
School Improvement Plan

West Central CUSD #235

Plan for 2012-13

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

2012-2013

An Integrated School Improvement Plan for

WEST CENTRAL HIGH SCHOOL

West Central School District

July 1, 2012 – June 30, 2013

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 317 on campus (7 off-campus) with 20 full-time certified teachers, 8 part-time certified teachers and 2 full-time certified associates. There is also a principal, a dean of students/assistant principal, a part-time athletic director, a counselor and 2 full-time secretaries. The high school also shares with other district buildings a psychologist, social worker, nurse, speech pathologist, librarian, and technology coordinator.

School Strengths

- This High School is a 2011 Academic Improvement Award winner from the Illinois Board of Education due to exemplary progress in student achievement that has been sustained.
- The staff is highly involved with extra-curricular activities for the students, with 88% of the faculty serving as a coach or sponsor. These include eleven sports, art club, scholastic bowl team, math team, 21st century clubs, speech team, worldwide youth in science engineering 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.
- One (1) National Board Certified teacher in English.
- 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 11:1 compared to the state average of 15:1.
- 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 Community Learning Center 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. Homework Hotline is available for parent call-in concerning information on assignments and upcoming events in the classroom. 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 instituted by our F.I.R.E (Future investments reaching everyone) club 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 five 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 34.4% 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. Jon Bradburn	Principal	2010	2
Mr. Rick Dwyer	Asst. Principal	2009	3
Mr. Adam Boyle	Soc. St	2009	3
Mrs. Jane Alexander	Family and Consumer Science	2009	3
Mrs. Cherry Simmons	Art	2009	3
Mrs. Cindy Smith	Special Education	2009	3
Mrs. Melinda Frakes	Director of Technology /Business	2010	2
Mr. Darrell Gittings	Agriculture	2010	1

As 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

- West Central High School recently received notification from the Illinois State Board of Education that the school had earned an Academic Improvement Award. The 2011 Academic Improvement Award honors 114 schools across the state that has posted substantial gains. These schools demonstrate that exemplary progress is possible at every level and can be sustained.

The criteria for Academic Improvement Awards in 2011 are substantial:

- Show improvement of at least 7.5 points in state test scores in both reading and mathematics between 2010 and 2011, or
 - Show an improvement of at least 15 points in state test scores in both reading and mathematics between 2009 and 2011; and
 - Show an upward trend in state test results.
- 9.0% 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. Students were surveyed during the first “Check and Connect” meeting held on October 24, 2011. On November 17, 2011, 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

2011 Assessment Cycle

2.2 Assessment Data

Table 3a

ADEQUATE YEARLY PROGRESS DATA						
BASED ON ISAT & PSAE MEETS and EXCEEDS						
All Subjects & Subgroups required to be 77.5% or above						
Updated October 25, 2011						
	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011
3rd Grade						
Reading -All	65%	62%	69%	70%	84%	73%
Reading – Low Inc/ Others	59% 70%	58% 65%	53% 82%	76% 63%	83% 85%	65% 84%
Reading – IEP/ Others	17% 74%	43% 67%	23% 79%	46% 75%	63% 87%	40% 78%
Math – All	89%	86%	84%	82%	93%	95%
Math – Low Inc/ Others	84% 93%	84% 88%	78% 90%	80% 84%	91% 96%	90% 100%
Math – IEP/ Others	58% 94%	71% 90%	46% 93%	61% 86%	75% 95%	100% 98%
Writing				52%	44%	DNT
4th Grade						
Reading - All	79%	75%	79%	81%	75%	89%
Reading – Low Inc/ Others	63% 91%	73% 78%	79% 79%	66% 93%	73% 77%	88% 91%
Reading – IEP Others	50% 86%	7% 89%	62% 83%	59% 86%	50% 81%	40% 93%
Math - All	91%	91%	96%	95%	93%	100%
Math – Low Inc Others	84% 95%	95% 88%	93% 98%	91% 98%	90% 97%	100% 100%
Math – IEP/ Others	56% 100%	54% 99%	77% 100%	83% 97%	93% 93%	100% 100%
Science - All	92%	83%	87%	91%	82%	92%
Science – Low Inc/	84%	82%	82%	84%	81%	88%

Others	98%	85%	91%	95%	83%	97%
Science-IEP	75%	46%	62%	75%	57%	60%
Others	97%	91%	93%	94%	88%	93%
5th Grade						
Reading - All	74%	79%	79%	72%	85%	78%
Reading – Low Inc/ Others	69% 78%	50% 98%	79% 78%	69% 76%	74% 93%	82% 72%
Reading – IEP/ Others	32% 87%	33% 90%	14% 92%	54% 76%	71% 86%	57% 79%
Math - All	86%	90%	92%	88%	93%	87%
Math – Low Inc Others	77% 92%	77% 98%	94% 90%	91% 85%	97% 91%	84% 90%
Math – IEP/ Others	63% 93%	53% 98%	64% 97%	77% 91%	86% 94%	86% 87%
Writing		42%	43%	70%	67%	DNT
	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011
6th Grade –						
Reading - All	81%	75%	95%	79%	76%	92%
Reading – Low Inc/ Others	69% 89%	61% 86%	93% 96%	79% 79%	72% 81%	86% 95%
Reading – IEP/ Others	40% 90%	20% 91%	82% 97%	36% 87%	20% 85%	40% 95%
Math - All	80%	76%	91%	81%	91%	90%
Math – Low Inc Others	66% 89%	68% 82%	82% 96%	76% 85%	90% 92%	83% 95%
Math – IEP/ Others	53% 87%	30% 90%	36% 100%	36% 90%	50% 97%	40% 94%
Writing			63%	66%	68%	DNT
7th Grade						
Reading - All	68%	76%	76%	86%	77%	77%
Reading – Low Inc/ Others	58% 77%	68% 81%	61% 85%	72% 94%	70% 83%	74% 81%
Reading – IEP/ Others	25% 80%	53% 81%	29% 84%	55% 91%	10% 87%	25% 87%
Math - All	76%	81%	79%	89%	82%	88%
Math – Low Inc/ Others	63% 88%	74% 85%	61% 91%	80% 94%	73% 90%	87% 89%
Math – IEP/ Others	20% 92%	47% 89%	29% 89%	36% 98%	20% 91%	42% 97%
Science - All	81%	91%	85%	89%	81%	87%
Science – Low Inc/ Others	70% 92%	87% 94%	79% 89%	88% 90%	76% 85%	87% 86%
Science – IEP/ Others	50% 90%	73% 95%	43% 93%	55% 94%	20% 90%	67% 90%

