0/6 0%	
11 <sup>th</sup> Grade PSAE	Reading	0/1 0%	2/7 28%	0/9 0%	0/6 0%
	Math	0/1 0%	1/7 14%	0/9 0%	0/6 0%
11 <sup>th</sup> Grade ACT	Reading	0/1 0%	0/7 0%	0/9 0%	0/6 0%
	Math	0/1 0%	0/7 0%	0/9 0%	0/6 0%

Class of 2013 **Teal**  
 Class of 2014 **Orange**  
 Class of 2015 **Yellow**  
 Class of 2016 **Purple**  
 Class of 2017 **Salmon**  
 Class of 2018 **Green**  
 Class of 2019 **Red**

3E Special Education PLAN, EXPLORE and ACT

2015

- 0% of Special Education students met or exceeded

2014

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

2013

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

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

<b>Explore</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
# Taking Test	73	86	66	68	Not Tested
# FRL	21	25	28	37	Not Tested
% FRL	28%	29%	42%	54%	Not Tested
% FRL Did Not Meet – Reading	61%	36%	64%	32%	Not Tested
% FRL Did Not Meet - Math	76%	60%	85%	41%	Not Tested

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

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

2013-2014

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

2012-2013

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

**Table 3g – Low income Plan scores**

<b>Plan</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
# Taking Test	79	86	79	68	Not Tested
# FRL	25	25	37	32	Not Tested
% FRL	32%	29%	47%	47%	Not Tested
% FRL Did Not Meet – Reading	36%	36%	47%	66%	Not Tested
% FRL Did Not Meet – Math	84%	60%	81%	78%	Not Tested

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

Low Income PLAN

2014-2015

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

2013-2014

- Reading scores are trending downwards

2012-2013

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

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

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
9 <sup>th</sup> Grade Eng. Lab	22	24%	20	29%	19	25%	10	14%	6	8%
10 <sup>th</sup> Grade Eng. Lab	10	27%	12	14%	8	11%	17	25%	8	10%
9 <sup>th</sup> Power Reading			5	7%	17	27%	8	12%	11	14%
10 <sup>th</sup> Power Reading			8	9%	10	14%	3	4%	7	9%
11 <sup>th</sup> Power Reading			4	6%	N/A		N/A		N/A	
9 <sup>th</sup> Grade Math Lab	20	22%	12	17%	15	20%	10	14%	9	12%
10 <sup>th</sup> Grade Math Lab	18	11%	17	20%	5	7%	10	14%	9	12%
9 <sup>th</sup> Power Math	8	9%	5	7%	4	5%	5	7%	4	5%
10 <sup>th</sup> Power Math	12	16%	8	9%	3	4%	4	4%	6	8%
11 <sup>th</sup> Power Math			4	6%	N/A		N/A		N/A	

**Lab Numbers**

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

2012-2013

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

### Table 3I – 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.

Department					
2014-2015	Excellent	Proficient	Needs Imp.	Unsatisfactory	Ex. & Pro.
Career and Technical Ed.	10%	44%	39%	8%	53%
English	12%	29%	56%	3%	42%
Fine Arts	10%	44%	36%	11%	54%
Math	4%	45%	45%	6%	49%
Physical Education **				Insufficient Data	
Science **				Insufficient Data	
Social Studies	10%	44%	39%	8%	54%

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

**Fine Arts** – Band, Chorus, Spanish

#### 2014-15

- 50.4% of students achieved Excellent or Proficient Growth across all subjects
- Only 7% of students did not meet the minimum requirements for growth across all subjects



