

Illinois State Board of Education  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

Consolidated District Plan 2019-20 School Year  
 Completed in 2018-19  
 Section 114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**School Information**

School Name:	Illini West High School
RCDT:	26-034-3070-16
Principal:	Scott Schneider
Address:	600 Miller St.
City, Zip code:	Carthage, IL 62321
Telephone:	217-357-2136
Email address:	shupe.shari@illiniwest.org
Planning Year: 2019-2020	Poverty Rate at Board Approval 39 % Waiver: <b>Y/N</b> Local BOE Approval 5/15/19

**District Information**

District Name/Number:	Illini West High School District 307
Superintendent:	Kim Schilson
Telephone:	217-357-2316
Email address:	schilson.kim@illiniwest.org

\_\_\_\_\_  
 Superintendent's Signature

\_\_\_\_\_  
 Date

### Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

Name	Roll
Scott Schneider	Principal/ SIP/CSIG
Ryan Bliss	Counselor/ SIP/ CSIG
John Huston	School Leaders ( Board Members)/ CSIG
Grant Surprenant	Student Liaison/ CSIG
Jim Short	Dean of Students/ SIP/ CSIG
Nancy Barnett	Teacher
Mattison Pennfield	Special Ed Teacher
Tori Campbell	Special Ed Teacher
Kristen Cook	Teacher
Alexis Dooley	Teacher
Justin Ellison	Teacher
Connie Flesner	Teacher
Dakota Flesner	Teacher
Courtney Fristad	Special Ed Teacher
Greg Hoener	Teacher
Suzy Holtsclaw	Teacher
Kelly Keckler	Teacher
Zak Huston	Teacher
Kim Johnson	Teacher
Michael Lafferty	Teacher
Tim Lafferty	Teacher
Jennifer McFadden	Teacher
Ashton Miller	Teacher
Sandi Morrison	Teacher
David Mueller	Teacher
MJ Palmer	Teacher/ SIP
Peyton Porter	Teacher
Alex Rodeffer	Teacher

Shari Shupe	Teacher/ SIP/ CSIG
Judy Stevenson	Teacher
Melissa Sturlic	Teacher/ CSIG
Brandy Simmons	Paraprofessional/ CSIG
Andrew Willis	Teacher
Christine Scanlan	Paraprofessional/ CSIG
	Student Representative CSIG

### **Needs Assessment**

**Identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.**

The district will operate a schoolwide program with the goal of improving the academic achievement of all students and addressing the needs of the lowest performing students by implementing research-based practices and training staff to implement research-based practices based on student performance.

Needs Assessment Results: The SIP team analyzed the most recent Illinois report card and data from the 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, PSAT and SAT tests as well. Reports on the power School management system were used to gather discipline and attendance data.

Areas of concern were:

- the attendance rates
- the number of students who repeat a class due to failure
- the average math and English scores on the ACT, PSAT, and SAT test that have not met the standards since they've been administered.
- 44% of our population are eligible for the free or reduced lunch program

**Areas of concern analysis:**

Attendance rates; the number of students who repeat a class due to failure; the average math and English scores on the PSAT and SAT, which have been below the state average for several years in regard to students who meet and excel; 44% of our student population qualifies for free or reduced lunches.

Based on the analysis, the team concluded that not all students have the essential skills for success in math and could benefit from additional math interventions. According to the SAT data for the Spring of 2018, 24% of the Juniors who took the test met in Math; 31% of the Sophomores met in Math; and 39% of the Freshmen met in Math. To support students not meeting grade level expectations in math, all incoming 8th grade students will be tested using the PSAT8 to determine placement in a supplemental math group to enhance the regular math class instruction. In addition, a math teacher will always be present in after school tutoring. It was also determined that to increase our scores in math we need to provide advanced instruction for students who are higher achievers to enable them to participate in advanced math classes as they progress through high school. It was suggested that we identify high achieving math students in the feeder districts and offer Algebra I instruction with high school credit so those students could start high school with Geometry and potentially advance to Calculus by their senior year.

It was noted that our ELA scores showed a 13% increase on the SAT for the Junior class from their fall to spring test scores, with 47% of the students meeting or exceeding; the Sophomore class showed a 1% decrease from the fall to spring PSAT assessment in ELA with 47% of the class meeting or exceeding the standards; The Freshmen class showed a 12% decrease on the PSAT ELA scores from the fall to spring assessment with 63% of the students meeting or exceeding the state standards. It was determined that the district should continue to provide additional Reading supports to students struggling to meet grade level Lexile levels and monitor the growth and test data. It was noted that we are close to meeting the state average in ELA and would like to see this trend continue.

The goal of the district is to have a computer accessible for every student in the building. In addition, all classrooms will have an interactive TV or Smart board. The district acknowledges that technology will need to be continually updated.

### **IDEA Needs Assessment**

Cooperative level needs assessment is conducted via an online survey. District level needs assessment was mailed to a random sample of parents. A self-addressed stamped envelope is provided.

Needs assessment information is used for the purpose of planning professional development, provision of direct and related services and the number of appropriately ISBE licensed, IDPR licensed and qualified personnel necessary to support special education activities. Current needs assessment indicates a need for the following professional development topics: Behavior Interventions, ED and Drug/Alcohol Related Disabilities, CPI and PECS. Additional information from the needs assessment indicates that staff believe there needs to be more ED Instructional and autism support, a need for K-2 ED placements and Increased social work services.

