
School Improvement Plan

Illini West High School District #307

Plan for 2019 - 20

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

2019 - 2020

An Integrated School Improvement Plan for

ILLINI WEST HIGH SCHOOL

Illini West School District #307

July 1, 2019 – June 30, 2020

BE RESPONSIBLE, BE RESPECTFUL, BE POSITIVE



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I. INTRODUCTION AND BACKGROUND

1.1 SCHOOL COMMUNITY

Illini West School District #307 is in Hancock County, Illinois, which is in the Western section of Illinois. 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 326 on campus (5 off-campus) with 25 full-time certified teachers, 3 part time certified teachers, and 2 full-time certified para-professionals. There is also a District Superintendent, a High School Principal, a Dean of Students, Athletic Director, Counselor, Outreach Liaison 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, E-Sports, Chess club, FTA 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 13:1 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 is in its third year of existence 2018-2019 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.
- Thirteen students graduated with assistance from the ALC, who would not have graduated in the traditional classroom.
- 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. IWHS also has links to its own Facebook and Twitter pages on the district website.
- Students and teachers have various opportunities to utilize technology in their daily instructional periods. All teachers have computers in their classrooms. Most classrooms in the high school have interactive whiteboards. There are two student computer labs in the building as well as several mobile computer carts, and a 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.

- The school has implemented a Group math course for Algebra I, and Geometry students who did not meet the benchmark on the PSAT8 test, or those in need of extra support and resources.
- 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 18% of parents responded to the 5 Essentials survey for 2018-2019 school year.
- Declining enrollment is a challenge as it impacts overall funding for education.
- 40% 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.
- Most high school students qualify for bussing.

1.2 SCHOOL IMPROVEMENT TEAM

Team Member	Position	Starting Year of Service	Years on Team
Ryan Bliss	Counselor	2016	3
M.J. Palmer	Science/Math Teacher	2017	2
Alex Rodeffer	Social Studies Teacher	2017	2
Scott Schneider	Principal	2016	3
Jim Short	Dean of Students	2017	2
Shari Shupe	English Teacher	2017	2

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

- 18% of the high school population has an IEP.
- Students attending ED/BD classes are transported to Macomb, 30 miles away.

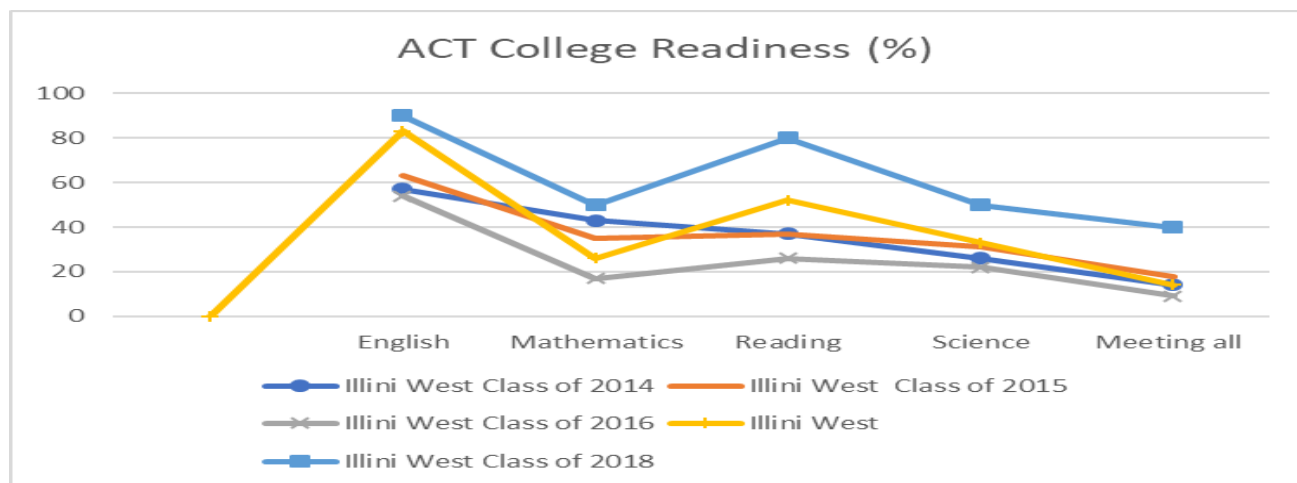
II. DATA COLLECTION, ORGANIZATION AND TRENDS

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 ACT College and Career Readiness

ACT College Readiness (%)	Illini West Class of 2014	Illini West Class of 2015	Illini West Class of 2016	Illini West Class of 2017	Illini West Class of 2018
English	57	63	54	83	90
Mathematics	43	35	17	26	50
Reading	37	37	26	52	80
Science	26	31	22	33	50
Meeting all	14	18	9	14	40



2.2 Observations

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

2017

- Percentage of students who are career ready increased in all areas
 - From 54% to 83% in English (54% increase)
 - From 17% to 26% in Math (53% increase)
 - From 26% to 52% in Reading (100% increase)
 - From 22% to 33% in Science (56% increase)
 - Meeting in all areas rose from 9% in 2016 to 14% in 2017