8th Grade						
Reading - All	75%	74%	83%	84%	82%	82%
Reading – Low Inc/ Others	81% 70%	58% 89%	65% 90%	78% 89%	71% 89%	79% 85%
Reading – IEP/ Others	50% 83%	32% 86%	36% 91%	60% 89%	40% 88%	36% 90%
Math - All	65%	65%	75%	81%	82%	76%
Math – Low Inc/ Others	61% 88%	51% 78%	63% 81%	69% 89%	71% 89%	69% 83%
Math – IEP/ Others	20% 79%	11% 80%	42% 81%	33% 91%	20% 91%	18% 85%
Writing		61%	67%	60%	71%	DNT
	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011
11th Grade - PSAT						
Reading	52%	46%	56%	38%	53%	51%
Reading – Low Inc Others	29% 58%	19% 62%	43% 64%	36% 40%	35% 71%	37% 56%
Reading – IEP/ Others	8% 62%	7% 54%	10% 66%	8% 45%	0% 66%	0% 54%
Math	36%	31%	37%	24%	37%	45%
Math – Low Inc/ Others	7% 43%	10% 43%	24% 44%	16% 30%	14% 61%	32% 50%
Math – IEP/ Others	8% 42%	0% 37%	0% 45%	0% 29%	0% 46%	0% 48%
Science	42%	45%	47%	35%	47%	43%
Science – Low Inc Others	27% 45%	23% 59%	38% 53%	29% 40%	32% 61%	37% 45%
Science – IEP/ Others	8% 49%	0% 54%	10% 55%	0% 43%	0% 57%	0% 45%
Writing		54%	54%	44%	53%	56%
11th Grade – Percentage meeting College Readiness Standards						
English	51%	54%	63%	45%	53%	62%
Mathematics	15%	18%	18%	15%	26%	29%
Reading	30%	37%	40%	28%	32%	39%
Science	13%	14%	14%	18%	17%	21%
Meeting all Four	9%	10%	9%	14%	13%	17%
ACT Summary						
Composite	17.9	18.4	18.9	17.7	19.0	20.2

English	17.1	18.5	18.6	17.0	18.7	19.9
Math	17.5	17.3	17.7	16.9	18.6	19.3
Reading	18.0	18.5	19.3	18.2	19.1	20.7
Science Reasoning	18.5	18.8	19.0	18.0	19.0	20.1
Percent Tested on ACT	100%	100%	100%	98.6%	97.4%	
Number Tested	67	84	57	72	78	66

Source – Student Information System assessment results

Observations

2011-2012

PSAE

- The number of students meeting or exceeding in math increased 8% points from 37% 2010 to 45% 2011. This (45%) is the highest percentage in our consolidated history.
- The number of students meeting or exceeding in 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

- Highest composite score in 6 years. Beginning in 2006 with a composite score of 17.9 raising the score to 20.2 in 2011 compared to the state average of 20.6.
- ACT composite scores have increased in the past 3 years.
- Scores increased in all areas from the previous year
 - English 18.7-19.9 compared to the state average of 20.3.
 - Math 18.6-19.3 compared to the state average of 20.7.
 - Reading 19.1-20.7 compared to the state average of 20.5.
 - Science 19.0-20.1 compared to the state average of 20.5.
- 66 students took ACT - 73 students took PSAE in 2011.
- # of students taking test are inconsistent

2010 - 2011

- The Class of 2015 did not meet in ISAT Reading in their 7th grade year (2006-2010).
- The Class of 2015 had a 10 percentage point drop in ISAT Math from their 5th grade to 6th grade year (2006-2010).
- The Class of 2014 gained 16 percentage points in ISAT Reading from 5th to 6th grade.

- The Class of 2014 declined in ISAT Reading from 6th (95), 7th (86), and 8th (82), every year of Middle School.
- The Class of 2014 declined in ISAT Math from 6th (91), 7th (89), and 8th (82), every year of Middle School.
- From 2009 to 2010, there was a 15 percentage point increase in Reading.
- From 2009 to 2010, there was a 13 percentage point increase in Math.
- Overall Math indicated a 37% meet/exceed, if IEP and low income are taken out, 61% meet/exceed.
- Overall Reading indicated a 53% meet/exceed, if IEP and low income are taken out, 71% meet/exceed.
- In 2009-2010 there was a decrease in the percentage of students who took the test.

Table 3b: PSAE Work Keys Scores West Central

PSAE Work Keys Scores						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-11
READING-Score	4.58	4.55	5	4.54	4.82	4.71
% Scoring 5 or better	64%	45%	65%	40.8%	66.2	58.9
MATH Score	4.24	4.37	4	4.38	4.62	4.79
# & % Scoring 5 or better	53%	44%	50%	39.4%	51.9%	56.1
# of Students Tested	64	84	60	71	77	73

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

- Reading- Percentage of students meeting a score of 5 decreased 7.3% points.
- Math is the highest it has ever been with # and % scoring 5 or better (56.1%).

2010 - 2011

- The Class of 2011, more than 50% scored 5 or better.
- Students are scoring within one point of the goal of five in all years and on both subjects.
- Students are within less than .5 pt. of reaching the goal of five in reading in all years.
- There has been growth in the last two years in both reading and math on this section of

the test.

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.

PLAN Test Results						
	2006-07	2007-08	2008-09	2009-10	2010-11	
English (Target – 15)	16.17	14.72	17.27	17.71	17.23	
Math Target – 19	15.86	15.16	17.26	17.69	17.36	
Reading Target 17	16.90	16	17.31	17.25	18.23	
Science Target 21	17.35	16.67	18.66	18.25	18.17	
Composite	16.57	15.63	17.63	17.73	17.75	
# of students tested			71	72	85	

Source - District created Stop and Go charts

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.

EXPLORE Test Results						
	2006-07	2007-08	2008-09	2009-10	2010-11	
8 TH GRADE						
English (Target – 13)	15.03	15.73	15.37	15.75	14.84	
Math Target – 17	15.88	16.72	15.71	16.17	15.58	
Reading Target 15	15.25	16.63	15.64	16.52	15.78	
Science Target 20	17.07	17.89	17.52	17.05	17.11	
Composite	15.81	16.74	16.06	16.37	15.83	
# of students tested	68	69	82	75	81	
9 TH GRADE						
English (Target – 14)		16.18	16.62	15.78	17.10	

Math (Target – 18)		16.44	16.38	15.75	16.87	
Reading (Target – 16)		16.79	17.44	15.82	17.43	
Science (Target -20)		17.92	17.54	17.62	18.17	
Composite		16.83	17.0	16.24	17.39	
# of students tested		71	68	79	84	

Source - District created Stop and Go charts

Explore, Plan 8th, 9th, and 10th

2011-2012

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.