### **Strategies for closing achievement gaps:**

To support students not meeting grade level expectations in math, all incoming 8th grade students will be tested using the PSAT 8 test to determine placement in a supplemental math group to support instruction that takes place in the regular math class. Sophomores and Juniors who do not have a C or better in Math, will also be enrolled in a Math group.

In an effort to address issues of poverty and graduation rates, the district will employ a student liaison/outreach coordinator to provide support and interventions for the increasing number of homeless, foster children, chronic truants, home bound and "at risk" students. It was noted that chronic truancy has increased this school year, low income enrollment has increased, and mobility has increased by almost 2%.

The Academic Learning Center will be utilized to support students who need to recover credits to graduate with their class or to graduate in general. We will also continue to support students who are behind in graduation credits by providing access to Edgenuity (through the Learning Center) for credit recovery and monitor student progress in the program, which is currently in its third year of operation.

The district will provide training for staff in differentiated instruction, higher order thinking skills, engagement, and assessment at bi-monthly teacher meetings and SIP days. Use of new strategic teaching will be monitored with principal walkthroughs and lesson observations.

The district will continue to provide additional Reading classes to support students struggling to meet grade level reading standards and monitor the growth and test data.

### **Student Support and Academic Enrichment**

The school will provide foreign language instruction, arts, and music education. It will also provide college and career counseling, and support for students and parents in obtaining financial aid and FAFSA applications. The school has looked into providing more access to dual credit courses in an effort to provide an opportunity for students to graduate high school with an associates degree as well as a high school diploma. The school will strengthen instruction in

American history, civics, economics, geography, and government education by updating the curriculum so that it meets current state standards. The student liaison and outside resources will be used to promote safety, bullying prevention, and dropout prevention. The Dean of students will continue to promote and implement supportive school discipline.

**Coordination with institutions of higher education, employers, and other local partners and student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

The district offers career and technical education courses that promote skills attainment important to in-demand occupations and industries which include: industrial education, which offers welding and construction courses; agricultural education, which maintains a green house and seasonal plant sales in addition to working a farm plot; business courses, which offer opportunities to earn Microsoft certifications; and family and consumer science courses, which promote the culinary arts.

The district offers the opportunity for all seniors, with adequate credits, to participate in the job cooperative training program while earning high school credit toward graduation.

All juniors and seniors may apply to participate in the CEO Program. This high school credit program provides the student with the opportunity to gain basic business and entrepreneurial knowledge along with workplace skills. Students have the opportunity to go to different local businesses to learn about necessary skills needed and job opportunities within the community.

The district offers dual credit enrollment to all Juniors and Seniors who meet the college criteria for enrollment. The district provides yearly guidance to all students regarding career counseling using the available career cruising online tool and yearly guidance counselor group and individual meetings

**Implementation of a schoolwide model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act**

(i) The district will reduce incidences of bullying and harassment by:

- 1) Having the SIP team assess the number of incidences of bullying or harassment, how current interventions are implemented and whether those interventions are successful and make changes as necessary.
- 2) Making the anti-bullying and harassment prevention program objectives known to the students, parents, and community (it is currently in the handbook). Involve the Parent Advisory Committee in addition to the SIP team to evaluate the implementation and success of the program.
- 3) Providing students equal access to a safe, non-hostile learning environment.
- 4) Providing training to teachers and staff on how to intervene when bullying or harassment occurs.

(ii) The district will reduce the overuse of discipline practices that remove students from the classroom by:

- 1) Improving classroom instruction
- 2) Improving student attendance
- 3) Improving school climate by cutting down on referrals

Each teacher will have clear classroom expectations and share those with the students. Expectations will be posted in the classrooms.

Each teacher will create a discipline procedure that will include a two-step teacher administered disciplinary intervention plan before a student is referred to the Dean of Students. The first step will include a conference with the student and the second step will require the teacher to notify a parent/guardian and may include a conference with the parent/guardian if deemed necessary. If these interventions do not result in appropriate student behavior, the student will be referred to the Dean of Students.

(iii) The Student Outreach/Liaison will track the discipline of each subgroup and provide additional classroom support, be available for alternative interventions, home visits, and finding needed resources that may be impeding the success of students in the subgroup categories.

The district and school officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent possible, and, where applicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of school suspensions or expulsions. School personnel shall not advise or encourage students to dropout of school voluntarily due to behavioral or academic difficulties.

**Professional Development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.**

The following professional development activities will be offered via the use of IDEA Part B Flow-Through Funds, CPR, CPI, Autism, Behavior Interventions, Sensory, PECS, IEP Training, PBIS and any additional topics that may be necessary.

Due to the difficulty in attracting and retaining highly qualified teachers, the district will implement a teacher mentoring program. Teacher mentors will be trained and work with non-tenured teachers to provide supports in classroom management, differentiation of instruction, lesson planning, assessment, and general school procedures. The district has also started a future teachers club to promote the profession for current students. In addition, many teachers will take on student teachers or teachers working on clinical observations in an effort to promote a career in education and more specifically at Illini West High School.

The district will provide funds for teachers to attend professional development conferences and classes to enhance their subject area knowledge or teaching strategies.