

High School Improvement Plan Report

January 2006

School Name: **Waubonsie Valley High School**

Address: 2590 Ogden Avenue, Aurora, IL 60504

Phone: (630) 375-3300

Principal: James A. Schmid

School Improvement Team: Administrative Team, Department Chairs, Select Faculty Members

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	2969	3156	3324	
% White	70.2	68.5	66.7	
% Black	12.1	13.2	14.0	
% Hispanic	7.5	8.4	7.9	
% Asian/Pacific Islander	9.9	9.7	10.3	
% Native American	0.3	0.2	0.2	
Low Income rate	2.9	4.4	6.4	
Limited English Proficient Rate	6.4	7.9	3.9	
High School Dropout Rate	1.4	1.2	0.9	
Chronic Truancy Rate	0.7	0.3	0.9	
Mobility Rate	6.3	7.2	7.6	
Attendance Rate	95.2	93.9	90.6	
% Parent Contact	100.0	100.0	100.0	
Average class size high school	24.2	22.6	24.1	
ACT Reading Performance	21.3	22.2	21.8	
ACT Math Performance	21.4	21.8	22.1	
Graduation Rate All	95.9	94.7	98.9	
Graduation Rate Male	95.3	92.8	99.7	
Graduation Rate Female	96.5	96.3	98.1	
Graduation Rate White	96.2	94.8	99.6	
Graduation Rate Black	92.8	100	97.6	
Graduation Rate Hispanic	97.6	87.9	93.3	
Graduation Rate Asian/Pacific Islander	95.9	93.1	100.0	
Graduation Rate Native American	100.0	100.0	100.0	
Graduation Rate LEP	100.0	100.0	71.4	
Graduation Rate Migrant	N/A	N/A	N/A	
Graduation Rate Students with Disabilities	100.0	100.0	97.5	
Graduation Rate Economically Disadvantaged	100.0	100.0	96.8	

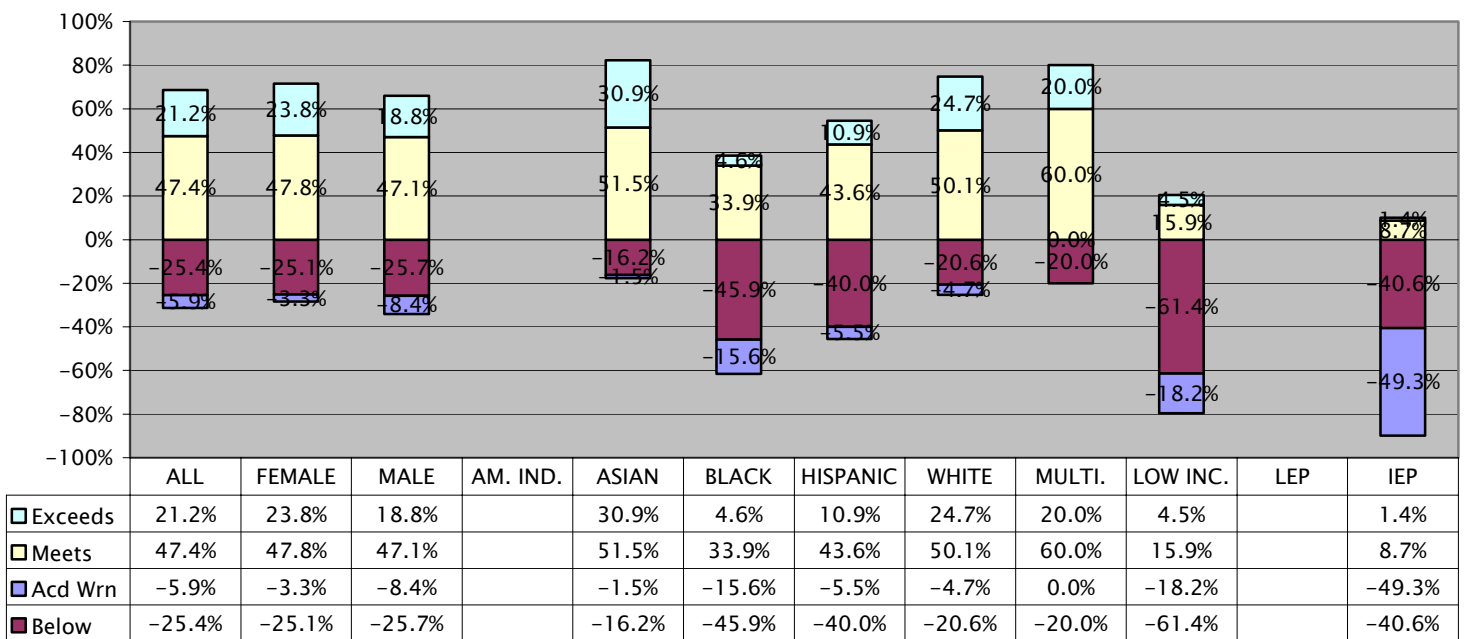
Practice and Program Audit Analysis Summary