PLAN test

- 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).

Special Ed.

- Very few students who have an IEP have met benchmark over a 4 year period.

2010-2011

- Class of 2014 scored 16.17 on Math Explore in the spring of their 8th grade year when the benchmark score was 17.
- Class of 2014 scored 16.52 on Reading Explore in the spring of their 8th grade year when the benchmark score was 15.
- In 2010, the Class of 2013 scored 15.75 in Math when the benchmark was 18.
- In 2010, the Class of 2013 scored a 15.82 in Reading when the benchmark was 16.
- The Class of 2011 in 8th grade scored 15.25 in Reading when the benchmark was 15, in 9th grade they scored 16.79 when the benchmark was 16, and on the 10th grade plan they scored 17.31 when the benchmark was 17. As Juniors on the ACT, they scored 19.
- The Class of 2011 in 8th grade scored 15.88 in Math when the benchmark was 17, in 9th grade they scored 16.44 when the benchmark was 18, and on the 10th grade plan they scored 17.26 when the benchmark was 19. As Juniors on the ACT, they scored 18.6.
- Plan test results show that average student score in math has been below benchmark in each of the past four years.
- Plan test results show that average student score in reading has been above benchmark for 3 of the past four years.
- Plan test results show that average science scores have been below benchmark for the past four years.
- Explore test results for eighth grade show that average student score in math has been below benchmark in each of the past four years.
- Explore test results for eighth grade show that average student score in reading has been above benchmark for the past four years.
- 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	2008	2009	2010	2011
8 th Grade Explore	Reading	0/3 0%	0/2 0%	0/6 0%	0/90%
	Math	0/3 0%	0/2 0%	0/6 0%	0/9 0%
9 th Grade Explore	Reading	1/11 9%	0/3 0%	0/2 0%	0/5 0%
	Math	0/11 0%	0/3 0%	0/2 0%	0/5 0%
10 th Grade PLAN	Reading	N/A	0/11 0%	0/3 0%	0/2 0%
	Math		0/11 0%	0/3 0%	0/2 0%
11 th Grade PSAE	Reading	1/10 10%	1/13 8%	0/14 0%	0/3 0%
	Math	0/10 0%	0/13 0%	0/14 0%	0/3 0%
11 th Grade ACT	Reading	1/10 10%	1/13 8%	0/12 0%	0/3 0%
	Math	0/10 0%	0/13 0%	0/12 0%	0/3 0%

Class of 2008 Yellow

Class of 2009 Purple

Class of 2010 Green

Class of 2011 Blue

Class of 2012 Red

Class of 2013 Teal

Class of 2014 Orange

4C Special Education Plan, Explore, and ACT

2011 – 2012

- Two students who have an IEP have met benchmark over a 4 year period.

2010 - 2011

- No more than one student in Reading and Math or grade level has met or exceeded on Explore, Plan, or PSAE.
- In 2010, 15% of the students who took the ACT had an IEP with 0% meeting or exceeding.
- The number of students being tested with IEP's has shown a negative correlation.
- In four years of student population, approximately 10% of the student body has an IEP.

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

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

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

Table 3g – Low income Plan scores

Plan	2007-2008	2008-2009	2009-2010	2010-2011
# Taking Test		75	72	79
# FRL		33	19	25
%FRL		44%	26%	32%
% FRL Did Not Meet –Reading		76%	78%	36%
% FRL Did Not Meet - Math		88%	89%	84%

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 and Explore

2011 – 2012

- 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.

2010 - 2011

- Only 11% of the Class of 2012, who are considered low income, met on the Plan test in Math.
- Only 12% of the Class of 2011, who are considered low income, met on the Plan test in Math.

- Only 22% of the Class of 2012, who are considered low income, met on the Plan test in Reading.
- Only 24% of the Class of 2011, who are considered low income, met on the Plan test in Reading.

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

Students below benchmark score for Explore and Plan					
	Enrollment	2009-2010			
8th Grade Explore	78	Math	% of total	Reading	% of total
# of students below the benchmark score	class of 2014	37	47%	35	45%
	class of 2015	53	65%	38	47%
9th Grade Explore	88	Math	% of total	Reading	% of total
# of students below the benchmark score	class of 2013	52	59%	40	45%
	class of 2014	31	35%	24	27%
10th Grade Plan	78	Math	% of total	Reading	% of total
# of students below the benchmark score	class of 2012	53	68%	34	44%
	class of 2013	56	66%	32	38%

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

	2010-2011		2011-2012	
	Enter		Enter	
	#	%	#	%
9th Grade Eng. Lab	14	19%	22	24%
10th Grade Eng. Lab	24	30%	10	27%
9th Grade Math Lab	18	25%	20	22%
10th Grade Math Lab	30	38%	18	11%
9th Power Math	11	15%	8	9%
10th Power Math	18	23%	12	16%
	9th enrollment	36/72	50/90	
	10th enrollment	72/85	40/75	

Lab and Power Math

2011 – 2012

Lab Numbers

- 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.

2010 - 2011

· 49 of the 80 (60%) students in the Class of 2013 are in a supplemental math class, which correlates with the benchmark scores.

· 29 of the 72 (40%) students in the Class of 2014 are in a supplemental math class, which correlates with the benchmark scores.

2.3 Demographic Data

Table 4a – General School Data

	2006-07		2007-08		2008-09		2009-10		2010-2011	
	#	%	#	%	#	%	#	%	#	%
Attendance Rates for all and Sub Groups										
Attendance	306	94.40%	310	93.40%	302	92.50%	321	91.40%	317	93.00%
Gender - Male				93.40%		93.10%		92.60%		93.40%
Gender - Female				93.40%		91.90%		90.20%		92.80%
White				93.50%		92.50%		91.40%		93.10%
Black				98.90%		93.70%		68.40%		84.80%
Hispanic				88.60%		80.50%		95.80%		95.20%
Asian/Pacific										
Am Ind/Alask										93.10%
Multiracial				81.40%		97.50%		95.50%		96.90%
LEP						95.70%		97.40%		
IEP				90.60%		90.50%		87.00%		86.90%
Low Income				91.40%		89.60%		86.50%		88.30%
Chronic Truancy	5	1.60%	4	1.30%	3	1.00%	13	4.20%		4.40%
Mobility Rate		10.20%		15.10%		15.50%		8.70%		9.10%
Graduation Rates for all students and Sub-groups										
Graduation Rate			67	94.40%	51	92.70%	69	90.80%	71	81.00%
Gender - Male			30	90.90%	27	87.10%	36	92.30%		76.60%
Gender - Femal			37	97.40%	24	100.00%	33	89.20%		86.80%
White			66	94.30%	50	92.60%	69	90.80%		80.70%
Black			0		1	100.00%				100.00%
Hispanic			0		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%
Low Income			25	92.60%	15	75.00%	31	77.50%		72.30%

