

**CENTRAL COMMUNITY HIGH SCHOOL
DISTRICT #71**

SCHOOL IMPROVEMENT PLAN
2016-17

The School Improvement Team

The purpose of the School Improvement Team at Central Community High School is to maintain a continual, long-term focus on the excellence of curriculum, improvement of instruction, performance of programs, and the enhancement of student skills. The School Improvement Team will:

- Be a permanent, functional system to effectuate change in the school,
- Focus on a formative process of growth and improvement,
- Make decisions regarding instructional and curricular strategies,
- Serve as an advisory panel to the Administration and Board of Education.
- Generate ownership in the process and involve all staff members as Stakeholders, and
- View the improvement of student achievement as its main purpose.

The School Improvement Team of Central Community High School is comprised of at least one representative from every academic and vocational department of the school curriculum. Each member of the School Improvement Team serves as a representative of all faculty members in their respective subject areas. Additional members can also be asked to serve on the School Improvement Team in an adjunct capacity due to the establishment of goals and strategies that may require more attention and focus of a particular subject area. Administrative members of the School Improvement Team will provide leadership, direction, and purpose with membership on the team and support for its strategies. As a member of the School Improvement Team, each representative has agreed to:

- Attend SIP Team meetings on a regular and necessary basis.
- Serve as a liaison to subject area personnel.
- Provide leadership within each subject area.
- Facilitate all subject area meetings and functions.
- Provide input and feedback to the Administration as requested.
- Coordinate the Curriculum Study of their respective subject area.
- Serve on subcommittees as appropriate.
- Communicate data analysis, goals, and strategies to all stakeholders.
- Participate in the development of the annual School Improvement Plan.
- Accept other duties as agreed upon by the School Improvement Team.
- Promote goals and build consensus among all stakeholders.

The members of the School Improvement Team have also discussed the involvement of parents, students, Board of Education members, and other individuals of the community within the process. A consensus of the members was that input from these groups should be sought for the development of strategies. However, the major function of the School Improvement Team should focus on internal review and development of strategies within the school.

The School Improvement Team has agreed that the length of membership on the committee should be a minimum of two years in the School Improvement process and there should be an attempt to allow each subject area to select a new representative with no more than two new members being preferable in any given year. The goal is to allow others to be a part of the process or allow present members to decline participation while still maintaining a degree of continuity in the composition of the team.

The School Improvement Team meets on a regular and routine basis to discuss many components of school operations, policy and programs for improvement. The School

Improvement Team will make recommendations on staff development activities that will result in improved instructional methods and activities. Each summer, student achievement is analyzed based upon, PARCC and A.C.T. results, course failure lists, Honor Roll lists, and other information used for development of the School Report Card and End of Year Reports. Every other year the 5 Essentials Survey will be conducted of students, parents, and faculty members that will also be reviewed for information.

Any area of our school that demands attention will be studied and new goals and strategies will be developed and become the central focus of our upcoming annual planning. The School Improvement Team has shifted to focus on improving test scores and fulfilling the requirements of No Child Left Behind guidelines. In addition, we have implemented our Response to Intervention Plan which includes the use of the Auto Skills software program for improvement in students' reading and mathematics skills. Staff members have been trained in the usage of this program and students are identified as lower achievers for usage of the tutorial system. Their use and enhanced skills are monitored throughout the school year and the data accumulated will be used as a portion of our development of a new plan each year. It is also a main focus of the School Improvement Team to create greater community and parental participation and involve parents more for the increased success of their children. Recently, a School Community Council made up of parents and community members has been formed to allow for such advisory input.

The intent of the School Improvement Team is to continue focus on our stated goals and carry out strategies on a timeline of completion. We also will continually monitor and revisit our data in the School Improvement Plan to increase educational achievement and develop Remediation Plans designed to provide necessary services to "at-risk" students. As a result, the School Improvement Team has a continual commitment and procedure to improve instruction and student achievement at Central Community High School.

School Improvement Team Members
2016-17

Kevin Meyer – Superintendent
Kent Jones – Principal
Jim Falconio - Fine Arts and Foreign Language
Angela Kohlbrecher – Mathematics
Karrie Kujawa – Science
Trisha Lohman – Guidance, Careers, and Media
Kurt Peters – Social Science
Amanda Ringwald – Career and Technical
Nathan Rueter – Phys. Ed., Health, Driver Education
Ami Shanafelt – Language Arts
Cris Toennies – Special Populations

School / District / Community Profile

Central Community High School District #71 is a high school district serving students in grades 9-12. In 1971, the communities of Aviston and Breese consolidated their high schools to form Central Community High School. The school itself is located approximately between Breese and Aviston on Old U.S. Highway 50, but it serves eight communities in Central Clinton County. Students from Albers, Aviston, Bartelso, Beckemeyer, Breese, Damiansville, Germantown, and St. Rose attend Central Community High School. The district covers 205 square miles.