## 2.3 Demographic Data

**Table 4a – General School Data**

	2010-11		2011-12		2012-13		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
<b>Attendance</b>	317	93.0%	316	94.3%	309	93.8%	306	94.5%	307	91.5%
Gender - Male		93.4%		94.1%		94.1%		92.3%		92.2%
Gender - Female		92.8%		95.5%		93.6%		90.9%		91.3%
White		93.1%		94.3%		94%		91.5%		91.6%
Black		84.8%		62.2%		0%		83.2%		65.4%
Hispanic		95.2%		95.6%		89.9%		91.6%		91.4%
Asian/Pacific		0%		0%		95.4%		0%		0%
Am Ind/Alask		93.1%		85.9%		0%		0%		97.7%
Multiracial		96.9%		95.5%		90.1%		95.4%		94.6%
LEP		0%		0%		0%		0%		0%
IEP		86.9%		92.8%		93.6%		89.9%		89.1%
Low Income		88.3%		90.8%		91.7%		88.4%		89.5%
Chronic Truancy		4.4%		5.3%		3.9%		8.7%		10.6%
Mobility Rate		9.1%		12.9%		8%		12.3%		12.7%
	317	93.0%	316	94.3%	309	94%	306	92%	307	
<b>Graduation Rate for all Sub-Groups</b>										
	71	81.00%	70	89.7%	66	75.9%	58	86%	65	82.4%
Gender - Male		76.60%		88.1%		75%		83.2%		74.2%
Gender - Female		86.80%		91.7%		76.9%		88.9%		88.4%
White		80.70%		81.0%		78.5%		90.1%		82.2%
Black		100.00%		100.0%	0	0%		77.2%		0%
Hispanic		0		0	1	100%		81.3%		0%
Asian/Pacific								94.2%		0%
Am Ind/Alask					0	0%				0%
Multiracial					0	0%		86%		0%
LEP					1	100%		60.5%		0%
IEP		66.70%		71.4%	13	40%		69.9%		0%
Low Income		72.30%		74.5%		64.9%		78.5%		66.7%
Drop Out Rate		1.60%		1.3%		3.6%		2.2%		5.5%

Source – school report card

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 4b: Enrollment Data – 6<sup>th</sup> Day Enrollment**

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

Enrollment Data

2014-2015

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

2013-2014

- Enrollment stayed near 300

2012-2013

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

Source – Enrollment report

#### 4c- Special education enrollment data

WCHS	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
Total Special Education	30	9	30	10	31	10	28	10	28	9
Intellectual Disability	5	1.6	12	4.5	8	2.6	8	2	7	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	2	.06	1	.3	0	0	0	0	1	.003
Orthopedic	0	0	0	0	0	0	0	0	1	.003
Other Health Impairment	13	4.1	8	2.5	10	3.3	9	3	6	2
Specific Learning Disability	10	3.2	10	3	12	4	11	4	13	4
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0
Autism	0	0	1	.3	0	0	0	0	1	.003

#### 2014-2015

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

#### 2013-2014

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

#### 2012 - 2013

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

**Table 4d - Discipline - 1<sup>st</sup> Quarter**

<u>Total Enrollment</u>	<b>320</b>	<b>293</b>	<b>303</b>	<b>276</b>	<b>283</b>
<u>Referrals</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
1. # of Referrals	98	143	152	61	159
2. # of Students Referred	54	75	70	35	76
3. % of Males Referred	62%	59%	62%	77%	71%
4. % of Females Referred	38%	41%	38%	23%	29%
5. % of 9 <sup>th</sup> Graders Referred	45%	15%	19%	8%	19%
6. % of 10 <sup>th</sup> Graders Referred	11%	36%	34%	29%	57%
7. % of 11 <sup>th</sup> Graders Referred	31%	16%	30%	9%	18%
8. % of 12 <sup>th</sup> Graders Referred	13%	33%	17%	54%	6%
9. # of Students With No Discipline Referrals	264	222	233	242	207
10. % of Students With No Discipline Referrals	84%	76%	77%	87%	73%
<u>Offenses</u>					
1. Tardies	20	25	71	19	22
2. Cell Phone	13	63	16	6	30
3. Misbehavior	19	94	50	24	83
4. Missed Detention	2	0	1	0	2
5. Inappropriate Language	6	6	14	11	22
<u>Consequences</u>					
1. Expulsion	0	0	0	0	0
2. OSS (4-10)	3	0	0	1	3
3. OSS (1-3)	4	9	5	14	28
4. ISS	10	15	35	17	31
5. Detention	35	110	95	28	82