Drop Out Rate		1.00%	9	2.90%	6	2.00%	7	2.20%		1.60%
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Source – school report card

2011 – 2012

- Attendance rate for IEP students has decreased since 2007-2008 from 90.60% to 86.9%..
- Graduation rate for IEP students has decreased from 2009-2010 to 2010-2011 from 92.9% to 66.70%.
- Attendance rate has increased for males since 2009-2010 from 92.60% to 93.40%.
- Attendance rate has increased for females since 2009-2010 from 90.20% to 92.80%.
- Graduation rate low income students from 2009-2010 to 2010-2011 from 77.50% to 72.30%.
- 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.
- Decrease in male graduation rate from 2009-2010 to 2010-2011.
- Chronic truancy rate has increased 3.4 percentage points from 2008-2009 to 2010-2011 from 1.0% to 4.4%.

2010 - 2011

- The IEP attendance rate has negatively impacted the school average
- The low income attendance rate has negatively impacted the school average.
- There is a significant attendance problem. During an attendance audit in January, it was discovered that we had 117 students with 5 or more absences. Of these 117 students, 53 had ten or more absences for the year.
- 2009-10 saw an increase in truancy - Define
- Graduation rate has dropped over the last 3 years
- There has been an increase of 17% in IEP graduation rate

Table 4b: Enrollment Data – 6th Day Enrollment

	2006-07		2007-2008		2008-2009		2009-10		2010-11		2011-2012	
	#	%	#	%	#	%	#	%	#	%	#	%
School Population	297		324		309		325		317		320	
Grade 9 West Central	87	29.2	89	27.5	78	25.2	89	27.4	77	24	90	28.20%
Grade 10 West Central	65	21.8	90	27.7	89	28.8	79	24.3	85	27	75	23.40%
Grade 11 West Central	81	27.2	59	18.2	586	27.8	84	25.8	75	24	82	25.60%
Grade 12 West Central	64	21.5	86	26.5	56	18.1	73	22.5	80	25	73	22.80%

Enrollment Data 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.
- 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.
- Attendance rates have not varied more than 1 percentage point since 2007.

2010 - 2011

- There are no real trends in 6th day enrollment at the high school
- There seems to be a drop in class enrollment from freshmen to senior
- Predominately Caucasian

Source – Enrollment report

4c- Special education enrollment data

	2006-2007 WEST CENTRAL		2007-2008 WEST CENTRAL		2008-09 WEST CENTRAL		2009-10 WEST CENTRAL		2010-11 WEST CENTRAL		2011-2012 WEST CENTRAL	
	#	%	#	%	#	%	#	%	#	%	#	%
Total Special Education*	52	16.7	58	19.0			36	11	23	7	30	9
Cognitive Disability	11	21.1	12	20.7			10	3	6	2	5	1.6
Speech or Language Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0
Emotionally Disturbed	4	7.6	2	3.4			2	.6	0	0	2	.06
Orthopedic	0	0	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	9	17.3	4	6.9			4	1	7	2	13	4.1
Specific Learning Disability	27	51.9	40	69.0			18	6	9	3	10	3.2
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
Autism	1	1.9	1	1.7	1		0	0	0	0	0	0

2011 - 2012

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

2010 - 2011

- There has been a 13% drop in the number of students in special education program.
- Cognitive disability changed from 20.7% in 2008, to 2% in 2011.
- Specific learning disability changed from 40 students to 9 students from 2008 to 2011.

Table 4d - Discipline – 1st Quarter

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

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

Source – Skyward reports
2011 – 2012

- The number of females with tardies increased 13 percentage points and males decreased 13 percentage points.
- 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 largest 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.
- Number of referrals have 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 over all years recorded.

2010 - 2011

- There is a higher correlation between male/female tardies than the grade level tardies
- Number of tardies have dropped from 2009-2010 1st quarter to 2010-2011 1st quarter
- The current sophomore class has made biggest improvement in 3 or less tardies during 1st quarter from last school year
- Referrals have dropped 50% from last school year during 1st quarter
- Many more males were referred than were females (72%-28% respectively). (2011)
- Class of 2013 has a very high number of referrals. (last year **and this year**)
- Many students do not receive more than three tardies.
- Suspension rate has been steady for the last two years (52 and 55 suspensions total).

4f - Educator data

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total Full Time Classroom Teachers	22	23	20	20	19	19
Average Years Teaching	16.4	15	15.1	13	12.6	14.1
# Teachers New to High School / District	3	3	3	4	6	1
# First Year Teachers	2	3	3	3	3	1
% with B. A. Degree	91%	78%	75%	85%	79%	84%
% with M.A. & Above	9%	22%	25%	15%	21%	16%
# with Emergency or Provisional Certificates	0	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0	0
% Caucasian Teachers	95%	94%	100%	100%	100%	100%
% Male Teachers	43%	26%	35%	35%	42%	37%
% Female Teachers	57%	74%	65%	65%	58%	63%
# Total Paraprofessionals	4	4	4	3	2	2
# Classroom Instructional Paraprofessionals	4	4	4	3	2	1
# Total Under-qualified paraprofessionals	0	0	0	0	0	0
# Total Counselors	1, 2/5 time	1, 2/5 time	1,2/5	1,2/5	1	1
# Total Librarians	1	1	1	1	1	1
# Total Social Workers/ Psychologists	1	2	2	2	1,1/2	1,1/2
# Total Other Staff	2	3	3	3	3	3
% of Teachers Highly Qualified	100	100	100	100	100	100

Observations

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% from 4 to 2.
- 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

2010 - 2011

- It is apparent there are six fewer classroom teachers in the high school since 2005-2006.
- 100% of teachers are certified and highly qualified.
- The average years teaching has decreased since 2006-2007.
- The number of social workers/ psychologists/counselors have decreased since 2009-2010.
- There was a decrease in the number of teachers, there was an increase of one “other staff” in school year 2007-2008
- There has been a yearly decrease in paraprofessionals since 2008-2009.
- There has been an increase in teachers with Master’s degrees since 2009-2010.
- There is no data for teacher attendance in school years 2006-2007 and 2008-2009 until present.
- That the range of diversity among teachers has decreased.

Table 4g - 09-10 District Professional Development Offerings

Table 4g: Professional Growth Data (Provide summary data on professional growth opportunities for the past three years. Add rows as appropriate. Format would include college course, workshop, seminar, conference, etc.) Begin with the most recent school year and list in chronological order.