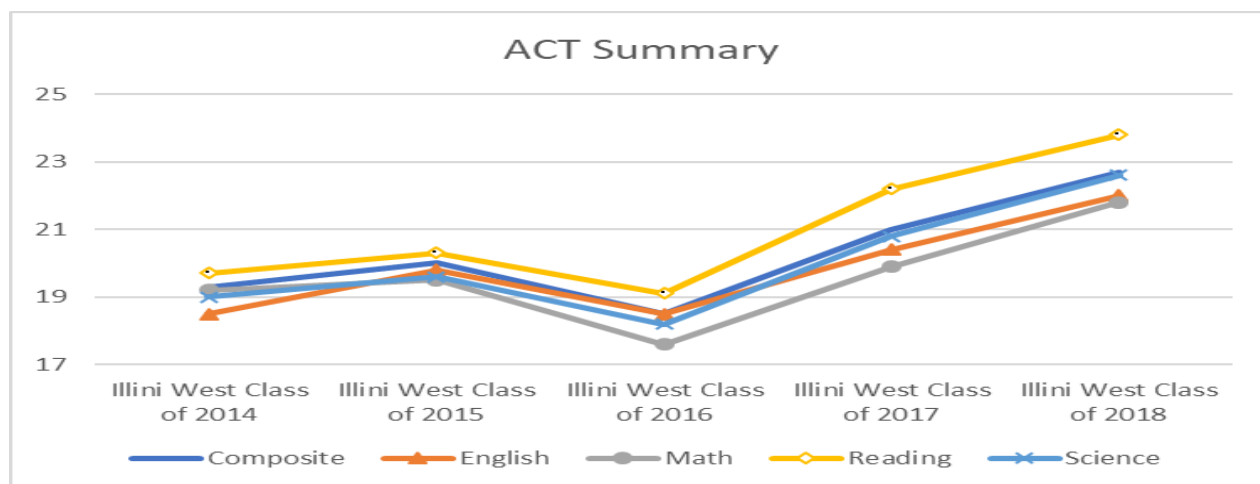
2018

- Percentage of students who are career ready increased in all areas
 - From 26% to 50% in Math (92% increase)
 - From 52% to 80% in Reading (54% increase)
 - From 33% to 50% in Science (52% increase)
 - From 83% to 90% in English (7% increase)
 - From 14% to 40% meeting in all areas (composite score 26% increase)

2.3 ACT Summary

ACT Summary	Illini West Class of 2014	Illini West Class of 2015	Illini West Class of 2016	Illini West Class of 2017	Illini West Class of 2018
Composite	19.3	20.0	18.5	21	22.7
English	18.5	19.8	18.5	20.4	22
Math	19.2	19.5	17.6	19.9	21.8
Reading	19.7	20.3	19.1	22.2	23.8
Science	19.0	19.6	18.2	20.8	22.6
% Tested	100	100	100	100	12.3
# Tested	93	84	96	90	10

- ACT testing is no longer mandatory in Illinois (2016)



2.3 Observations

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 subcategories 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

2017

- Composite ACT score rose from a previous high of 20.00 in 2015 to 21 in 2017
- Act scores in all subcategories increased in all areas
 - Composite 18.5 in 2016 to 21
 - English 18.5 to 20.4
 - Math 17.6 to 19.9
 - Reading 19.9 to 22.2
 - Science 18.2 to 20.8

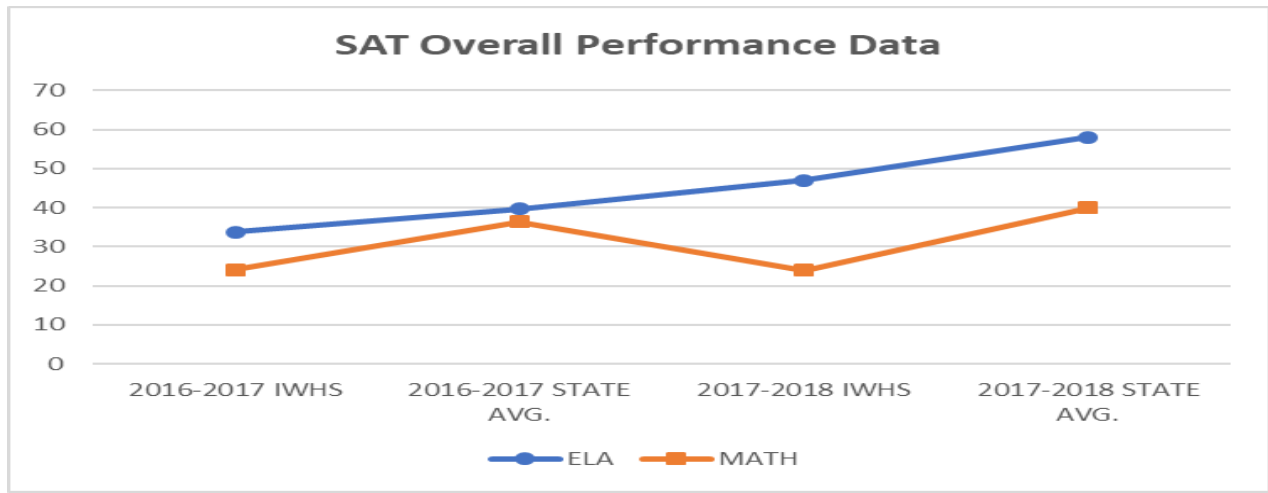
2018

- All scores increased (10 students)
- Average increase of 1.7 pts.

2.4 SAT Overall Performance Data

Percentage of students who met or exceeded standards for Grade 11.

