
School Improvement Plan

Illini West High School District #307

Plan for 2017- 18

*An opportunity for Illini West high school to integrate planning
and resources for continuous school improvement*

2017 - 2018

An Integrated School Improvement Plan for

ILLINI WEST HIGH SCHOOL

Illini West School District #307

July 1, 2017 – June 30, 2018

BE RESPONSIBLE, BE RESPECTFUL, BE POSITIVE



TABLE OF CONTENTS

	PAGE(S)
I. INTRODUCTION AND BACKGROUND	
1.1 School Community	4-5
1.2 School Improvement Team	5
1.3 Other Information	5
II. DATA COLLECTION, ORGANIZATION AND TRENDS	
2.1 Data Collection Methods	5
2.2 Assessment Data	6-8
2.3 PARCC MATH	6
2.4 PARCC ENGLISH	6
2.5 ACT College and Career Readiness	6
2.6 ACT Summary	6
Observations 2.3, 2.4	6
Observations 2.5	7
Observations 2.6	7
2.7 Student Growth Data	7
Observations 2.7	7
2.8 Demographic Data	8
2.9 General School Data	8
2.10 Graduation Rates	8
Observations 2.9, 2.10	8
2.11 Fall Housing Report	8
Observations 2.11	8
2.12 Special Education Data	9
Observations 2.12	9
2.13 Discipline Data 1 st Semester	9
2.14 Attendance Data 1 st Semester	10
Observations 2.13, 2.14	10
2.15 Full Time Educator Data	10
Observations 2.15	10
2.16 Curriculum Implementation Data	11
2.17 Patterns of Strengths and Challenges	11
III. PROBLEM STATEMENT AND HYPOTHESES	12
3.1 Problem Statement Math	12
3.2 Problem Statement English/Reading	12
3.3 Problem Statement Graduation	13
IV. GOALS, STRATEGIES, AND INTEGRATED ACTION PLAN	13-16
4.1 Improvement Goals (Math)	13
4.2 Improvement Goals (English/Reading)	14-15
4.3 Improvement Goals (Graduation)	15-16
V. REFLECTION, EVALUATION AND REFINEMENT	16
a. School Improvement Team Meeting Schedule	16
b. Monitoring	16
c. Communication Plan	16

I. INTRODUCTION AND BACKGROUND

1.1 SCHOOL COMMUNITY

Illini West School District #307 is in Hancock County, Illinois, which is located in the Western section of the state. The district's most distal points from north to south are approximately 30 miles and from east to west about 18 miles. The Illini West School District #307 encompasses the Dallas City, LaHarpe, and Carthage elementary districts. Towns partially or fully served by Illini West include Lomax, Dallas City, LaHarpe, Carthage, Pontosuc, Ferris, and Bentley.

Illini West High School is located at 600 Miller Street, in Carthage, Illinois. The high school facility is connected to the Carthage elementary building. The high school, grades 9-12, on-campus student enrollment is 347 on campus (6 off-campus) with 24 full-time certified teachers, 1 half-time (two HS classes) certified teachers, and 1 full-time certified para-professional. There is also a District Superintendent, a High School Principal, a Dean of Students, Athletic Director, a Counselor and 2 full-time secretaries. The high school also shares with other school districts a school psychologist and social worker.