TOPIC	MO./YEAR	GRADE LEVELS	# PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Diabetes training	Aug. 2011	K-12	All district	Yes	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:

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.

2010 - 2011

- The highest participation in professional development was “Co-teaching in Inclusion Classrooms” where attendance was required.
- The lowest participation in professional development was the district book study.
- There have been nine course offerings made available by the district this school year beginning June 2010.
- It is evident that only two offerings dealt with technology.
- That only one offering dealt with math exclusively.
- That there are no course offerings in reading for professional development.

2.4 Program Data

Table 5 - CURRICULUM IMPLEMENTATION DATA 2010-2011

Class periods were increased in time from 46 to 49 minutes.

A power math class was added for ninth and tenth grade students who showed significant deficiencies in math test scores.

Teacher teams were formed at the 9th and 10th grade levels to collaborate and monitor student progress.

A math lab class was added for ninth and tenth grade students who showed some deficiencies in math test scores.

An English lab class was added for ninth and tenth grade students who showed deficiencies in English and reading test scores.

Math and English curriculum were aligned to the common core standards.

Departmental meetings were scheduled monthly. English, math and special education departments also work with the district's curriculum consultants.

A new chemistry / physical science lab facility was constructed.

An advanced chemistry class was added for the school year.

Quarterly check and connect meetings were scheduled. The purpose of these meeting was for teachers and students to review test scores, make educational plans and advisement.

West Central Teacher Academy was presented to all teachers new to the district.

Virtual high school classes in a variety of subjects were offered to students.

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:

2011 – 2012

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

2010 - 2011

- Deficiencies in English and Math were to be addressed by implementing Power Math and English/Math Labs for 9th and 10th grades.
- There were no interventions for 11th and 12th grades for English or math

2.5 Perception Data

Table 6a - Survey Data

Parent Survey Observations

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.

2010 - 2011

- 109 surveys completed
- Majority of parents responded that their student received 6-8 hours of sleep
- Junior and Senior males work 3+ hours per day (26%)
- Reading and studying ranged from 0-30 and 30-60 minutes per day as the majority
- Freshmen females/Junior/Senior males spent 1-3 hours per day involved in sports and clubs/organizations
- Freshmen and Sophomores spent 0-30 minutes per day attending sports related activities
- Freshmen and Sophomores included more volunteer hours
- Majority of parents responded as 1-3+ hours spending family time together per day
- Majority of parents responded that their student did not attend after school tutoring
- Majority of parents frequently felt safe at school
- Attending sports events ranged from frequently to sometimes
- Volunteering – sometimes was the majority response
- Parents perception of respectful staff was frequently

Summary – It appears that parents do utilize Skyward as means to check on their student's progress. Parents will come to sporting events but volunteerism from parents appears to be limited. The parents that responded to the survey feel their students do not utilize our after school tutoring program.

6b Staff Survey Observations

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 strongly agree was "teachers meet regularly to discuss mutual concerns".
- Teachers agree that technology resources are readily available.
- 72% of staff responded indicated that the Student Success Center is not having a positive influence at our school.
- 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.

2010 - 2011

- 27 surveys completed
- Perceptions of this years survey may include last years concerns
- 26% felt they were not valued
- 59% understood their job related expectations
- 70 % understood the staff expectations for students and their achievement
- 59 % assess and address students needs
- Ranking of importance was Atmosphere, Resources, Technology, and Professional Development
- 73% felt they had opportunities to communicate and collaborate with team members
- 74% felt they had opportunities to communicate and collaborate with staff on a regular basis
- 74% felt they had opportunities to communicate and collaborate departmentally on a regular basis
- 93% felt they had opportunities to communicate and collaborate with parents on a regular basis
- 92% felt they had opportunities to communicate and collaborate with administration on a regular basis
- 54% somewhat agreed that the after school tutoring program was effective for their students

Summary - The percentages of responses indicate that the staff feel they have opportunities to communicate with team members. Not all staff believes communication creates change that represents their input.

6c Student Survey Observations

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.
- Student Success Center was marked 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 safe in supervised areas than in unsupervised areas.

2010 - 2011

- 347 surveys completed
- 64% of all students responded receiving 4-6 hours of sleep
- 55% spend 0-30 minutes per day on written homework
- 91% spend 0-60 minutes per day on written homework
- 64% spend 0-30 minutes per day volunteering
- 91% spend 0-60 minutes per day volunteering
- Freshmen males majority receive 4 or less hours of sleep
- Junior females majority receive 4 or less hours of sleep
- Sharing school experiences and communication with parents – 32% always, 64% sometimes
- Taking advantage of after school tutoring – 23% always, 64% sometimes (majority of sophomore males 34/58 = 59%)
- 72 % always felt safe in the classroom, 21% sometimes
- 69% always felt safe in the hallway, 27% sometimes
- 76% always felt safe in the locker room, 18% sometimes (82% female, 65% male)
- 65% of the students witnessed another student refusing to comply to teacher or staff during a week's time period, 34% responded they have not
- 60% of students frequently felt they were treated respectfully by staff, 32% responded sometimes
- 33% of students spent 0-30 minutes per day for family time, 44% 30-60 minutes per day for family time, and 9% 60+ minutes per day for family time
- 37% of students spent 0-30 minutes per day spending time with friends, 41% 30-60 minutes spending time with friends
- 71% spent 0-30 minutes per day with school/community and sports related activities, 19% 30-60 minutes per day with school/community and sports related activities, 4% 60 + minutes per day with school/community and sports related activities

Summary – Over half of the students that responded stated that they spend 30 minutes or less on written homework per day. Over 90% 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 tutoring program. Overall, students feel safe while at school.

Table 7 Patterns of Strengths and Challenges

Patterns of strengths	Data used to support
Opportunities of 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 have been created 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 analysis charts were created for the first time.	Test score.