Waubonsie Valley has two planning groups that plan and implement school improvement efforts. We instituted a school improvement team comprised of core area teachers with specific interests in data analysis and improving assessment and instruction. The department chairs also assist SIP day planning efforts and communication to teachers in their respective departments. We focused our efforts on enhancing student achievement in the areas of reading and math.

- Focus SIP day activities on item analysis of the ACT test in an effort to determine instructional gaps in the reading and math curriculum.
- On-going analysis of our new initiatives in direct reading instruction and a new delivery system for our special education students in an effort to increase scores on the Illinois State assessments.
- SIP day activities involving the curriculum/instruction/assessment triangle were spearheaded by department chairs in each of their respective areas.
- Our Algebra 1 Part 1 curriculum was reworked to include more individualized instruction and hands-on approach to math manipulations.

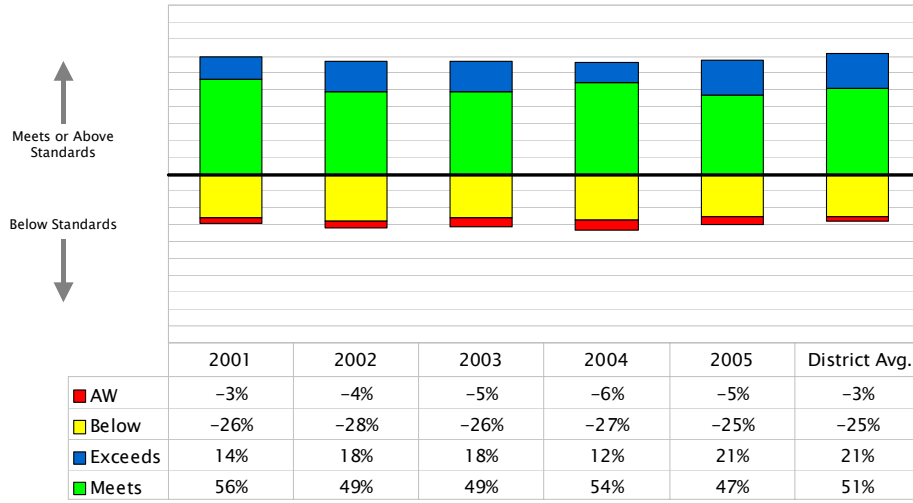
State Assessment Data and Gap Analysis

2005 WVHS 11th Grade PSAE READING NCLB

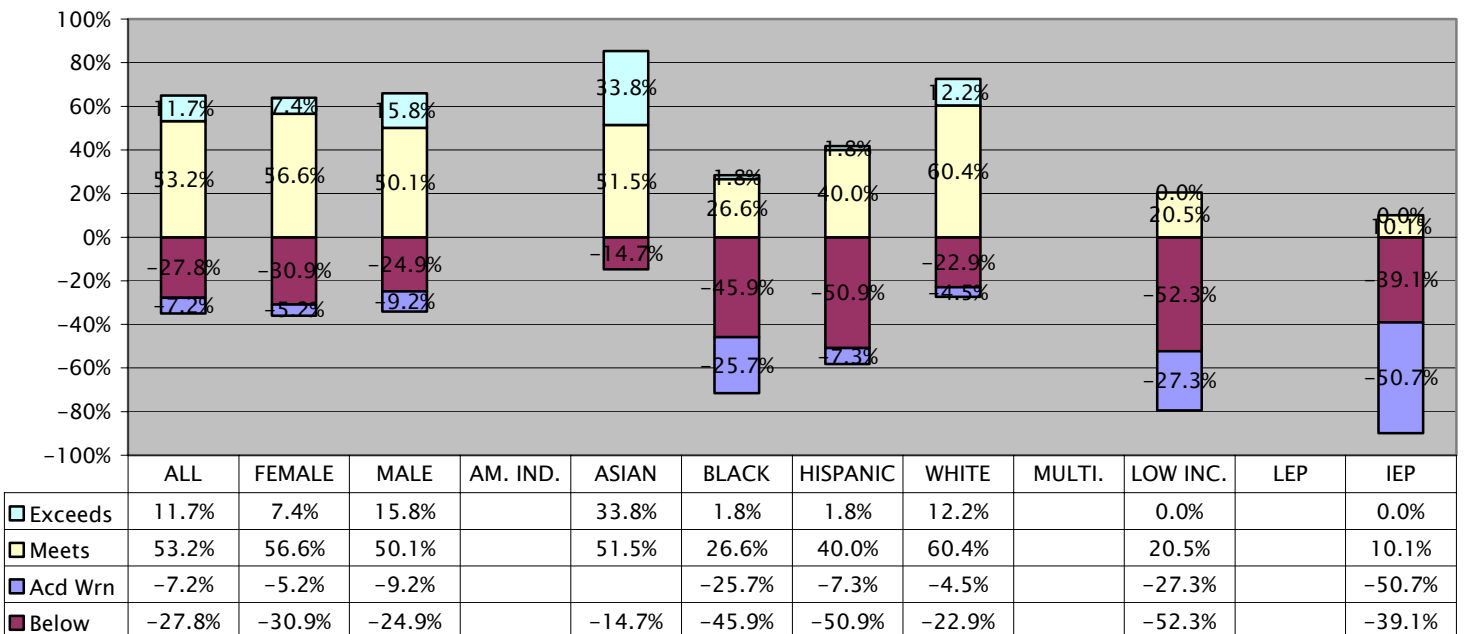


Hi-Level PSAE Reading Performance Profile.

WAUBONSIE VALLEY HIGH SCHOOL. Years 2001, 2002, 2003, 2004, 2005.