<u>Total Enrollment</u>	320	293	303	276	283
<u>Attendance</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
1. # of Tardies	538	460	525	517	598
2. % of Male Tardies	60%	61%	53%	62%	56%
3. % of Female Tardies	40%	39%	47%	38%	44%
4. % of 9 <sup>th</sup> Grade Tardies	36%	15%	13%	13%	24%
5. % of 10 <sup>th</sup> Grade Tardies	19%	29%	18%	28%	28%
6. % of 11 <sup>th</sup> Grade Tardies	26%	17%	42%	18%	26%
7. % of 12 <sup>th</sup> Grade Tardies	19%	39%	27%	41%	21%
8. % of Students With 3 or Less Tardies	83%	87%	76%	83%	68%
9. % of Males With 3 or Less Tardies	79%	81%	79%	78%	72%
10. % of Females With 3 or Less Tardies	81%	92%	78%	87%	64%
11. % of 9 <sup>th</sup> Graders With 3 or Less Tardies	80%	93%	93%	95%	78%
12. % of 10 <sup>th</sup> Graders With 3 or Less Tardies	88%	85%	83%	81%	61%
13. % of 11 <sup>th</sup> Graders With 3 or Less Tardies	83%	90%	73%	86%	68%
14. % of 12 <sup>th</sup> Graders With 3 or Less Tardies	84%	76%	69%	71%	69%
15. Average Daily Attendance Rate	94.8%	94.7%	94%	91.5%	89%

#### 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

## 4F Full-Time Educator Data

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

### Observations

#### 2015-2016

- Ave 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%.
- 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 4g**  
**District Professional Development Offerings**  
**2015 – 2016**

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Teacher Academy	July 2015	K-12	5	No	Lecture
Diabetes training	Aug 2015	K-12	All district	Yes	Lecture
Digital Citizenship	Aug 2015	9-12	High School	Yes	Interactive
Student Growth Process	Aug 2015	9-12	High School	Yes	Interactive
Special Education 504	Aug 2015	9-12	High School	Yes	Interactive
Google Classroom	Aug 2015	9-12	High School	Yes	Interactive
Differentiation Model 1	Aug 2015	9-12	High School	Yes	Interactive
Differentiation Model 2	Sep 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 Centered Objectives	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 reacquainted with bell-ringers	August 14	9-12	25	Yes	Interactive
Formative Assessment strategies	August 15	9-12	25	Yes	Interactive
Graphic Organizers	August 16	9-12	25	Yes	Interactive
Differentiation Model	August 19	9-12	25	Yes	Interactive
How to formulate HOTS questions using the DOK	August 20	9-12	25	Yes	Interactive
Bring your own device	August 21	9-12	25	Yes	Interactive
Keytrain	August 22	9-12	25	Yes	Interactive
Differentiation refresher	September 17	9-12	25	Yes	Interactive
CRISS Strategies	September 17	9-12	25	Yes	Interactive
Student Engagement	September 17	9-12	25	Yes	Interactive
Assessment Inventory	October 16	9-12	25	Yes	Interactive
Data Analysis	October 16	9-12	25	Yes	Interactive
Illinois Social Emotional Learning Standards	October 16	9-12	25	Yes	Interactive
Essential Skills for Student Growth Model	December 12	9-12	25	Yes	Interactive
Learning Station Creation	December 12	9-12	25	Yes	Interactive

## 2.4 Program Data

**Table 5 –  
CURRICULUM IMPLEMENTATION DATA 2014-2015**

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

### **CURRICULUM IMPLEMENTATION DATA 2013-2014**

Trigonometry and Other Related Topics course was added

### **CURRICULUM IMPLEMENTATION DATA 2012-2013**

First year for 2<sup>nd</sup> 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. 4<sup>th</sup> hour is longer to allow for three lunch periods. This allows for additional time for intervention classes and teaming.

Power reading was added for 9<sup>th</sup> and 10<sup>th</sup> 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.

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)

## **2.5 Perception Data**

### **Table 6a - Survey Data**

#### Parent Survey Observations

##### 2015-2016

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

**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**

2015-2016

- 100% of teachers address student's needs regularly
- 100% of teachers agree that the High School staff believe overall atmosphere is important
- 92% 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 21<sup>st</sup> Century program does not assist students academically
- 86% of staff agreed that the 21<sup>st</sup> Century program is an effective psychological support
- 96% of teachers understand the purpose of the lab classes

**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**

2015-2016

- 25% 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 7 Patterns of Strengths and Challenges**