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
39% of low income students met benchmark on the Explore test in reading and 24% met the benchmark in math.	Table 4c
Chronic Truancy has increased from 2008-2009 at 1.0% to 2009-2010 at 4.2% and 4.4% in 2010-2011	Table 4a
Class of 2015 came into high school with 44% below benchmark in Reading and 62% below benchmark in Math based on the Explore Test. Class of 2014 came into high school with 43% below benchmark in Reading and 46% below benchmark in Math based on the Explore Test. Class of 2013 came into high school with 38% below benchmark in Reading and 52% below benchmark in Math based on the Explore Test.	Stop and Go Charts

Low percentages of students failing courses attend the after school tutoring program.	Attendance Sheets

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 85% meets and exceeds in math . Our meets and exceed achievement level in math was 49% for 9 th grade Explore, 27% for 10 th grade Plan and 47.8% for 11 th grade PSAE.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students do not take test seriously	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	Weekly D and F list (for next year make a binder of the weekly lists)	11 th grade ACT/PSAE test results
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 don't understand how to use formulas on test	Reject	Incorporated into next hypothesis statement		
Students could benefit from test-taking preparation for standardized	Accept	8 th and 9 th grade Explore test results	10 th Grade Plan test results	11 th grade ACT/PSAE test results

tests.				
Not all students apply previously learned material independently	reject	assumption		
Not all faculty members emphasize ways in which mathematics pertains to their lives.	Reject	Lack of data source		
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 had sufficient training 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
88% of students have shown growth on an individual basis; however many remain below standards.	Accept	Stop and Go Charts	9-11 Explore, Plan, and PSAE test results.	
Transitional difficulties exist between 8 th grade to 9 th grade as evidenced by high number of freshman students on the D/F list.	Accept	Discipline Reports	Weekly D/F List	Stop and Go Charts
Teaching styles may not meet current learning styles.	Reject			

Highlighting indicates actions to be taken this year and next year. These will create more data points.

Table 8b

Problem Statement 2 (Reading): Our current achievement data for Explore, Plan, and PSAE shows students did not meet the AYP standard of 85% meets and exceeds in reading . Our meets and exceed achievement level in reading was 65% for 9 th grade Explore, 59% for 10 th grade Plan, and 50.4% for 11 th grade PSAE.				
Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Not all students apply previously learned material on the exam	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		
Students lack appropriate test taking strategies	Accept	Explore Test Results PLAN Test Results	Exit Outcome Results D/F Lists	PSAE Test Results
Students lack exposure to the vocabulary necessary on the reading portion	Reject	No data source.		
Students do not feel the need to exhibit their knowledge on the exam	Reject	Exit Outcome Results D/F Lists	Explore Test Results Plan Test Results	PSAE Test Results
There is a large discrepancy in student performance. Academic data indicates student	Accept	8 th and 9 th grade Explore test results	10 th Grade Plan test results 11 th grade ACT/PSAE test	Weekly D/F list compared to honor roll

performance is the reverse of the standard bell curve.			results	
Opportunities for reading text and non-fiction reading, SSR, and independent reading are not emphasized.	Reject	No data source.		
88% of students have shown growth on an individual basis; however many remain below standards.	Accept	Stop and Go Charts	9-11 Explore, Plan, and PSAE test results.	
Transitional difficulties exist between 8 th grade to 9 th grade as evidenced by high number of freshman students on the D/F list.	Accept	Discipline Reports	Weekly D/F List	Stop and Go Charts
Teaching styles may not meet current learning styles.	Reject	No data source		

Table 8c

Problem Statement 3 Graduation Rate: The graduation rate at West Central High School for 2010-2011 did not meet AYP. The graduation rate for WCHS was 81.2% 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 a real job and do not plan beyond high school	Accept	Student survey data, parent survey	Check and Connect discussions	Test Scores
Test data indicates a difference between standards on 8 th grade ISAT and 8 th and 9 th grade Explore.	Accept	ISAT results, Explore results	Stop and go charts	

Too restrictive credit requirements for graduation.	Reject			
Students need social/emotional support.	Accept	Discipline reports	Student survey data	
Some students need an alternative learning environment.	Accept	Current graduation rate	Number of students leaving to go to PASS	
With respect to College and Career Readiness standards, student's skill levels are low or have skill deficits when entering high school. Therefore, some have little success and drop out which adversely effects the graduation rate.	Accept	Explore data		
Mobility rate is a concern	Reject	Insufficient data	Exit survey is needed	
There is an apparent devaluation of education	Reject	Insufficient data		

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 2010-2011 PSAE data shows that none of our IEP students meet state standards on the PSAE. Only 47.8% 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, data to identify students for Labs and Power classes.	June, July 2012	Lanie Hultgren, Assistant Principal, Jamie Farniok, Principal	0	Yearly test administration and evaluation
We will research and secure test-item analysis (IIRC) data for Explore, Plan, and PSAE /Work keys.	May 2012	Assessment committee, Principal	District funds	Department feedback/surveys
We will continue to offer our Math Lab classes to freshman and sophomore students who do not meet the benchmark score on the Explore/PLAN assessment.	August 2012 May 2013	Math Department, Counseling department, Administration	0	Number of students exiting based on exit criteria.
Expand Power math to junior level students that fall 3 or more points below the Explore/PLAN benchmark score.	August 2012 May 2013	Jeanne Seitz	0	Number of students exiting based on exit criteria.
Administer EXPLORE to 8th & 9th grades, PLAN to 10th grade, and ACT to 11th grade and analyze data to determine areas of weakness in math	April 23, 24 2013 Analyze data in August of following year	Principal and Assessment committee	ISBE funds	Stop and go charts
Continue to provide after school tutoring assistance and transportation to all	February 2013 – April 2013	Assessment committee and 21 st Century employees	21 st Century Community learning grant	Attendance sheets

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- as well as opportunities before school.				
Continue to provide ACT Prep Class to all juniors with tuition provided by District.	Spring 2013	Select staff	21 st Century funds	ACT prep pre and post test results.
Continue to provide access and tuition payments for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	September 2012, January 2012 May 2013	Lanie Hultgren	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 levels (9 th , 10 th and 11 th).	August 16, 2012 October 19, 2012 January 12 2013 March 21, 2013	Assistant Principal, PRIDE service club	Bldg. funds	Data collection of qualifier information
Continue to provide student access to SKYWARD management programs to monitor their own progress in math courses.	August 7, 8 and 9 of 2012	Melinda Frakes	District funds	Technology audit to measure usage
Provide rewards for Work Keys scores	August 2012	Assessment committee and PRIDE service club	Local funds	Progress-monitor test scores
Outside employers will be invited to speak to our students about their expectations for new employees.	November 29, 2012		Local funds	Career Day
We will begin to implement a full RTI	Training, August 2012	RTI committee	District Funds	RTI forms, meeting agendas, progress