Each of the eight communities shares certain characteristics while maintaining their individuality. These small communities range in approximate population as follows: Damiansville – 491, Bartelso – 595, Albers – 1190, Beckemeyer – 1040, Germantown – 1269, Aviston – 1945, St. Rose – 1319, and Breese - 4442. The communities continue to be heavily influenced by agriculture, a very strong tradition in Clinton County, but they also boast some light industry as well. Since Clinton County is only forty-five minutes from St. Louis, many people in C.C.H.S. district commute to St. Louis or the Metro-East to work. This diversity of population leads to a mix of technical and professional employees and a wide variety of income ranges in the families of the district.

There are two unique aspects in Central Community High School District #71. The first is that C.C.H.S. is one of the few remaining high school districts in central/southern Illinois. The district enrolls students from eight surrounding elementary districts all with separate characteristics. Second, there is both a parochial high school and grade school located in Breese. Both schools have a significant enrollment of students. The combination of these two factors creates a dual administrative school district system and a district that coexists with a neighboring private high school and elementary system. These factors create a high school with characteristics that require efforts to assimilate students and maintain competitive academic and extracurricular programs.

The enrollment at C.C.H.S. has grown over the past fifteen years from 450 students to approximately 575 students. Some of this increase has resulted from growing community populations while some has developed from increasing percentages of students attending the public high school. Clinton County was recently noted as the thirteenth fastest growing county in the State of Illinois. The communities surrounding Central continue to see population increases, and new home construction continues to grace the district. C.C.H.S. receives a relatively small amount of its funding from state aid and thus the district relies heavily on personal property tax support. Due to the growth in the surrounding communities, overall growth continues to occur in Central's Equalized Assessed Valuation.

Central Community High School employs two administrators: a Principal and Superintendent. The school also employs forty-two certified teachers with over seventy percent of the certified staff members having earned their Master's Degrees, and several have continued in degree programs beyond the Master's level. All faculty members at Central meet the requirements of being highly qualified teachers according to recent No Child Left Behind Guidelines. There are also twenty-eight other additional non-certified employees including administrative assistants, teacher aides, maintenance and custodial workers, and extra-duty employees coaching various athletic activities.

Central's student population models the ethnically homogenous make-up of the communities it serves. Over 95.3 percent of the students at C.C.H.S. are of Caucasian background and 3.6 percent are Hispanic. Central's population has a 23.3 percent low-income rate, a mobility rate of 6 percent, and an attendance rate of over 96 percent. The average class size at C.C.H.S. is 16 students per class. All of these figures can be found in the school report card at www.centralcougars.org.

Central offers four curriculum levels for its students. The honors level contains courses that are designed for college prep students. These courses challenge students to work at an accelerated pace as they prepare themselves for college. Some of the honors classes are grade weighted. The general levels of classes are geared toward students who have attained basic skills and are working for higher competencies. The career and technical program is a sequence of classes designed to prepare students for vocational or technical careers. Students who participate in this sequence are also offered the opportunity to participate in job shadowing and apprenticeship activities. The remedial level assists students who are one or more grade levels below their age appropriate grade level. These courses are designed to close the gap and solidify the students' skills.

To graduate from Central, students must earn twenty credits and participate in physical education each year of high school. Students must successfully complete four credits in English, 2.5 credits in Social Studies (including a semester of American Government and a year of American History), three credits in Math, two credits in Science, one half credit in keyboarding, one half credit in health, one half credit in either Management of Resources or Economics, and one credit in Fine Arts. To encourage students to be well-rounded young people, Central also offers a variety of sports teams, musical activities, and extra-curricular clubs in which students may participate.

Central offers a challenging and rewarding educational experience for its students. The school, community, and district emphasize the importance of education and continually strive to make Central a more effective school.

Continuous Improvement Indicators

Assessed Indicators	Extent of Indicator met:
<p>1. The district's school improvement process will be aimed at student academic, physical, social, emotional, and behavioral development.</p> <p>2. The district will provided and maintain for schools the technology, training, and support needed for effective application of assistive technology.</p> <p>3. Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement and restructuring plan and its evolving needs.</p> <p>4. Instructional Teams meet for blocks of time sufficient to develop and refine units of</p>	<p>Central's school improvement process includes all aspects of a student's education. Through the school improvement process, Central has developed an Rtl program that assists identified students with academics and a Student Assistance Program (SAP) that assists identified students with behavioral expectations. In addition, Central successfully incorporated a student incentive program for the entire student body that addresses behavior, grades, and attendance.</p> <p>Time is built into in-service days to address technology and its use in the classroom to keep the most current technology available to all of the student body to assist in learning. As new technology is introduced at CCHS, the district provides training so the technology is used to its greatest capability. Currently, in-service time is devoted for the implementation of Google Classroom and use of newly purchased Chrome Books. In addition, planning is ongoing for CCHS to move 1:1 with Chromebooks in 2017-18.</p> <p>Professional development is ongoing at CCHS and is directly linked to student achievement by incorporating research-based instructional strategies, differentiated instruction, group lesson planning, and curriculum alignment and technology. The CCHS Administration is trained in supervision techniques to provide focused feedback for teachers working to improve their skills. All faculty and staff are trained on CPR and AED. In addition, CCHS has allotted professional development time for the 2016-17 school year to directly address technology; student Chromebook use and policy, Google Classroom, and the Qmlativ program.</p> <p>Time is provided for scheduled departmental meetings throughout the year for curriculum alignment/development. During this time, teachers discuss curriculum development and refine units of instruction; data is provided and analyzed in core</p>

instruction and review student learning data.