<b>Patterns of strengths</b>	<b>Data used to support</b>
Support for new teachers	Teacher Academy data
Progressive in teaching pedagogy	Danielson Committee, Assessment Committee, PD days, weekly teachers' meetings, Student Growth discussion and implementation
A high percentage of students take higher level math and science courses	Student enrollment data, student schedules
Many vocational class opportunities	Student enrollment data, Curriculum Guide
Technology - 1on1 project	Most underclassman have Chrome books
Career Readiness and Work Keys scores	Work Keys certificates
The faculty has consistently increased using technology, differentiated instruction, HOTS, student engagement, etc.	Weekly Walkthrough Data
Over half the students qualified for PRIDE incentives.	Asst. Principal Data
Power classes and lab classes are offered in Reading and Math.	Master Schedule
9 <sup>th</sup> /10 <sup>th</sup> grade teaching team meet on a daily basis to focus on student academic support.	Master Schedule
Check and Connect groups have been implemented to mentor every student in the high school.	Calendar adjustments.
Check and Connect groups now meet twice a week during a 4D activity period.	Master Schedule
Dual credit and Virtual High School courses	Master Schedule

are available for enrichment.	
Inclusion of IEP students into the general education classes.	Master Schedule
PRIDE achievement charts are used to promote positive behavior and rewards.	Skyward Data
95% of teachers surveyed think the school climate is important	Staff survey data
92% of teachers surveyed meet/work with the administration on a regular basis	Staff survey data
80% of teachers understand the purpose of labs	Staff survey data
66% of staff have been employed at WCHS for at least 5 years.	Master Schedule
50.4% of students achieved Excellent or Proficient Growth across all subjects	Table 3I – Student Growth Data

<b>Patterns of challenges</b>	<b>Data used to support</b>
Attendance rate	Enrollment data
Number of students who repeat a class due to failure	Semester grades, weekly eligibility report
Graduation rate	School report card
There has been a decrease in special education teachers from 3 full time special education teachers in 2011-2012 to 1.5 in 2015-2016.	4f
Average math and science scores on the EXPLORE test, have not met the standards for the past five years in 8 <sup>th</sup> or 9 <sup>th</sup> grades.	Table 3b
With the exception of the 2012-2013 school year, no special education students have met the standards since 2008 on EXPLORE, PLAN, PSAE, or ACT tests.	Table 3e
39.5% of our population participates in the free or reduced lunch program.	Table 3f
Of the students that participated in PARCC testing 80% of students did not meet standards in English and 98% of students did not meet standards in Math	Table 3a.2:

### III. PROBLEM STATEMENTS AND HYPOTHESES

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

<b>Problem Statement 1 (Math):</b> Our current achievement data for PARCC shows students did not meet the standards in math. Our meets and exceed achievement level in math was 2% for Algebra 2.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Not all students have the essential skills for success in math	Accept	Chart 3I student growth	Table 3a.2: PARCC scores	11 <sup>th</sup> 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	Table 3a.2: PARCC scores	11 <sup>th</sup> grade ACT test results
There is a large discrepancy in student performance	Accept	Chart 3I student growth	Table 3a.2: PARCC scores	11 <sup>th</sup> grade ACT test results
Transitional difficulties exist between 8 <sup>th</sup> grade to 9 <sup>th</sup> grade	Accept	Discipline Reports	Weekly Eligibility List	Stop and Go Charts

**Table 8b**

<b>Problem Statement 2 (English):</b> Our current achievement data for PARCC shows students did not meet the standards in English. Our meets and exceed achievement level in English was 20% for English 3.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Not all students have the essential skills for success in English	Accept	Chart 3I student growth	Table 3a.2: PARCC scores	11 <sup>th</sup> 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	Table 3a.2: PARCC scores	11 <sup>th</sup> grade ACT test results
There is a large discrepancy in student performance	Accept	Chart 3I student growth	Table 3a.2: PARCC scores	11 <sup>th</sup> grade ACT test results
Transitional difficulties exist between 8 <sup>th</sup> grade to 9 <sup>th</sup> grade	Accept	Discipline Reports	Weekly Eligibility List	Stop and Go Charts

**Table 8c**

<b>Problem Statement 3 Graduation rate:</b> The graduation rate at West Central High School for 2014-2015 (82.4%) fell below the state average (86%).				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students with low credit counts at the beginning of their 3 <sup>rd</sup> 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

**Table 8d**

<b>Problem Statement 4 Curriculum development/improvement:</b> The curriculum, as it stands, does not provide sufficient rigor or supports in order to meet the ever increasing standards of the Common Core and PARCC Assessment.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students do not possess sufficient study skills.	Accept	Study skills class	Weekly eligibility reports	Check and Connect discussions with students
Exceptional students lack an opportunity to be challenged	Accept	College requirements /applications	Superintendent search student survey results	Other area schools provide a plethora of accelerated classes
Students are given limited opportunities for career readiness.	Accept	Master Schedule	Career day results	Superintendent search student survey results