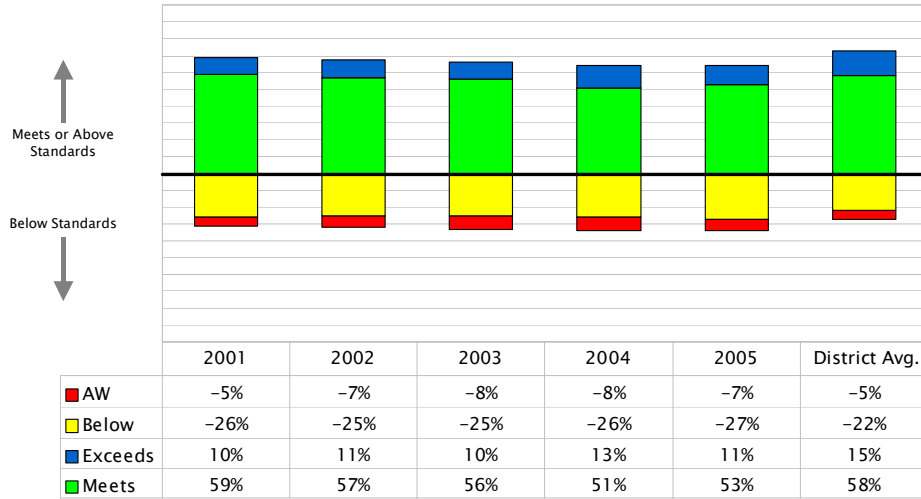


2005 WVHS 11th Grade PSAE MATH NCLB



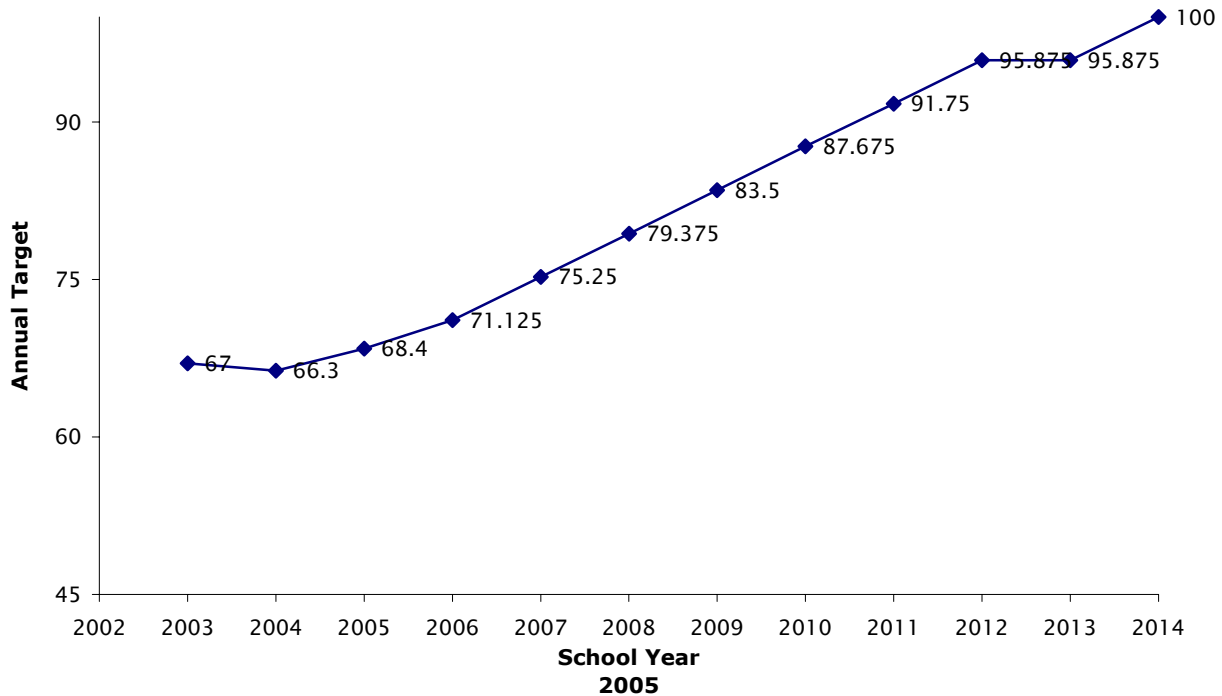
Hi-Level PSAE Math Performance Profile.

WAUBONSIE VALLEY HIGH SCHOOL. Years 2001, 2002, 2003, 2004, 2005.

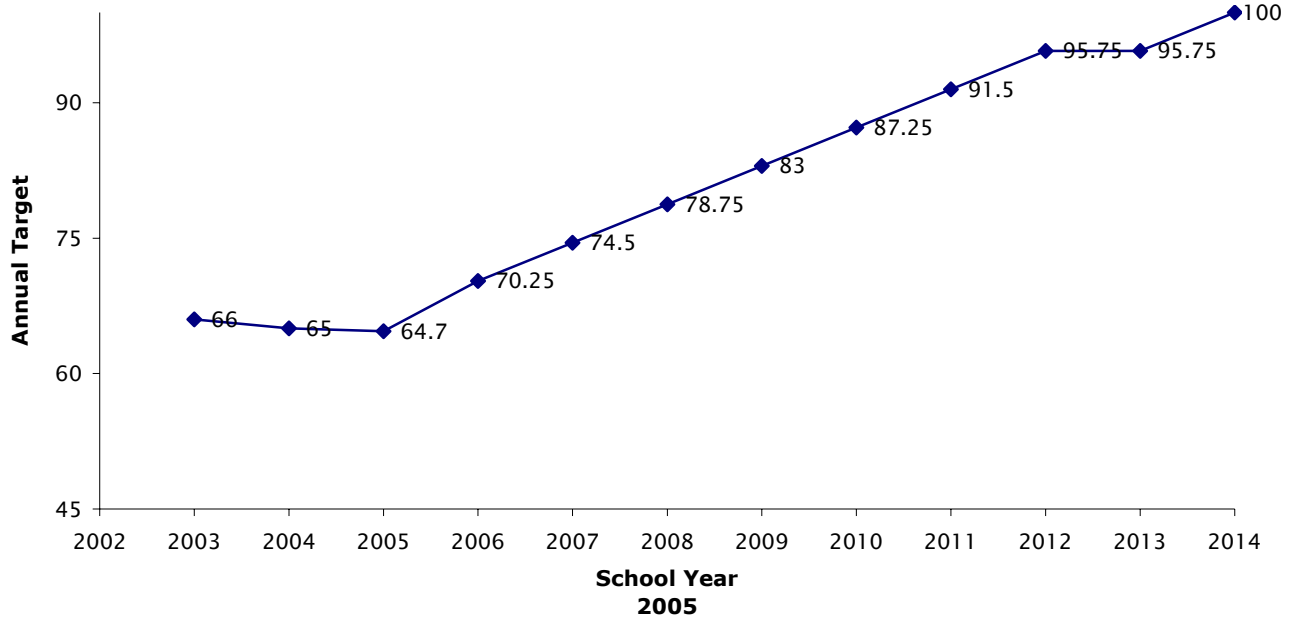


NCLB Adequate Yearly Progress Composite

WVHS Reading Goal-Equal Step Model to 100%



WVHS Math Goal-Equal Step Model to 100%



Action Plan

Goal 1: All students will meet or exceed reading standards as measured by the Illinois State Assessments.