School Strengths

- The staff is highly involved with extra-curricular activities for the students, with 96% of the faculty serving as a coach or sponsor. These include thirteen sports, Art Club, Scholastic Bowl Key Club, International Club, Math Team, FFA, FBLA, Student Council, National Honor Society, class officer leadership, Yearbook, Drama Club, SADD Club, Robotics Club, Jazz and Marching Band, and others.
- All faculty members are teaching in their field of certification.
- 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. Illini West High School, in partnership with Carl Sandburg College, offers off-campus dual-credit classes.
- An Alternative Learning Center has been created for the 2016-2017 school year, for students to be successful outside of the regular classroom. Students can be referred to the ALC for credit recovery and behavioral issues.
- A communication system, School Messenger, is a phone, email and text messaging system that allows for instant communication with parents. An internet based software system called Power School allows for parents to access their child's homework and test scores. Power School 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 and electronic marquee in the front of the school.
- Students and teachers have various opportunities to utilize technology in their daily instructional periods. All teachers have computers in their classrooms. A majority of classrooms in the high school have interactive whiteboards. There are two student computer labs in the building as well as one mobile computer lab.
- The school has implemented interventions to meet individual student needs within the regular school day, i.e. Reading classes for 9th, 10th, and 11th grade students.
- PBIS (Positive – Behavior - Incentive - System) programs recognize positive student behavior, attendance, and academic excellence. These incentives include preferential parking, three reward trips per year, and other celebrations for student success.

- The high school provides a calm and safe environment that is conducive to learning.

School Challenges

- There is a low level of parent involvement. Only 20% of parents responded to the 5Essentials survey for 2016-2017 school year.
- Declining enrollment is a challenge 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 poverty rate in Hancock and Henderson Counties, many students work outside of the school day to provide income for their families.
- The majority of high school students qualify for bussing.

1.2 SCHOOL IMPROVEMENT TEAM

Team Member	Position	Starting Year of Service	Years on Team
Mr. Scott Schneider	Principal	2016	1
Mrs. Elaine Dion	PBIS, RTI Coordinator	2016	1
Mr. Ryan Bliss	Counselor	2016	1

The Illini West High School staff believes that School Improvement can only be achieved through the efforts of all stake holders. All Illini West 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

- 14% of the high school population has an IEP.
- Students attending ED/BD classes are transported to Macomb, 30 miles away.

II. DATA COLLECTION, ORGANIZATION AND TRENDS

2.1 – Data Collection Methods

The school improvement team analyzed the most recent Illinois school report card and data from ISBE relating to standardized testing. 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 ACT, and PARCC tests as well. Reports from the Power School management system were used to gather discipline and attendance data.

2.2 – Assessment Data

2.3 PARCC Math

Year	% RNL	% EX	% MET	% APP	% PM	% DNM
2016	32	0	32	40	24	5
2015	0	0	0	27	49	24

RNL= Ready for Next Level EX=Exceeds APP=Approached PM=Partially Met DNM=did not meet

2.4 PARCC English

Year	% RNL	% EX	% MET	% APP	% PM	% DNM
2016	39	2	37	21	24	16
2015	39	6	33	35	17	10

RNL= Ready for Next Level EX=Exceeds APP=Approached PM=Partially Met DNM=did not meet

2.5 ACT College and Career Readiness

ACT College Readiness (%)	Illini West Class of 2012	Illini West Class of 2013	Illini West Class of 2014	Illini West Class of 2015	Illini West Class of 2016
English	54	63	57	63	54
Mathematics	35	37	43	35	17
Reading	42	43	37	37	26
Science	20	32	26	31	22
Meeting all	18	21	14	18	9

2.6 ACT Summary

ACT Summary	Illini West Class of 2012	Illini West Class of 2013	Illini West Class of 2014	Illini West Class of 2015	Illini West Class of 2016
Composite	19.7	20.0	19.3	20.0	18.5
English	18.7	19.5	18.5	19.8	18.5
Math	20.1	20.0	19.2	19.5	17.6
Reading	19.7	20.4	19.7	20.3	19.1
Science	19.7	19.6	19.0	19.6	18.2
% Tested	100	100	100	100	100
# Tested	91	90	93	84	96

Source – ACT profile report 2016/SIS online reporting, IIRC website.