#### IV. GOALS, STRATEGIES AND INTEGRATED ACTION PLAN

<b>Improvement Goal 1a (Math)</b>				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
<b>Current Conditions and Data Sources</b>				
2014-2015 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 13% of all students taking the ACT meet or exceeded standards in math.				
<b>Specific Action 1</b>				
We will provide additional math supports to students struggling in math, especially low income and IEP students.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
We will analyze 2015-16 student growth data to determine placement in math, power and lab classes	March 2016	SIP Team, Mrs. Seitz, Mrs. Hills, Ms. Kimmey, Mr. Hennings, Ms. Halcomb, Ms. Fitzgerald, Mr. Schneider, 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. Boyle	Bldg. funds, donations	Data collection of qualifier information
Continue to provide student access to SKYWARD management programs to monitor their own progress in math courses.	August 2016 May 2017	All faculty, Mr. Schneider, 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. Schneider, 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	November 2016	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. Schneider, Mr. Gittings	No cost	RTI forms, meeting agendas, progress monitoring forms.
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<b>Improvement Goal 1b (Math)</b>				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
<b>Current Conditions and Data Sources</b>				
2014-2015 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 13% of all students taking the ACT meet or exceeded standards in math.				
<b>Specific Action 2</b>				
We will increase student engagement through the use of higher order thinking skills, differentiation, and concentrate on rigorous instruction in all content areas.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
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. Schneider, Mr. Rees	No cost	Training evaluations, classroom walkthroughs, faculty and department meeting minutes
Departments will refine and administer assessments that measure exit outcomes/essential skills with the ultimate goal of determining student growth.	August 2016 May 2017	All staff, Mr. Schneider, Mr. Rees	TYPE 2,3 no cost	Assessment data, student progress monitoring
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills.	August 2016 May 2017 SIP days	Mr. Schneider, Mr. Rees, Mrs. Tribbey, Mrs. Potts, Mrs. VanDaele	No cost, SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings, teaming time
Departments will refine assessment, continue to differentiate, analyze data, and incorporate higher order thinking skills	August 2016 May 2017 SIP days	Teachers, Mr. Schneider, 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

<b>Improvement Goal 1c (Math)</b>				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
<b>Current Conditions and Data Sources</b>				
2014-2015 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 13% of all students taking the ACT meet or exceeded standards in math.				
<b>Specific Action 3</b>				
We will continue to identify IEP students who will benefit from time in the general education classroom with assistance from special education staff.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
Provide professional development time for staff to apply differentiation of instruction, evaluate techniques used, and identify specific strategies.	August 2016 May 2017	Mr. Schneider, 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. Schneider, Ms. Hultgren, Mr. Rees, Mr. Durham, Mrs. Gall, Mrs. Smith	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, Mr. Durham	No cost	Progress monitoring, pre and post tests

<b>Improvement Goal 1d (Math)</b>				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
<b>Current Conditions and Data Sources</b>				
2014-2015 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 13% of all students taking the ACT meet or exceeded standards in math.				
<b>Specific Action 4</b>				
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.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
3 times per year, we will have an educational parent night event.	Oct, Nov 2016 March 2017	Mrs. Alexander, Mrs. Frakes, Mr. Rees	No cost	Surveys/attendance records
Provide parent access to Skyward access to grades, attendance and discipline.	August 2016 May 2017	All staff, Mr. Schneider, 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. Schneider, Mr. Rees, Mrs, Seibert	No cost	Surveys and progress monitoring of students' success
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**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**  
2014-2015 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 30% 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, lab classes	March 2016	Mr. Arnold, Mr. Black, Ms. Adams, 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. Schneider, 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. Schneider, 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.