2016-2017	IWHS	STATE AVG.
ELA	33.7	39.7
MATH	24.1	36.3
2017-2018	IWHS	STATE AVG.
ELA	47	58
MATH	24	40



2.4 Observations

SAT Overall Performance

2016-2017

- Fell below the state average in both categories

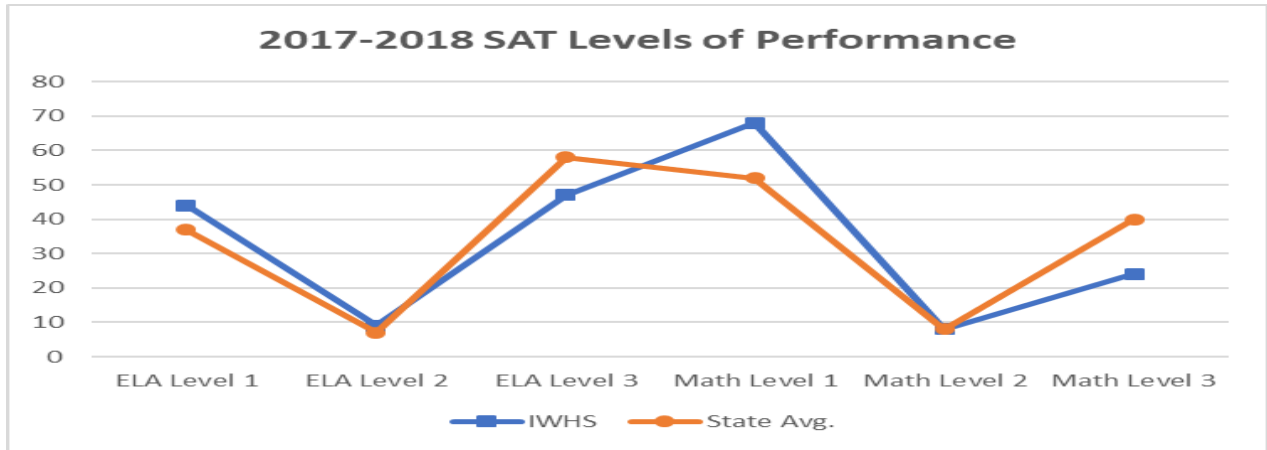
2017-2018

- ELA increased 13.3 %
- Fell below the state average in both categories
- ELA on an upward trend

2.5 SAT Levels of Performance

2016-17	ELA			Math		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
IWHS	27.7	38.6	33.7	41	34.9	24.1
State Avg.	22.9	37.4	39.7	31.1	32.6	36.3
2017-18	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
IWHS	44	9	47	68	8	24
State Avg.	37	7	58	52	8	40

Level 1 - Partially Meets Standards, Level 2 - Approaching Standards, Level 3 - Meet & Exceeds Standards



2.5 Observations

SAT Levels of Performance

2016-2017

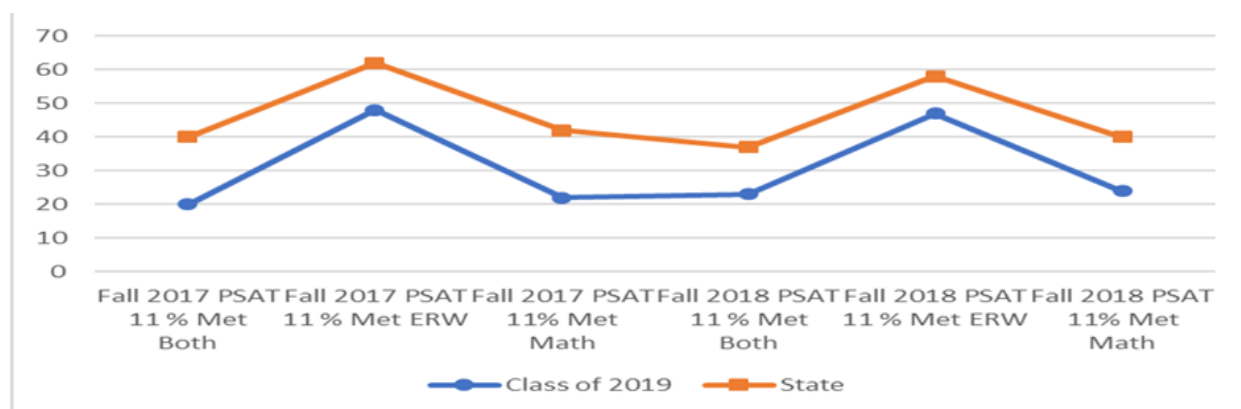
- Most students fell into the partially met and approached categories in both ELA and Math.
- No student exceeded in Math
- More students met (28.9%) in ELA than the state average (26.7%)

2017-2018

- ELA increased 13.3% (as previously mentioned)
- Level 3 is below the state average in both ELA and Math

2.6 PSAT/SAT DATA CLASS OF 2019

Fall 2017 PSAT 11	# of Test Takers	% Met Both	% Met ERW	% Met Math
Class of 2019	83	20	48	22
State	2,600	40	62	42
Spring 2018 SAT 11				
Class of 2019	87	23	47	24
State	137,863	37	58	40



2.6 Observations

Class of 2019

Fall of 2017

- Did not meet state averages in any categories
- Far below state averages in both categories
- First year all juniors were required to take the assessments
- Was not used for college placement

Spring 2018

- Percentage of students meeting both increased 3%
- Percentage of students meeting in math increased 2% while state decreased 2%
- Percentage of students meeting in English decreased by 1% while the state decreased by 4%

2.7 PSAT/SAT DATA CLASS OF 2020

Spring 2018 PSAT 10	# Test Takers	% Met Both	% Met ERW	% Met Math
Class of 2020	70	27	54	29
State	93,358	40	63	42
Fall 2018 PSAT 11				
Class of 2020	65	31	51	31
State	84,157	41	65	42

2.7 Observations

Class of 2020

- **Fall of 2017**
 - ERW was closer to state average than math or both
- **Fall of 2018**
 - Increased in math 2% and state average stayed the same
 - Increased in both 4%
 - ERW decreased 3%
 - Below the state average in both math and ERW

2.8 PSAT/SAT DATA CLASS OF 2021

FALL 2016 PSAT 8/9	# of Test Takers	% Met Both	% Met ERW	% Met Math
Class of 2021	64	45	75	48
State	2,600	47	71	52
SPRING 2018 PSAT 8/9				
Class of 2021	71	35	63	39
State	87,106	42	60	46

2.8 Observations

Class of 2021

Fall 2016 (8th Grade)

- Above the state average in ERW (75% to 71%)
- Math was close to the state average (48% to 52%)