Observations 2.3, 2.4

PARCC

2016

- Math students ready for the next level increased from 0% to 32% from 2015 to 2016
- Math students who met, approached, or partially met increased from 76% to 96% from 2015 to 2016
- Percentage of Math students who did not meet decreased from 24% in 2015 to 5% in 2016
- English students who met, approached, or partially met decreased from 85% to 82% from 2015 to 2016
- Percentage of English students who did not meet rose from 10% in 2015 to 16% in 2016

Observations 2.5

ACT College and Career Readiness

2016

- Percentage of students who are career ready dropped in all areas
 - From 63% to 54% in English
 - From 35% to 17% in Math
 - From 37% to 26% in Reading
 - From 31% to 22% in Science
 - Meeting in all areas fell from a high of 21% in 2013 to 9% in 2016

Observations 2.6

ACT Summary

2016

- Composite ACT score dropped from a previous high of 20.0 in 2015 to 18.5 in 2016
- ACT scores in all sub categories dropped in all areas
 - English 19.8 to 18.5
 - Math 19.5 to 17.6
 - Reading 20.3 to 19.1
 - Science 19.7 to 18.2

2.7 Student Growth Data

The following scores are based on Pre-post test data of students who were tested. Not all students were tested. These measures are based on individual expected growth and 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 that did not meet expected growth.

2016-2017			
Department	Excellent	Proficient	Needs Improvement
Career and Technical	100%		
English	87%	3%	10%
Fine Arts	91%	5%	3%
Math	90%	2%	8%
P.E./Health/D.E.	59%	20%	21%
Science	91%		9%
Social Studies	98%		2%
Special Education	95%		5%

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

Fine Arts – Band, Chorus, Art, Spanish

P.E.-Physical Education **D.E.**-Drivers Education

Observations 2.7

Student Growth

2016 - 2017

- Overall, an average of 93% of students showed excellent or proficient growth across all departments
- Only 7% of student did not achieve adequate growth
- Seven of the eight departments showed excellent growth of at least 87%

2.8 Demographic Data

Table 2.9 – General School Data

2016-2017	#	%
Gender - Male	164	48
Gender - Female	176	52
Total Population	340	100
White	327	96
Black		
Hispanic	9	3
Asian/Pacific		
Am. Ind./Alaskan	1	.003
Multiracial	3	.008
LEP	4	1
IEP	44	13
Low Income	113	33
Homeless	35	10
Migrant	1	.003
Mobility Rate	44	13
Chronic Truancy	3	1

Table 2.10 – Graduation Rates

2015-2016	#	%
Overall	91	88
Gender - Male	42	86
Gender - Female	49	91
White	89	89
Black	1	100
Hispanic	1	50
Asian/Pacific	1	100
Am. Ind./Alaskan		
Multiracial	1	100
LEP		
IEP	12	80
Low Income	45	88
Homeless	2	100
Migrant		
Drop Out Rate	--	2

Observations 2.9, 2.10

2016-2017

Demographics/Graduation Rate

- IWHS has 35 students who are considered homeless by current definitions
- The male graduation rate is 5% lower than female
- Graduation rate for IEP students was 80%
- Graduation rate for low income students was 88%

2.11 Fall Housing Report

	2013-2014		2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%	#	%
School Population	395		378		380		347	
Grade 9 Illini West	93	24	95	26	99	26	76	22
Grade 10 Illini West	110	28	90	23	92	24	92	27
Grade 11 Illini West	97	25	100	26	90	24	86	25
Grade 12 Illini West	95	23	93	25	99	26	93	27

Source – School report card

Observations 2.11

Enrollment Data

2016-2017

- Enrollment declined by 33 students or 9% from 2015-2016 to 2016-2017
- 9th grade enrollment (76) lowest in 5 years

2.12 Special Education Enrollment Data

IWHS 2016-2017				
	# Primary	# Secondary	% Primary	% Secondary
Intellectual Disability	6	0	14.29%	0.00%
Speech or Language Impairment	0	1	0.00%	11.11%
Visual Impairment	0	0	0.00%	0.00%
Emotional Disability	1	0	2.38%	0.00%
Orthopedic	0	0	0.00%	0.00%
Other Health Impairment	9	5	21.43%	55.56%
Specific Learning Disability	25	3	59.52%	33.33%
Multiple Disabilities	0	0	0.00%	0.00%
Autism	1	0	2.38%	0.00%
Totals	42	9	100.00%	100.00%