<b>Current Conditions and Data Sources</b>				
2014-2015 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 30% of all students taking the ACT meet or exceeded standards in Reading.				
<b>Specific Action 2</b>				
We will increase student engagement through the use of higher order thinking skills, differentiation, and concentrate on rigorous instruction in all content areas.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
Use of walkthrough data to monitor use of student engagement and higher order thinking skill in the classroom.	August 2016 May 2017	Mr. Schneider, Mr. Rees	No cost	Classroom walkthroughs, faculty and department meetings, one on one teacher meetings
Departments will refine and administer assessments that measure exit outcomes/essential skills with the ultimate goal of determining student growth.	May 2016	All teachers, Mr. Schneider, 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. Schneider, Mr. Rees,		Training evaluations, classroom walkthroughs, faculty and department meeting

<b>Improvement Goal 2c (Reading)</b>				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
<b>Current Conditions and Data Sources</b>				
2014-2015 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 30% of all students taking the ACT meet or exceeded standards in Reading.				
<b>Specific Action 3</b>				
We will continue to identify IEP students who will benefit from time in the general education classroom with assistance from special education staff.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
Collaborate with staff to identify specific strategies of differentiation to be implemented and monitor the implementation of those strategies.	August 20, 2016	Mrs. Smith, Mr. Arnold, Mr. Black, Ms. Adams, Mrs. Gall, Mr. Durham	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. Smith, Mr. Schneider, 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, Curriculum director, and consultants	No cost	Training evaluations, classroom walkthroughs, faculty and department meetings
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<b>Improvement Goal 2 (Reading)</b>				
The percentage of students, including low income and those with special needs, will achieve 85% of their student growth band.				
<b>Current Conditions and Data Sources</b>				
2014-2015 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 30% of all students taking the ACT meet or exceeded standards in Reading.				
<b>Specific Action 4</b>				
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.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
3 times per year, we will have an educational parent night event.	Oct, Nov 2015 March 2016	Mrs. Alexander, Mrs. Frakes, Mr. Rees	No cost	Surveys/attendance records
Continue to provide parent access to Skyward management program to permit parents daily access to students' grades, attendance and discipline.	August 2015 May 2016	All staff, Mr. Schneider, Mr. Rees	No cost	Technology audits to measure usage
Continue to use freshman and sophomore teams (parent contacts, intervention plans)	Every two weeks	Mr. Schneider, Mr. Arnold, Mr. 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 2015 May 2016		Family funds \$250 credit recovery	Enrollment numbers/IVS progress reports

<b>Improvement Goal 3a (Graduation Rate)</b>				
The graduation rate will increase to 92.5% in 2015-16.				
<b>Current Conditions and Data Sources</b>				
2014 -2015 graduation rate for West Central High School was 83%.				
<b>Specific Action 1</b>				
Programs and procedures will be enacted to increase the percentage of students who earn a diploma in the required four years of high school.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
Promote positive attendance by continuing to evaluate handbook policies regarding student attendance.	Spring 2017	Mr. Rees	No cost	Attendance rate
Maintain and evaluate student rewards policy for attendance and offer student incentives.	August 2016 May 2017	Mr. Rees, Mr. Schneider	\$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. Schneider, 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. Frakes, Mr. Boyle	No cost	Activity period reward days
Develop and implement exit surveys for graduates	August 2016	Mr. Schneider	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. Schneider, Mr. Rees	Family funds for courses	Master schedule, student rosters, class offerings

<b>Improvement Goal 4a (Curriculum/student growth)</b>				
75% of students will demonstrate growth based on the school growth model during 2015-2016.				
<b>Current Conditions and Data Sources</b>				
Across all departments 50.4% of students attained growth at either the excellent or proficient level				
<b>Specific Action 1</b>				
We will continue working to increase student growth and rigorous instruction throughout our curriculum.				
<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and funding source</b>	<b>Evaluation</b>
Create a team of district teachers that will travel to college job fairs for the purpose of new teacher recruitment	August 2016-May 2017	Mr. Schneider, Mr. Rees, Teacher Recruitment Team	Sub pay, transportation, registration fee	Amount of applications received from 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. Schneider, 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. Schneider, Mr. Rees	Family funds for courses	Master schedule, student rosters, class offerings
All teachers will continue to use valid and reliable Student Growth tests	August 2016-May 2017	Staff	No cost	Principal Confirmation

**Table 13: Professional Development Schedule**

<b>TOPIC</b>	<b>DAY/MO./YEAR</b>	<b>GRADE LEVELS</b>	<b>ANTICIPATED PARTICIPANTS</b>	<b>SCHOOL-WIDE</b>	<b>FORMAT</b>
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 Tuesday during the school year.
- We will spend part of every meeting implementing the current plan, and the remainder of the meeting working on the new plan.

### B. MONITORING

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

### C. COMMUNICATION PLAN

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