Spring 2018 (9th Grade)

- Dropped in all categories
- State averages also dropped in all three areas
- Above state average (60) in ERW (63)

2.9 PSAT/SAT DATA CLASS OF 2022

Fall 2017 PSAT 8/9	# Test Takers	% Met Both	% Met ERW	% Met Math
Class of 2022	78	35	62	38
State	46,632	39	63	43

2.12 Observations

Fall 2017 (8th Grade)

- Percentage of students meeting in ERW and MATH are within 5% of state average

2.10 PSAT/SAT DATA CLASS OF 2023

Fall 2018 PSAT 8/9	# Test Takers	% Met Both	% Met ERW	% Met Math
Class of 2023	71	37	58	37
State Avg.	50,438	41	63	44

2.10 Observations

Fall 2018 (8th grade)

- Percentage of students meeting in ERW is within 5% of state avg.
- Percentage of students meeting in Math is within 7% of state avg.
- Percentage of students meeting both is within 4% of state avg.

2.11 Student Growth Data

The scores above are based on Pre-post test data of students who 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, *Needs improvement* represents the percentage of students that did not meet expected growth.
*After 2016-17 tenured teachers are only evaluated every other year.

Department	2016-2017		2017/18, 18-19	
	EX	NI	EX	NI
Career and Technical	100%	---	97%	3%
English	90%	10%	79%	21%
Fine Arts	96%	3%	98%	2%
Math	92%	8%	94%	6%
P.E./Health/D.E.	79%	21%	86%	14%
Science	91%	9%	95%	5%
Social Studies	98%	2%	100%	0%
Special Education	95%	5%	92%	8%
Average	92.6%	7.4%	92.6%	7.4%

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 2.11

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%

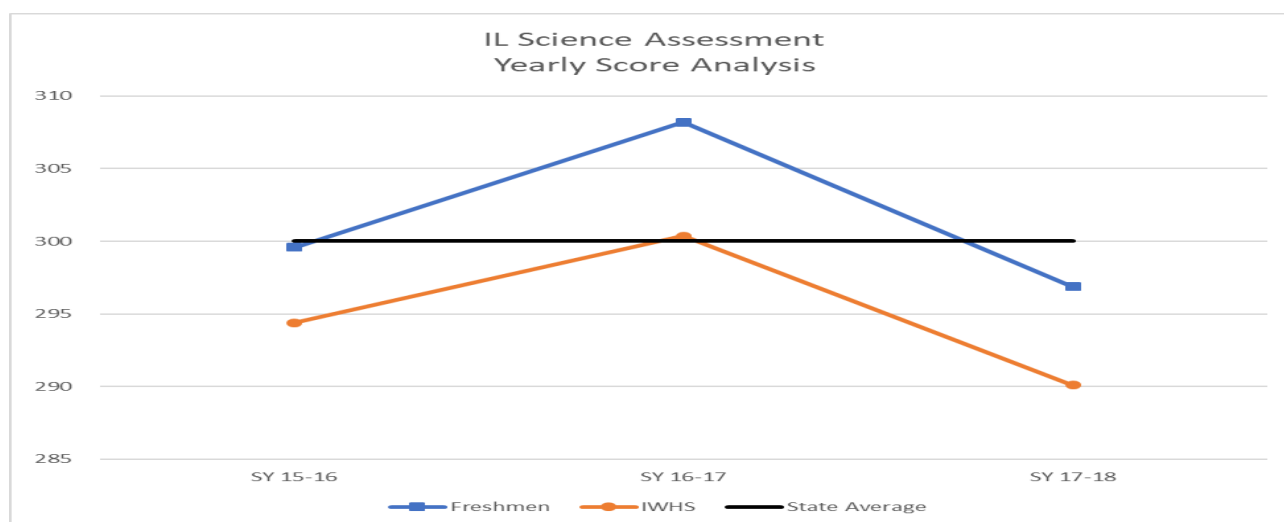
2017-2018, 18-19

- Average number of students succeeding has increased 2%
- Average number of students who need improvement has decreased 2%
- Five out of the eight departments showed improvement from 16-17 to 17-18/18-19
- All departments exceeded

2.12 Illinois Science Assessment Data

	2016			2017			2018		
	Average Scale Score	Level 1 NP	Level 2 PRO	Average Scale Score	Level 1 NP	Level 2 PRO	Average Scale Score	Level 2 NP	Level 1 PRO
State	300	59	41	300	59.8	40.2	300	59.4	40.6
IWHS	294	71	29	300	62.7	37.3	290	77.3	22.7
Female	291	75	25	298	70.5	29.5	289	76.1	23.9
Male	298	67	33	305	47.8	52.2	293	80.0	20.0
IEP	293	100	0	288	100	0	270	90	10
Low Income	293	64	36	282	100	0	285	77.8	22.2
Homeless	299	50	50	284	100	0	289	66.7	33.3

NP= Not Proficient Pro= Proficient



2.12 Observations

ISBE Science Assessments

2016

- Below state average for Average Scale Score
- First year testing data
- No item-analysis given
- Scale for proficient and non-proficient not given
- Feedback came two years later than test taken

2017

- Overall average increased 6 points
- Above state average in 2017
- Level 2 Proficient increased

2018

- Average scale score declined in two years
- IEP increased from 0% to 12.5% proficient
- Low income increased from 0% to 20% proficient

2.13 Illinois Science Assessment Performance Summary

Test Year		All	9 th Only	10 th Only	11 th Only	12 th Only	State %
2015-2016	Proficient	24	21	3	0		
	Total	83	52	37	3		
	% Pro	28.9	40.4	8.1	0.0		40.8
2016-2017	Proficient	25	24	1	0		
	Total	67	44	23	0		
	% Pro	37.3	54.5	4.3	NA		40.2
2017-2018	Proficient	15	10	5	0	0	
	Total	66	36	24	4	2	
	% Pro	22.7	27.8	20.8	0	0	

Only students who are enrolled in Biology I or are a senior who has not taken the assessment, (whether they have taken Biology I or not), are tested.