Observations 2.12

Special Education Enrollment Data 2016-2017

- 60% of Special Education students are classified with a Specific Learning Disability
- Nine students have a primary and a secondary disability

2.13 Discipline - 1st Semester

Total Enrollment 2016-2017	347
Referrals	
1. # of Referrals	52
2. # of Students Referred	30
3. % of Males Referred	83
4. % of Females Referred	17
5. % of 9th Graders Referred	33
6. % of 10th Graders Referred	27
7. % of 11th Graders Referred	17
8. % of 12th Graders Referred	23
9. # of Students With No discipline Referrals	317
10. % of Students With No discipline Referrals	91
Offenses	
1. Tardies	55
2. Cell Phone	33
3. Misbehavior	71
4. Missed Detention	0
5. Inappropriate Language	5
Consequences	
1. Expulsion	0
2. OSS (4-10)	0
3. OSS (1-3)	7
4. ISS	32
5. Detention	206
Total Consequences	245

2.14 Attendance - 1st Semester

Attendance Data	
1. # of Tardies	508
2. % of Male Tardies	51
3. % of Female Tardies	49
4. % of 9 th Grade Tardies	40
5. % of 10 th Grade Tardies	41
6. % of 11 th Grade Tardies	44
7. % of 12 th Grade Tardies	58
8. % of Students With 3 or less Tardies	61
9. % of Males With 3 or less Tardies	31
10. % of Females With 3 or less Tardies	34
11. % of 9 th Graders With 3 or less Tardies	77
12. % of 10 th Graders With 3 or less Tardies	49
13. % of 11 th Graders With 3 or less Tardies	54
14. % of 12 th Graders With 3 or less Tardies	65
15. Average Daily Attendance Rate	93.8%

Observations 2.13, 2.14

Discipline/Attendance Data

2016-2017

- 91% of students are referral free
- Only 30 students have been referred for discipline issues
- There have been no expulsion or long term suspensions
- Zero students have missed a detention

2.15 Full-Time Educator Data

2016-2017	
Total Full-Time Classroom Teachers	24
Average Years Teaching	17
# % Full-Time Teachers New to High School / District	5
# % First Year Teachers	3
% with B. A. Degree	83
% with M.A. & Above	17
# with Emergency or Provisional Certificates	2
# Teachers Working Out of Field	0
% Caucasian Teachers	100%
% Male Teachers	29%
% Female Teachers	71%
# Total Paraprofessionals	1
# Classroom Instructional Paraprofessionals	0
# Total Under-qualified paraprofessionals	0
# Total Counselors	1
# Total Librarians	0
# Total Social Workers/ Psychologists	2 (part-time)
# Total Other Staff (learning center, study hall, tech coordinator)	3

Observations 2.15

Full-Time Educator Data

2016-2017

- 29% of teachers have earned a Master's Degree
- 21% of teachers are either first year teachers, or first year in the district

2.16 Curriculum Implementation Data 2016-2017

- The Learning Center classroom was implemented with Edgenuity curriculum

2.17 Patterns of Strengths and Challenges

Patterns of Strengths	Supporting Data
Support for new teachers	Teacher Academy data
Progressive in teaching pedagogy	PD days, bi-weekly teacher's meetings, monthly department 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, business class opportunities	Student enrollment data, Curriculum Guide
The faculty has consistently increased using technology, differentiated instruction, HOTS, student engagement, etc.	weekly walkthrough data
Over half the students qualified for PBIS incentives.	Dean of Students, PBIS Coordinator data
Dual credit and Work Co-op program are available for academic variety and college credit.	Master Schedule
Inclusion of IEP students into the general education classes.	Master Schedule
PBIS achievement charts are used to promote positive behavior and rewards.	Power School Data
67% of staff have been employed at IWHS for at least 5 years.	Master Schedule
93% of students achieved Excellent or Proficient Growth across all subjects	2.7 – Student Growth Data