Evidence of Need - In 2005, results as provided on the adequate yearly progress information on the school report card from the PSAE showed that 68.6 of all WV juniors met or exceeded standards with the following sub groups (percentage meeting/exceeding also reported) Black (38.5), Hispanic (54.5), Asian/Pacific Islander (82.4), and students with disabilities, (10.1).

1.1 Objective - Enhance Reading scores as measured by the Illinois State Assessment.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Provide direct reading instruction for designated freshmen and sophomores	F-05	Reading Teachers	Master Schedule
1.1.2 Designate one reading day during the Advisory period each week	F-05	Advisory Teacher	Advisory Curriculum
1.1.3 Provide teacher in-services to teach pre and post reading strategies useful in content areas	SIP Days	Reading Teachers J. Schmid	SIP Notes

1.1.4. Designate a staff member to examine ACT data and the Pathways for transitions providing teachers test questions designed to improve scores through greater relevance and exposure	F-05	J. Bednar	Master Schedule
1.1.4 Designate reading specialists to assist departments with reading strategies in the content areas.	F-05	J.Schmid	SIP Notes

1.2 Objective - Increase number of students with disabilities who meet reading standards.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Provide direct reading instruction per deficits in resource classes	F-05	S. Banahan B. Sixsmith	Sp. Ed. Curriculum
1.2.2 Increase number of students in regular ed classes in an effort to increase academic rigor	F-05	J. Schmid R. Schreiber	Master Schedule
1.2.3 Identify students who are better served with alternative assessments	S-06	B. Sixsmith P. Cisar	PSAE Roster
1.2.4 Participate in reading days during Advisory period	F-05	Advisory Teachers	Advisory Curriculum
1.2.5 Increase reading expectations in all core areas	F-05	Department Chairs	Core Area Curriculum
1.2.6 Provide teachers an institute day designed to assist with classroom differentiation of instruction	F-05	J. Schmid S. Tate J. Ross	SIP Notes

1.3 Objective - Identify students who are closest to meeting standards and provide a system that enhances their ability to meet standards

Activities	Timeline	Responsibility	Evidence Source
1.3.1 Implement a direct reading instructional program for freshmen, sophomores, and juniors	F-05	Reading Teachers	Master Schedule
1.3.2 Examine test data to identify gaps in reading instruction	F-05	Department Representatives	SIP Notes
1.3.3 Integrate PSAE test prep for all students	F-05	Core Curriculum Teachers	Curriculum Guides
1.3.4 Identify and provide direct PSAE instruction for 55 students just below the "meet" standard	January 2006	R. Schreiber	Class Rosters

1.3.5	Market a business course designed to improve test taking skills, organization and curriculum knowledge of the PSAE	Fall & Spring 05-06	A. Hendrickson	Curriculum Guide
1.3.6	Tie core curriculum testing efforts to replicate some of the "style" of questions presented on the PSAE	F-05	Core Area Department Chair	Curriculum Guides

Goal 2 All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

Evidence of Need - In 2005, adequate yearly progress results on the school report card from PSAE showed that 65% of all WVHS juniors met or exceeded standards with the following subgroups (percentage meeting/exceeding) also reported - Black (28.4), Hispanic (41.8), Asian/Pacific Islander (85.3), Students with Disabilities (10.1).

2.1 Objective - Increase number of black and Hispanic students who meet math standards.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Identify specific students and provide 20 minutes of direct ACT instruction daily	January 2006	R. Schreiber	Class Rosters
2.1.2 Modify delivery system of math sequence to provide additional exposure to Algebra and Geometry	F-05	J. Palmquist T. Hager	Math Curriculum Guide
2.1.3 Integrate more Algebra in the District Math Classes	F-05	Math Curriculum Guides	Math Curriculum Guides
2.1.4 Work with our Black Students Association and Latin/American Students Organization to promote the importance of students doing their very best on the PSAE	January-April '06	N. Johnson E. Newman	Minutes of Meetings

2.2 Objective - Establish additional academic rigor in the Math area.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Change the math graduation requirement from 2 to 3 years	S-05	Board of Education	Minutes
2.2.2 Create a new math track emphasizing the integration of Algebra and Geometry concepts over a 3 year period	S-05	Math Department Chairs, Curriculum Coordinator	Minutes & Curriculum Guides
2.2.3 Assign a reading specialist to the Math Department	F-05	J. Schmid	Job Description, Evaluations

2.2.4	For identified students, modify resource time to include definite instruction in Math	S-06	B. Sixsmith	Curriculum Guide
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2.3 Objective - Provide test preparation and math concept instruction for all students.