2.13 Observations

2015-2016

- 9th only average was equivalent to the state average

2016-2017

- 9th only was 14.5% higher than the state average

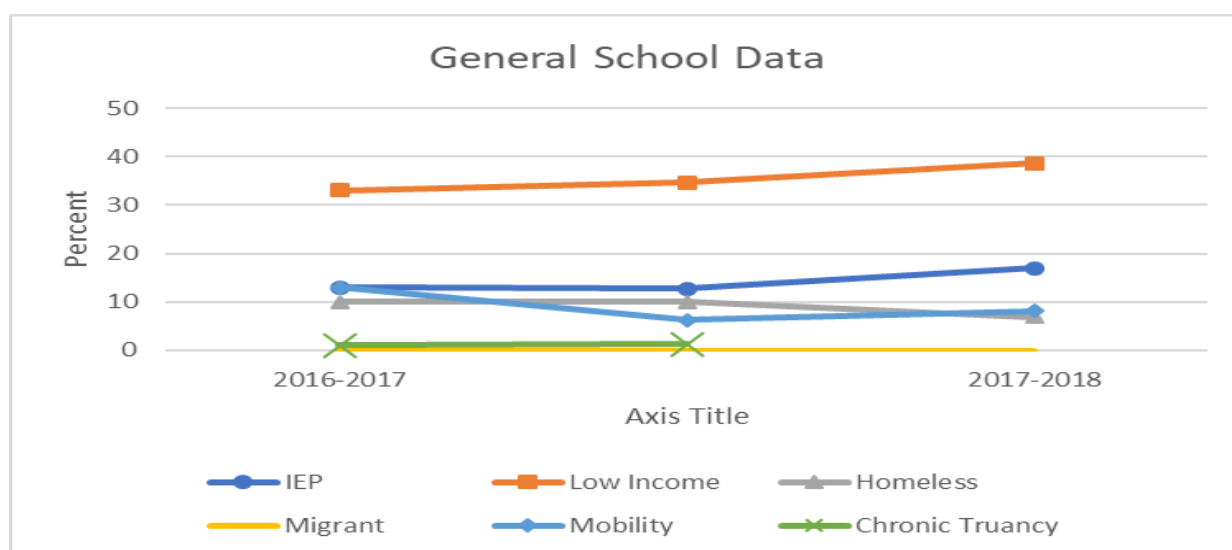
2017-2018

- 10th only increased significantly from 2016-2018
- The further removed students are from their freshmen year the lower the score

Demographic Data

Table 2.14 – General School Data

	2016-2017		2017-2018		2018-2019	
	#	%	#	%	#	%
Gender - Male	164	48	154	46	150	46
Gender - Female	176	52	183	54	176	54
Total Population	340	100	337	100	326	100
LEP	4	1	4	1.1	0	0
IEP	44	13	43	12.7	57	17
Low Income	113	33	121	34.7	128	38.6
Homeless	35	10	35	10	23	6.9
Migrant	1	.003	0	0	0	0
Mobility	44	13	22	6.3	27	8.1
Chronic Truancy	3	1	4	1.2	11	3



2.14 Observations

General School Data

2016-2017

- 33% of students are Low Income
- 10% of students are Homeless

2017-2018

- 34.7% of students are Low Income
- 10% of students are Homeless
- Mobility rate dropped by half

2018-2019

- Total enrollment continues to decline
- Students with an IEP increased
- Chronic truancy has increased
- Low income has increased
- Mobility has increased almost 2%
- The number of homeless students is declining

Table 2.15 – Graduation Rates

	2015-2016		2016-2017		2017-2018	
	#	%	#	%	#	%
Overall Graduates	93/103	90.3	83/87	95.4	75/94	79.8
Gender - Male	42/45	93.3	47/50	94	34/43	79.1
Gender – Female	51/58	87.9	36/37	97.3	41/51	80.4
IEP	14/18	77.8	13/15	86.7	8/11	72.7
Low Income	40/49	81.6	33/37	89.2	25/39	64.1
Drop Out Rate	1	< 1	3	3	6	1.8
5th+ Year Grads/LC	0	0	0	0	3	75

* This is a cohort graduation rate which may include students who have moved out of district.

2.15 Observations

Graduation Rate

2016-2017

- Graduation Rate increased from 2015-2016 (88%) to 2016-2017(93.2%)
- Created a 5th+ Year Graduates category

2017-2018

- Graduation dropped by 15%
- Low income students' graduation rate declined by 25%
- IEP students' graduation rate dropped by 14%

2.16 Fall Housing Report

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	#	%	#	%	#	%	#	%	#	%
Population	378		380		347		340		322	
Grade 9	95	26	99	26	76	22	80	24	86	27
Grade 10	90	23	92	24	92	27	75	22	77	24
Grade 11	100	26	90	24	86	25	93	27	71	22
Grade 12	93	25	99	26	93	27	92	27	88	27

Source – School report card

2.16 Observations

Fall Housing Report

2016-2017

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

2017-2018

- Enrollment continues to decline

2018-2019

- Enrollment continues to decline, down 18 students
- 9th grade enrollment has increased

2.17 Special Education Enrollment Data

	IWHS 2016-2017		IWHS 2017-2018		IWHS 2018-2019	
	#	%	#	%	#	%
Intellectual Disability	6	14	9	16	8	14
Speech or Language Impairment	1	0	1	0	3	5
Visual Impairment	0	0	0	0	0	0
Emotional Disability	1	2	4	6	7	12
Orthopedic	0	0	0	0	0	0
Other Health Impairment	14	21	20	27	16	28
Specific Learning Disability	28	60	28	46	32	56
Multiple Disabilities	0	0	1	2	1	2
Autism	1	2	1	2	2	4
Traumatic Brain Injury	0	0	0	0	1	2
Totals *	42/347	12	48/340	14	57/322	18