Patterns of Challenges	Supporting Data
Attendance rate	Enrollment data
Number of students who repeat a class due to failure	Semester grades, Mid-Term grades, quarterly reports
Graduation rate	School report card
Average math and English scores on the ACT or PARCC test, have not met the standards for the past five years.	School report card
43% of our population are eligible for the free or reduced lunch program.	2.9 General School data
Of the students who participated in PARCC testing 69% of students did not meet, approached, or partially met standards in English and 61% of students did not meet standards in Math	2.3 PARCC data 2.4 PARCC data

III. PROBLEM STATEMENTS AND HYPOTHESES

Problem Statements, Hypotheses, and Data Sources

3.1 Problem Statement (Math): Our current achievement data for PARCC, ACT College Career Readiness, and ACT (overall) shows students did not meet the standards in Math. Our meets and exceed achievement level in math was 32% in PARCC, 17% in ACT CCR, and 17.6 in ACT (overall).				
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	2.3 PARCC Math scores	2.5 ACT College and Career Readiness	2.6 ACT (overall)
Current classroom assessments indicate student skill deficits.	Accept	Quarterly and Semester grades	2.3 PARCC Math scores	2.6 ACT (overall)
Students could benefit from additional math interventions.	Accept	Quarterly and Semester grades	2.3 PARCC Math scores	2.6 ACT (overall)
Transitional difficulties exist between 8 th grade to 9 th grade.	Accept	Quarterly and Semester grades	2.3 PARCC Math scores	Discipline reports

3.2 Problem Statement (English): Our current achievement data for PARCC, ACT College Career Readiness, and ACT (overall) shows students did not meet the standards in English. Our meets and exceeds achievement level in English was 37% in PARCC, 54% in ACT CCR, and 18.5 in ACT (overall).				
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	2.4 PARCC English Scores	2.5 ACT College and Career Readiness	2.6 ACT (overall)
Current classroom assessments indicate student skill deficits.	Accept	Quarterly and Semester Grades	2.4 PARCC English Scores	2.6 ACT (overall)
Transitional difficulties exist between 8 th grade to 9 th grade.	Accept	Quarterly and Semester Grades	2.4 PARCC English Scores	Discipline Reports

3.3 Problem Statement (Graduation rate): The graduation rate at Illini West High School for 2016-2017 was (88%), while above the state average of (86%), more improvement is needed.

Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students with low credit counts at the beginning of grade 11 are less likely to graduate.	Accept	Power School data	Counselor credit checks, sessions with students	Dean of Students discipline data
Students with a high truancy rate are less likely to graduate.	Accept	Power School data	ROE truancy statistics	Dean of Students discipline data
“At risk” students are less likely to graduate.	Accept	Power School data	“At risk” statistics	Dean of Students discipline data

IV. GOALS, STRATEGIES AND INTEGRATED ACTION PLAN

4.1 Improvement Goals (Math)

75% of students will achieve a minimum of 25% growth on student growth classroom tests.

Current Conditions and Data Sources

2016-2017 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 17% of all students taking the ACT met or exceeded standards in Math.

Specific Action

We will provide additional math supports to students struggling in math.

Specific Steps	Timeline	Person/Group Responsible	Cost	Evaluation
Test all incoming 9 th grade students with the PSAT8 test, to determine placement.	April 2017	Mr. Bliss, Mr. Schneider, Math Department	\$10 per student	Teacher’s meetings, PD data walk, Department meetings, SIP team and meeting minutes
Continue to provide access to Edgenuity (through the Learning Center) for credit recovery.	August 2017 May 2018	Mr. Bliss, Mr. McGhghy	\$125 per student	Enrollment numbers in ALC, progress towards graduation.
Create a Developmental Math course to assist students in bettering their Math skills.	August 2016 May 2018	Mr. Bliss, Mr. Schneider, Math Department	\$125 per student	End of semester exit tests, Student growth tests, SAT test