program at the high school level involving an RTI team.	Implementation second semester of 2012-2013 school year			monitoring forms.
Evaluate providing Keytrain/study skills/SEL time during the opposite 9 weeks of driver education	August 2012 May 2013	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 2009-2010 PSAT data shows that none of our IEP students meet state standards on the PSAT. Only 38.6% of all students taking the PSAT meet or exceeded standards in math.				
Specific Action 1 We will increase student engagement through the use of higher order thinking skills and technology in all content areas.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will offer a school wide training for faculty and staff in instructional technology and higher order thinking during SIP days.	September 18, 2012	Administration, and consultants	\$1000 per trng X 2 trngs – Title II	Training evaluations, classroom walkthroughs, faculty and department meetings
Use a checklist to monitor use of instructional technology and higher order thinking in the classroom.	Sept. 2012 May 2013	Administration, and consultants	0	Training evaluations, classroom walkthroughs, faculty and department meetings
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills during SIP days.	October 17, 2012	Administration, and consultants	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings, teaming time
Departments will refine 9 week assessments that measure exit outcomes while exposing students to questions that require higher	August 2012 May 2013	Department members	½ day department meetings, once per quarter. 8	Track student performance data

order thinking skills and are aligned to state standardized assessments.			subs x \$80.00 per day x 4 quarter = \$1,280.00	
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Improvement Goal 1c (Math) The percentage of students, including low income and those with special needs, meeting or exceeding state standards on the 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 47.8% 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 implementation of differentiation of instruction and evaluate techniques used during SIP days.	November 8, 2012 February 14, 2013	Administration, High School Faculty	0 - SIP days	classroom walkthroughs, faculty and department meetings
Collaborate with staff to identify specific strategies of differentiation to be implemented.	November 8, 2012	Administration, High School Faculty	0 – SIP days	classroom walkthroughs, faculty and department meetings
The master schedule will be examined to determine placement of IEP students in numbers that are balanced.	April 30, 2012 and April 2013	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 on individual student strengths/weaknesses to faculty.	August 17, 2012 January 16, 2013	Special education teachers, case managers, and school Psychologist	0	Progress monitor IEP students

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 PSAT data shows that none of our IEP students meet state standards on the PSAT. Only 47.8% of all students taking the PSAT 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 2013	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 2012 March 2013	Administration, Parent Liaison Parent/teacher committee	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 2012 May 2013	Melinda Frakes	0	Technology audits to measure usage
Continue monthly Principal's Cabinet parent group meetings to provide input regarding current programs.	August 2012 May 2013	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	Local funds	Surveys and progress monitoring of students' success
Teachers of junior level students will collaborate to contact parents and create individualized intervention plans for targeted struggling	August 2012 May 2013	Math Department, Counseling department Implementation	Local funds	Number of students exiting based on exit criteria.

students.		committee		
Offer community partnership opportunities between students, parents, and various Henderson County communities.	August 2012 May 2013	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 2009-2010 PS AE data shows that none of our IEP students meet state standards on the PS AE. Only 52.9% of all students taking the PS AE 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 2011 explore, plan, PS AE data to identify (bubble) students for Labs and Power classes.	June, July 2012	Lanie Hultgren, Assistant Principal, Jamie Farniok, Principal	0	Yearly test administration and evaluation
We will research and secure test-item analysis data for explore, plan and PS AE and provide faculty time for review.	May 2012	Assessment committee, Principal	District Funds	Department feedback/surveys
We will continue to offer our Reading Lab classes to freshman and sophomore students who do not meet the benchmark score on the Explore assessment.	August 2012 May 2013	English Department, Counseling department	0	Number of students exiting based on exit criteria.
Expand Power Reading to junior level students that fall 3 or more points below the Explore/Plan benchmark score.	August 2012 May 2013	Jeanne Setiz	0	Number of students exiting based on exit criteria.
Administer EXPLORE to 8th & 9th grades, PLAN to 10th grade, and ACT to 11th grade and analyze data to determine areas of weakness in reading.	April 23, 24 2013 Analyze data in August of following year	Principal, Assessment committee	ISBE funds	Stop and go charts (

Continue to 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.	February 2013 – April 2013	Assessment committed and 21 st Century employees	21 st Century Community learning grant	Attendance sheets
Continue to provide ACT Prep Class to all juniors with tuition provided by 21 st century grant.	Spring 2013	Select staff	21 st Century funds	ACT prep pre and post test results.
Continue to provide access and tuition payments for students to take Illinois Virtual High School courses online for enrichment and credit retrieval.	September 2012, January 2013, May 2013	Lanie Hultgren	21 st Century funds	Enrollment numbers, success rate
Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms at levels 9, 10 and 11.	August 16, 2012, October 19, 2012, January 11, 2013, March 21, 2013	Assistant Principal, PRIDE service club	Building funds	Data collection of qualifier information
Continue to provide student access to SKYWARD management programs to monitor their own progress in English courses.	August 7, 8, and 9, 2012	Melinda Frakes	District funds	Tech audit to measure usage.
Provide rewards for Work Keys scores	August 2012	Assessment committee and PRIDE service club	Local funds	Progress monitor test scores
We will begin to implement a full RTI program at the high school level involving an RTI team	Implementation second semester or 2012-2013 school year	RTI committee	District funds	Monitoring forms
Evaluate providing Keytrain/study skills/SEL time during the opposite 9 weeks of driver education	August 2012 May 2013	Administration, Lanie Hultgren	0	Progress monitor Work Keys scores

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 2009-2010 PSAT data shows that none of our IEP students meet state standards on the PSAT. Only 52.9% of all students taking the PSAT meet or exceeded standards in reading.				
Specific Action 1 We will increase student engagement through the use of higher order thinking skills and technology in all content areas.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
We will offer a school wide training for faculty and staff in instructional technology and higher order thinking during SIP days	September 18, 2012	Administration, consultants	0	Training evaluations, classroom walkthroughs, faculty and department meetings
Use a checklist to monitor use of instructional technology and higher order thinking skills in the classroom	Sept 2012, May 2013	Administration, consultants	0	Training evaluations, classroom walkthroughs, faculty and department meetings.
Provide opportunity for collaboration and evaluation of student engagement and higher order thinking skills among staff	October 17, 2012	Administration, consultants	0 – SIP days	Training evaluations, 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 state standardized assessments.	August 2012 May 2013	Department members	½ day department meetings, once per quarter. 8 subs X \$80.00 per day X 4 per quarter = \$1,280.00	Track student performance data
Provide training for staff in reading and thinking processes	August 2012 May 2013	Administration, Curriculum director, and consultants	Consultant salaries – Title II	Training evaluations, classroom walkthroughs, faculty and department meeting