*Includes primary and secondary disability, numbers will add to more than 100%

2.17 Observations

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

2017-2018

- Number of special education students increase from 42 to 48
- Other Health Impairment increased 9 to 12
- The percentage of students with an IEP went up 2% from 16-17

2018-2019

- The number of students with an IEP has increased by 15
- The number of students with an emotional disability has increased
- The percentage of students with an IEP went up 4% from 17-18

Student Behavior

2.18 Referral Data

	1 st Quar. 16-17	1 st Quar. 17-18	1 st Quar. 18-19	1 st Sem. 16-17	1 st Sem. 17-18	1 st Sem. 18-19
Total Enrollment	347	345	326	347	345	322
1. # of Referrals	22	34	24	52	45	29
2. # of Students Referred	17	14	16	30	21	25
3. % of Males Referred	88	100	88	83	81	76
4. % of Females Referred	12	0	12	17	19	24
5. % of 9th Graders Referred	41	29	6	33	24	12
6. % of 10th Graders Referred	29	21	31	27	29	36
7. % of 11th Graders Referred	24	21	31	17	29	16
8. % of 12th Graders Referred	6	29	31	23	19	36
9. # With No discipline Referrals	330	331	309	317	324	297
10. % With No discipline Referrals	95	96	95	91	94	92
Offenses						
1. Tardies	31	36	53	55	72	71
2. Cell Phone	5	1	2	33	4	3
Unexcused		21	14	45	96	86
3. Misbehavior	34	50	34	71	143	58
4. Missed Detention	0	9	3	0	35	4
5. Inappropriate Language	0	0	6	5	3	11
Consequences						
1. Expulsion	0	0	0	0	1	0
2. OSS (4-10)	0	1	2	0	5	2
3. OSS (1-3)	2	7	7	7	15	9
4. ISS	7	34	24	32	95	33
5. Detention	63	92	88	206	237	212

2.18 Observations

Discipline 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

2017-2018

- 96% of students are referral free
- Number of students serving ISS has increased from 7 days to 34 days
- Incidents of misbehavior increased from 71 to 143
- 35 students missed at least one detentions

2018-2019

- The percent of students without a referral remains in the 90th percentile

2.19 Attendance Data

Attendance Data	16-17 1Q	17-18 1Q	18-19 1Q	16-17 1 st Sem	17-18 1 st Sem	18-19 1 st Sem
1. # of Tardies	268	343	329	508	853	704
2. % of Male Tardies	52	44	48	51	45	60
3. % of Female Tardies	48	57	52	49	55	40
4. % of 9 th Grade Tardies	12	13	25	18	18	19
5. % of 10 th Grade Tardies	22	26	29	25	25	20
6. % of 11 th Grade Tardies	29	33	35	25	29	22
7. % of 12 th Grade Tardies	37	28	43	32	30	40
8. % of Students With 3 or less Tardies	40	74	72	61	62	61
9. % of Males With 3 or less Tardies	87	77	67	31	61	54
10. % of Females With 3 or less Tardies	82	72	76	34	61	66
11. % of 9 th Graders With 3 or less Tardies	90	88	86	77	81	70
12. % of 10 th Graders With 3 or less Tardies	85	77	74	49	65	55
13. % of 11 th Graders With 3 or less Tardies	83	75	77	54	57	67
14. % of 12 th Graders With 3 or less Tardies	77	65	59	65	53	53
15. Average Daily Attendance Rate	95.7%	93.3%	93.3%	93.8%	91.7%	93.1%

2.19 Observations

Attendance Data

2016-2017

- 508 tardies
- 31% Males with less than 3 tardies
- 34% of Females with less than 3 tardies

2017-2018

- 853 tardies an increase of 68% from 2016-2017
- Attendance Rate dropped from 93.8% in 2016-2017 to 91.7% in 2017-2018
- 61% of both Males and Females have less than 3 tardies

2018-2019

- Average daily attendance has increased by 1.5%
- Overall number of tardies went down by over 100

2.20 Unexcused Absences

Unexcused Absences	16-17 1 st Q	17-18 1 st Q	18-19 1 st Q	16-17 1 st Sem	17-18 1 st Sem	18-19 1 st Sem
# UA	71	340	180	207	843	444
% Male	41	43	51	41	42	42
% Female	59	57	49	59	58	58
% 9 th Grade	26	12	12	25	15	12
% 10 th Grade	12	25	17	16	26	24
% 11 th Grade	35	26	27	24	23	26
% 12 th Grade	26	37	44	35	36	38

- An unexcused absence is a minimum of one period.
- New data category as of 18-19

2.20 Observations

Unexcused Absence Data

2018-2019

- Unexcused absences have dropped by 399 from 17-18 to 18-19
- Upperclassmen have more unexcused absences than underclassmen

2.21 Full-Time Educator Data

	2016-2017	2017-18	2018-2019
Total Full-Time Classroom Teachers	24	22	25
Average Years Teaching	17	20.1	17.1
# Full-Time Teachers New to High School / District	5	8	4
# First Year Teachers	3	2	3
% with B. A. Degree	83	81	84
% with M.A. & Above	17	18	16
# with Emergency or Provisional Certificates	2	1	2
# Teachers Working Out of Field	0	0	0
% Caucasian Teachers	100%	100%	100%
% Male Teachers	29%	27%	40%
% Female Teachers	71%	73%	60%
# Total Paraprofessionals	1	2	2
# Classroom Instructional Paraprofessionals	0	0	0
# Total Under-qualified paraprofessionals	0	0	0
# Total Counselors	1	1	1
# Total Librarians	0	0	0
# Total Social Workers/ Psychologists/Outreach	2 (part-time)	3 (2 part-time)	3 (2 part-time)
# Total Other Staff (learning center, study hall, tech coordinator)	3	3	3