	Activities	Timeline	Responsibility	Evidence Source
2.3.1	Through ACT analysis, place greater efforts on problem design, reading, and charts and graphs	F-05	All Teachers	SIP Notes
2.3.2	Integrate PSAE preparation in all classes	F-05	All Teachers	Curriculum Guides - Lesson Plans
2.3.3	Design school improvement activities emphasizing the improvement of math skills in other content areas, especially applied technology, science and music	F-05	J. Schmid SIP Team	SIP Notes
2.3.4	Analyze ACT data to determine instructional gaps	F-05	J. Schmid Department Chair	SIP Notes

Progress Summary

Our school improvement team, comprised of teachers, department chairs and administrators, is continually using informal and formal data input to search for ways to improve student performance in the areas of math and reading.

GOALS: All students will meet or exceed reading and math standards as measured by Illinois State Assessments.

- We will continue staff development activities designed to improve reading instruction across the curriculum.
- In all subject areas, but particularly in the core areas, we will concentrate on teaching test preparation strategies and making our assessments reflect questions that students will encounter on the ACT/PSAE, especially in style, wording, and analysis.
- We have also instituted a reading class for juniors, in addition to our present design for freshmen and sophomores, hoping to impact improvement in all subject areas.
- Similarly, we will select specific juniors, who fall just below the "meets" standard to receive additional daily academic instruction to enhance their ACT/PSAE scores.

- Finally, we have moved a number of students with disabilities from practical level classes to supported college preparatory classes to expose them to increased academic rigor and expectations.

RESULTS: Our results showed some progress from the 2004 school year.

- We are proud to announce that our composite ACT score continued to rise from 22.0 in 2004 to 22.1 in 2005.
- We are also proud that the overall percentile of students meeting or exceeding rose 2.2% to 68.6% of all tested students. The average score improved in each of the tested areas: Reading, Math, and Science. Our students scored 11.5% higher than the state average.
- We exceeded the 47.5% state standard by a considerable margin.
- From a subgroup perspective, our Black students decreased slightly in Reading, but increased slightly in Math, still scoring higher than the state average, but below the 47.5% state standard. Our Hispanic students improved significantly in Reading (11.9%), but decreased by less than one percent in Math, meeting the state standard in Reading, but not in Math. Our Hispanic scores were considerably higher than the state average. Our students with disabilities subgroup did not meet the state standard (47.5%) and scored slightly lower than the WVHS students who took the exam last year.

2006 EFFORTS: Our school improvement efforts for the 2005-06 school year are focused again on the areas of Reading and Math, with particular attention to specific racial/ethnic subgroups, students with disabilities and economically disadvantaged students.

- School improvement time will focus on the triangle of curriculum, instruction, and assessment. Each department will analyze how closely each of its course curriculums is aligned with state standards and Illinois Frameworks. Following that analysis, staff members will ensure that all teachers delivering course curriculum are teaching similar course objectives and assessing with similar instruments. Our ultimate goal is narrowing the academic focus in an effort to meet state standards and frameworks, in addition to ensuring that all students have similar academic experiences if registered for the same course.
- In Math, we have decreased student class size, to an average of 23 students, in Algebra Part 1 classes. We have also assigned a .2 certified staff member to work with the Part 1 teachers. The curriculum has been reworked this summer to include additional activities for engaging students and focusing on an integration of Pre-algebra, Algebra, and Geometry based on the new Frameworks for Mathematics.
- In Reading, we have redesigned our delivery of services. We have designated a Reading Coordinator to focus our efforts in all-student testing, course selection, and staff development. Reading specialists are teaching four classes with time built into their schedule for integration with other departments and individual assistance. The Reading department, a separate department for the first time, has instituted a training model for school improvement days in an effort to teach specific reading strategies to representatives from the other departments who will then teach staff members within their department.
- Core classes will include PSAE preparatory items into their curriculum.

- We are testing all 9th grade and transfer students with the Gates Reading test to determine placement and assistance strategies.
- This is the second year of increasing the number of special education students who are supported in the college preparatory classes. Data will determine if this intervention is working.
- This is the second year of direct PSAE instruction during the Advisory period to students who are on the meets/does not meet bubble.
- Direct deficit instruction in the areas of Reading and Math for identified students will also take place this spring.