Continue to provide student incentives through for growth on state assessments, attendance, and academic performance in classrooms at levels 9 – 12.	2017-2018 School Year	Mr. Schneider, Mr. Short, Mr. Bliss	Varies with activities	Attendance, Discipline, Quarterly grade data
Provide training for staff in differentiated instruction, higher order thinking skills, engagement, and assessment. Encourage collaboration amongst staff.	2017-2018 School Year	Mr. Schneider	None	Walkthroughs, formal observations, staff meetings, informal observations
Use of walkthrough data to monitor use of differentiated instruction, student engagement and higher order thinking skills in the classroom.	2017-2018 School Year	Mr. Schneider	None	Walkthroughs
Departments will refine and administer Pre-Posttest assessments that measure student growth.	2017-2018 School Year	All Departments	None	Student Growth Data

4.2 Improvement Goals (English/Reading)

75% of students, will achieve a minimum of 25% growth on student growth classroom tests.

Current Conditions and Data Sources

2016-2017 ACT data shows that 0% of our IEP students meet state standards on the ACT. Only 54% of all students taking the ACT met or exceeded standards in English. Only 26% of all students taking the ACT meet or exceeded standards in Reading.

Specific Action

We will continue to provide additional Reading supports to students struggling in English.

Specific Steps	Timeline	Person/Group Responsible	Cost	Evaluation
We will analyze 2016-17 SRI data to determine placement in English, and Reading classes.	Fall/Spring 2016-2017	Mr. Bliss, Mrs. Dion, Mrs. Shupe	Included in SRI licensing agreement	Student Growth data, SRI testing following semester
Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms at levels 9 – 12.	2017-2018 School Year	Mr. Schneider, Mr. Short, Mr. Bliss	Varies with activities	Attendance, Discipline, Quarterly grade data

Provide training for staff in differentiated instruction, higher order thinking skills, engagement, and assessment. Encourage collaboration amongst staff.	2017-2018 School Year	Mr. Schneider	None	Walkthroughs, formal observations, staff meetings, informal observations
Use of walkthrough data to monitor use of differentiated instruction, student engagement, and higher order thinking skills in the classroom.	2017-2018 School Year	Mr. Schneider	None	Walkthroughs
Departments will refine and administer Pre-Posttest assessments that measure student growth.	2017-2018 School Year	All Departments	None	Student Growth Data

4.3 Improvement Goal (Graduation Rate)				
The graduation rate will increase to 92.5% in 2017-2018.				
Current Conditions and Data Sources				
2015 -2016 graduation rate for Illini West High School was 88%.				
Specific Action				
Programs and procedures will be enacted to increase the percentage of students who earn a diploma in the required four years of high school.				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
Create a School Improvement team to better analyze data in assessment, demographics, and other areas of importance; formulate problem statements, hypotheses, goals, strategies, and an integrated action plan for school improvement.	SIP Team in place for 2017-2018 school year	Mr. Schneider, SIP team	\$1000 x 6 members	SIP Plan for 2018-2019, graduation and attendance rates
Create a Student Outreach full time position, serving as a liaison with the increasing number of homeless, foster children, chronic truant, homebound, "at risk" student population.	Outreach Coordinator in place for 2017-2018 school year	Mr. Schneider, Mr. Short, Mr. Bliss	Salary and benefits to be determined	Graduation, attendance rates

Promote positive attendance by continuing to evaluate handbook policies regarding student attendance.	Spring 2017	Mr. Short, Mr. Schneider	No cost	Attendance rate, graduation rate
Maintain and evaluate PBIS policies for attendance and offer student incentives.	August 2017-May 2018	Mr. Short, Mr. Schneider, Mr. Bliss	Varies with activity	Attendance rate, graduation rate
Develop and implement exit surveys for graduates.	Fall 2017	Mr. Schneider, Mr. Bliss, Mr. Short	No cost	Survey results

V. REFLECTION, EVALUATION, REFINEMENT

A. SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

- We will meet every other Tuesday during the school year from 330-530 pm.
- 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 year's 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.
- Hold 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, ask questions and receive more detailed explanations of the plan.