2.21 Observations

Full-Time Educator Data

2016-2017

- 17% of teachers have earned a master's degree
- 21% of teachers are either first year teachers, or first year in the district

2017-2018

- 18% of teachers have earned a master's degree
- 9% of teachers are either first year teachers, or first year in the district
- One less special education teacher
- One teacher was employed with a provisional/emergency licensure

2018-2019

- Average number of years of teaching experience has decreased
- % of male teachers has increased
- Two teachers were employed with a provisional/emergency licensure

2.22 Curriculum Implementation Data 2018-2019

- Hired an additional Science teacher
- Hired an additional Math teacher
- Small group math was added to the Curriculum as a yearlong class to assist student who did not meet the benchmark score in PSAT 8 and PSAT 9 (Algebra I, Geometry).
- Added video conferencing business math class
- Future teachers of America program created to improve recruitment of potential new teachers to Illini West

2.23 Patterns of Strengths and Challenges

Patterns of Strengths	Supporting Data
Support for new teachers	Teacher Academy data and mentoring program
Progressive in teaching pedagogy	PD days, bi-weekly teacher's meetings, monthly department meetings, student growth discussion and implementation
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 data
Dual credit and Work Co-op program are available for academic variety and college credit, CEO program.	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
Majority of staff have been employed at IWHS for at least 5 years.	Master Schedule
4th year of the Learning Center	14 (cumulative to date) students have graduated from the LC
Community Outreach Liaison position that deals with truancy issues, first generation college students, homebound instruction, homeless students.	COL documentation
After school tutoring	Averaging 8-10 students per session
Parent/student outreach	LOOP, Open House, P/T Conferences, Freshmen Orientation, Handbook committee, Financial Aid Night, FAFSA Night, Community/Student input group, Junior Chamber of Commerce student representation.
Transportation network	Availability during after school hours and summer months.
Technology availability	Student access (labs, mobile carts) to over 370+ computers. Access to 11 Promethean Boards/Mobile Board Carts. 16 Interactive TVs Plus.... <ul style="list-style-type: none"> •Robust Internet/Wireless •Multiple Mobile Projectors •Access to iPad's (10) •3d Printer •Drone (Tech Club) •3 Raspberry Pi's •Digital Signage/Software •Various Camera's/Video •All Students Have School Email Addresses

Patterns of Challenges (Cont.)	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, English, & Science scores on the SAT/ISBE test, have not met the standards	School report card
44% of our population are eligible for the free or reduced lunch program.	General School data
Increase the number of students taking higher level math and science courses	Student enrollment data, student schedules

III. PROBLEM STATEMENTS AND HYPOTHESES

Problem Statements, Hypotheses, and Data Sources

3.1 Problem Statement (English/Reading): Our data for PSAT, and SAT shows not all students met the standards in English. The following student groups did not meet the standards in English and Reading: Class of 2019; (Spring of 18 – 47% met state avg. 58%) Class of 2020; (Fall of 18 – 54% met state avg. 63%) Class of 2022; (Fall of 17 – 62% met state avg. 63%) Class of 2023; (Fall of 18 – 58% met state avg. 63%)				
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	SAT	PSAT 8	PSAT 9,10
Current classroom assessments indicate student skill deficits.	Accept	Quarterly and Semester Grades	SAT	PSAT 8 SRI data
Transitional difficulties exist between 8 th to 9 th grades.	Accept	Quarterly and Semester Grades	PSAT 8	PSAT 9

3.2 Problem Statement (Math): Our data for PSAT, and SAT shows not all students met the standards in Math. The following student groups did not meet the standards in Math:

Class of 2019; (Spring of 18 – 24% met state avg. 40%)

Class of 2020; (Fall of 18 – 31% met state avg. 42%)

Class of 2021; (Spring 18 – 39% met state avg. 46%)

Class of 2022; (Fall of 17 – 38% met state avg. 43%)

Class of 2023; (Fall of 18 – 37% met state avg. 44%)

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	SAT	PSAT 8	PSAT 9,10
Current classroom assessments indicate student skill deficits.	Accept	Quarterly and Semester Grades	SAT	PSAT 8,9,10
Transitional difficulties exist between 8 th to 9 th grades.	Accept	Quarterly and Semester Grades	PSAT 8	PSAT 9

3.3 Problem Statement (Science): Our data from the State Science assessment indicates not all students met the standards in Science. The following data (28.9, 37.3, 22.7 proficient) from 2016-2019 shows the levels.

Priority Hypotheses	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Not all students have been exposed to the same curriculum prior to entering high school.	Accept	Pre-Test Data	Quarterly and Semester Grades	State Science Assessments
Current classroom assessments indicate student skill deficits.	Accept	Quarterly and Semester Grades	State Science Assessments	NA
Transitional difficulties exist between 8 th to 9 th grades.	Accept	Quarterly and Semester Grades	State Science Assessments	NA

3.4 Problem Statement (Graduation rate): The graduation rate at Illini West High School for 2017-2018 was 79.8%, below the state average of 85%, improvement is needed in this area.				
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, Freshmen on Track report	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, COL data