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

2009-2010 PSAT data shows that none of our IEP students meet state standards on the PSAT. Only 52.9% of all students taking the PSAT 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.	November 8, 2012	Administration, High school faculty	0	classroom walkthroughs, faculty and department meetings
Provide professional development time for staff to apply implementation of differentiation of instruction and evaluate techniques used during SIP days.	November 8, 2012, February 14, 2013	Administration, High School faculty	0 – Sip days	Classroom walkthroughs, faculty and department meetings.
The master schedule will be examined to determine placement of IEP students in numbers that are balanced	April 30, 2012 and April 30, 2013	Administration, Jamie Farniok, Lanie Hultgren, special ed teachers	0 – SIP days	Training evaluations, classroom walkthroughs, faculty and department meetings
Once per semester, the IEP case managers will report on individual student strengths and weaknesses to faculty.	August 17, 2012 And January 16, 2013	Special education teachers, case managers, and Jamie Farniok	0	Progress monitor IEP progress

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 2009-2010 PSAT data shows that none of our IEP students meet state standards on the PSAT. Only 52.9% of all students taking the PSAT 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.	January 2013	Act prep course instructors	21 st Century grant	Pre and post ACT prep course test results
3 times per year we will have an educational parent night event.	Oct, Nov 2012, March 2013	Administration, Parent Liaison, Parent/Teacher committee	21 st Century grant	Survey, attendance records
Continue to provide parent access to Skyward management program to permit parents daily access to student's grades, attendance and discipline.	August 2012 May 2013	Melinda Frakes	0 – SIP days	Technology audits to measure usage
Continue to conduct Principal's cabinet parent group meetings to provide input regarding current programs.	August 2012 May 2013	Administration	21 st Century funds	Surveys/attendance records
Continue to use freshman and	Every two weeks	Administration	Local funds	Surveys and progress

sophomore teams to contact parents and create individualized intervention plans for struggling students. Expand to include the junior level team				monitoring of students' success
We will offer our Reading Lab classes to junior students who do not meet the benchmark score on the PLAN assessment.	August 2011 May 2012	English Department, Counseling department	Local funds	Number of students exiting based on exit criteria.

Improvement Goal 3a Graduation rate will increase to meet the AYP benchmark in 2013 through the implementation of a RTI (response to intervention) process.				
Current Conditions and Data Sources 2010 -2011 graduation rate for West Central High School was 81.2%.				
Specific Action 1 Response to intervention programs will be developed to increase the number of students who earn a diploma after four years of high school.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Maintain and evaluate incentive policy for attendance and offer student incentives.	Spring 2012	Pride committee	\$1000 local funds	Attendance rate
Communicate with 9 th grade parents attendance policy changes and responsibilities.	Summer website, fall registration	Transition committee and Melinda Frakes	0	Attendance rate, parent survey
Plan school wide motivational speaker	January 2013	SIP team/PRIDE committee	Grants, local funding	Student survey
Continue the no-zero policy	Fall 2012 - 2013	Administration, High School Faculty, Student Success Center Coordinator	21 st Century Grant, local funding	Weekly D – F lists, semester failures and credit recovery numbers
Develop an RTI system at the high school	August 2012 –evaluate second semester of 2012- 2013	Administration, Special Education Director, High School Faculty RTI committee	Local funds	Progress monitoring forms, D – F list
Develop a comprehensive freshman program to help in student transition to the expectations of high school.	Fall 2012 - 2013	Transition committee	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 2012- 2013	Administration	Local funds	Progress Monitoring of students utilizing tutoring halls.
Develop early warning system for students who may not graduate on time and create interventions based on early warning signs to maintain student's ability to graduate on time.	August 2012, May 2013	Early intervention committee	Local funds	Tracking progress of identified kids
Provide recognition for all students who earn credits equal with attempted credits.	January 2013, August 2014	PRIDE, Administration, SIP team	Local funds	Tracking of number of students recognized.

Develop and implement a system to survey graduates, dropouts, and transfers.	August 2012, May 2013	Survey committee	0	Survey results
Increase family attendance at non-athletic events by providing a punch card system to earn entrance to athletic events.	August 2012, May 2013	Parent/teacher committee	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 2012, May 2013	Guidance counselor, administration	0	Class schedules
Research driver's education placement based on passing six credits prior semester.	August 2012, May 2013	Guidance counselor, administration SIP team	0	Number of freshman passing all first semester classes.
Develop a work co-op program	August 2012, May 2013	Career and technical teachers, administration, guidance counselor	Delebar funds, local funds	Recommend a complete program

Improvement Goal 4 West Central High School will implement a process for full implementation of the Common Core State Standards and incorporate the Danielson model for teacher evaluation.				
Current Conditions and Data Sources Current exit outcomes have been aligned to Common Core reading and math standards in all departments.				
Specific Action 1 All departments will continue to refine their alignment of their exit outcomes to the Common Core State Standards. The evaluation process for classroom instruction will be based on the work of Charlotte Danielson's <u>Enhancing Professional Practice: A Framework for Teaching</u>				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Classroom assessments will be revised and aligned to measure mastery of exit outcomes aligned to the common core.	August 2012 -			
Begin data analysis of student strengths and weaknesses based on classroom assessments.				
Create a forum to discuss Danielson's model with time for teachers to ask questions and clarify administrative expectations.				
The formal classroom observation process will incorporate specific elements from Danielson domains in the observation write-up and post conference discussion.				

Table 13: Professional Development Schedule

TOPIC	DAY/MO./YEAR	GRADE LEVELS	# ANTICIPATED PARTICIPANTS	SCHOOL-WIDE (YES/NO)	FORMAT
Share and collaborate on expectations for classroom walk-through (IPI). Share walk-through progress monitoring tools.	August 2012	9-12	30	Yes	Early dismissal days
Plan check and connect schedule and content	August-2012	9-12	30	Yes	Faculty meeting days
Continue contract with math consultant to provide on-site coaching, assessment data analysis , curriculum alignment, and assistance to MS & HS math and special education instructors.	August 2012 - May 2013	9-12	6	No	Monthly observation, assessment, and feedback
Analyze, and refine quarterly assessments and begin item analysis of test results.	September November January, March/ April 2012-2013	9-12	28	No	½ day per quarter, per department meetings- substitutes needed
RTI training with emphasis on the high school	September 2012	9-12	30	Yes	September SIP day
Data Walk for SIP	November 2012	9-12	30	Yes	November SIP day

Staff opportunity to share differentiated instruction practices, examples of student engagement, and successful lessons	November - May 2012 - 2013	9-12	30	Yes	SIP/faculty meetings
Provide opportunity for staff to evaluate the implementation of the current action steps.	January 2013 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 – Used to analyze and evaluate progress on exit outcome assessments.	February 2013	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 intervention software programs such as Reading Plus, Study Island, Keytrain, and Lexia	May/June 2012	9-12	30	Yes	SIP/volunteer workshop

V. REFLECTION, EVALUATION, REFINEMENT

V.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

- Will meet weekly on Tuesday during the school year.

V.2 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.

V.3 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.