IV. GOALS, STRATEGIES AND INTEGRATED ACTION PLAN

4.1 Improvement Goals (Math)				
75% of 8 th , 9 th and 10 th grade students will show a minimum of 10% growth.				
Current Conditions and Data Sources				
SAT and PSAT-8,9,10 show we are currently below standards				
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 PSAT 8 test, to determine placement.	November 2019	Mr. Bliss, Mr. Schneider, Math Department	No Cost	Teacher's meetings, Department meetings, SIP team and meeting minutes
Create small group math courses to assist students in bettering their Math skills, in Algebra I, Geometry and possibly Algebra II	August 2019 May 2020	Mr. Bliss, Mr. Schneider, Math Department	Additional Math Teacher(s)/ Supplemental Resources (Cost TBD)	End of semester exit tests, Student growth tests, PSAT-8 test to determine placement
Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms at levels 9 – 12.	2019-2020 School Year	Mr. Schneider, Mr. Short, Mr. Bliss	Varies with activities	Attendance, Discipline, Quarterly grade data
Replace Promethean boards with interactive TV's on a rotation basis to increase student engagement and differentiation.	2019-2020	Mr. Greenhalge, Mr. Schneider	Current market price (\$3500-4000 each)	Teacher walkthroughs, differentiated lessons, observations
Continue After School Tutoring Program four days per week, as another resource for students.	2019-2020	Mrs. Shupe, Teacher tutors	Per teacher contract	Math grades (Quarterly, Semester Math scores (PSAT, SAT)

4.2 Improvement Goals (English/Reading)				
75% of 8 th , 9 th , 10 th and 11 th grade students will show a minimum of 10% growth, or proficiency				
Current Conditions and Data Sources				
Proficiency on the SRI, SAT and PSAT-8, 9, 10, 11 show we are currently below standards.				
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 2018-19 SRI data and PSAT data to determine placement in English and Reading classes.	Fall/Spring 2019-2020	Mr. Bliss, Mrs. Shupe	Included in SRI licensing agreement	Student Growth data, SRI testing following semester, SAT and PSAT testing
Continue to provide student incentives for growth on state assessments, attendance, and academic performance in classrooms at levels 9 – 12.	2019-2020 School Year	Mr. Schneider, Mr. Short, Mr. Bliss	Varies with activities	Attendance, Discipline, Quarterly grade data
Departments will refine and administer Pre-Posttest assessments that measure student growth.	2019-2020 School Year	All Departments	None	Student Growth Data
Replace Promethean boards with interactive TV's on a rotation basis to increase student engagement and differentiation.	2019-2020	Mr. Greenhalge, Mr. Schneider	Current market price (\$3500-4000 each)	Teacher walkthroughs, differentiated lessons, observations
Continue After School Tutoring Program four days per week, as another resource for students.	2019-2020	Mrs. Shupe, Teacher tutors	Per teacher contract, \$25 per hour	English/Reading grades (Quarterly, Semester English/Reading scores (PSAT, SAT)

4.3 Improvement Goals (Science)				
75% of student taking the Science assessment will show a minimum of 10% growth.				
Current Conditions and Data Sources				
Science assessment scores show we are currently below standards				
Specific Action				
We will provide additional math supports to students struggling in Science.				
Specific Steps	Timeline	Person/Group Responsible	Cost	Evaluation
We will analyze 2016-19 Science assessment data to determine areas of improvements with item analysis.		Mr. Bliss, Mrs. Shupe	Included in SRI licensing agreement	Student Growth data, SRI testing following semester, SAT and PSAT testing
Continue After School Tutoring Program four days per week, as another resource for students.	2019-2020	Mr. Schneider, Teacher tutors	Per teacher contract	Science grades (Quarterly, Semester Math scores (PSAT, SAT)

4.4 Improvement Goal (Graduation Rate)				
The graduation rate will increase to 95% in 2019-2020.				
Current Conditions and Data Sources				
2017 -2018 graduation rate for Illini West High School was 79.8%.				
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
Promote positive attendance by continuing to evaluate handbook policies regarding student attendance and create a three-tiered attendance intervention system	Fall 2019	Mr. Short, Mr. Schneider, Mr. Bliss, Mr. Surprenant	No cost	Attendance rate, graduation rate
Maintain and evaluate PBIS policies for attendance and offer student incentives.	August 2019-May 2020	Mr. Short, Mr. Schneider, Mr. Bliss	Varies with activity	Attendance rate, graduation rate
Continue to provide access to Edgenuity (through the Learning Center) for credit recovery for students behind in credits, students with behavioral issues, and 5 th /6 th year students	August 2019-May 2020	Mr. Bliss, Mr. Short, Mr. Surprenant	\$125 per student	Enrollment numbers in ALC, progress towards graduation.

4.5 Improvement Goal (ESSA)				
To achieve exemplary status in the ESSA evaluation for 2019-2020				
Current Conditions and Data Sources				
First year of ESSA, SAT scores, Science assessment scores				
Specific Action				
Track and input data into state sponsored system from ESSA categories (Core Academic and Student Success and school quality indicators)				
Specific Steps	Timeline	Person/Group Responsible	Cost and funding source	Evaluation
College and Career Readiness Indicator	Fall 2019-May 2020	Mr. Bliss, Mrs. Shupe	None	Data input from Counseling, ESSA Coordinator
Freshmen on Track indicator	Fall 2019-May 2020	Mr. Bliss, Mrs. Shupe	None	Data input from Counseling, ESSA Coordinator
Chronic Absenteeism Indicator	Fall 2019-May 2020	Mr. Short, Mr. Surprenant	None	Data input on chronic absenteeism
Climate Surveys indicator	Fall 2019-May 2020	Mr. Schneider, Mr. Greenhalge	None	5 Essentials survey results tracking
ELA Proficiency Indicator	Fall 2019-May 2020	SIP Team	None	SAT results
Math Proficiency Indicator	Fall 2019-May 2020	SIP Team	None	SAT results
Fine Arts Indicator	Fall 2019-May 2020	SIP Team	None	Tracking of student enrollment
Science Proficiency Indicator	Fall 2019-May 2020	SIP Team	None	II. Science Testing 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 (Community Student input group).