5. Instructional teams will develop standards-aligned units of instruction for each subject and grade level.

6. Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (IIB01)

curriculum areas. The Career and Technical Education Personnel have started their 2 year study cycle and prepare to make recommendations to the school board at the December 2016 meeting with a plan to fully implement in 2017-18.

CCHS is committed to the process of curriculum development. Time is provided for departments to meet on staff development days. During this allotted time, teachers meet to align curriculum with Common Core Standards. Training has also been provided in cross-curricular development in relation to literacy standards taught in all curriculums. For the 2016-17 school year, the school improvement team has requested that we implement a teachers-observe-teachers program. CCHS teachers will have the opportunity to observe teachers in our building and possibly other districts on an 11:30 dismissal day.

Currently post-tests at the end of units of instruction along with required semester exams were implemented to judge student mastery of the Illinois Learning Standards. Teachers identify student learning objectives to be mastered in a specific unit of instruction. Pre-tests and post-tests are then given to students in all classes in order to judge student mastery of the selected standards. Pre and post test data is part of each teacher's evaluation beginning 2016-17. This year, student growth will be examined and discussed during teachers' evaluation and will be recorded in the evaluation. A session for teachers that are to be evaluated has been added to assist with their preparation.

Professional Development

8/15/2016	Opening Meeting Duplicating/Printing/Copying Training First Aid / AED / CPR Training
8/16/2016	Student Performance Growth Sessions
9/02/2016	Subject Area meetings Qmlativ Refresher Training Session
10/07/2016	Google Classroom Training (3 levels offered - Novice, Intermediate, Advanced)
10/28/2016	Subject Area Meetings Google Training and Classroom Management
1/13/2017	Teachers Observe Teachers Opportunities
2/17/2017	Tri-County Institute
3/03/2017	Subject Area Meetings
3/31/2017	1:1 Implementation Policy Training
5/05/2017	End of year meeting Subject Area Meetings

Remediation Plan for At-Risk Students

Rationale

In order to promote student achievement, provide necessary educational services to “at risk” students, and fulfill the obligations mandated by recent Illinois State Board of Education guidelines, the School Improvement Team of Central Community High School has developed a Remediation Plan for students at our school.

Criteria

In order to identify students who are in need of academic remediation, specific criteria must be followed which identifies the need for additional services and assistance. All students, including those who are currently being educated under an Individualized Educational Plan, are subject to this determination. The criteria used to make the evaluation to designate remediation is as follows:

A student will be identified as in need of remediation by lacking the number of sufficient credits earned during a school year to progress to the next grade level of classification. Students must earn 5 credits in order to achieve Sophomore status, 10 credits to earn Junior status, and 15 credits to earn Senior status.

Remediation Services

Students identified by the above criteria as being in need of remediation will be referred to the following services:

1. “At Risk” List

Identified students will be placed on an “at risk” designation list for progress toward graduation and subject area reference. This list will be confidential and distributed to all staff members for use in administrative, guidance, and remedial purposes for the sake of the students’ success. The list will designate a need for increased counseling attention and increased communication with students, staff, and parents for the purpose of improved academic progress. Included in this will be a letter sent home to parents informing them of the list and services which could assist in remediation.

2. Referral to Tutorial Services

Students will be referred to tutorial services available at Central Community High School. This may include tutoring services offered through the Regional Office of Education grant programs such as the Perkins Tutorial Grant and Youth Development Grant Program. Other opportunities such as before or after school tutoring or peer tutoring may also be available.

3. Referral to Summer School

Central Community High School offers Summer School courses (based on need) through the Regional Office of Education that will provide an opportunity for students to regain status and earn credits in specific subject areas. Any student placed on the “At Risk” List is encouraged to attend Summer School courses as needed.

4. Enrollment in “Zero Period” Courses

Central Community High School will offer possible courses from 7:00 – 8:00 A.M. each school day that may fulfill credit opportunities for those students that are behind in specific subject areas. These “Zero Period” courses will only be offered based upon demand shown by registration requests of students necessary to justify their existence. The course(s) that are offered will require students to provide their own transportation, attendance, and requirements as any other part of the C.C.H.S. curriculum.

5. Other Services

Students in need of remediation can also be referred to other services as needed and appropriate to the individual situation. Examples include but are not limited to the following: Alternative School placement, Illinois Virtual High School, Correspondence Courses, and other services as appropriate.

Student Assistant Program (SAP)

The Student Assistance Program will identify and assist students in the following areas that affect a student's success in school: behavior, attendance, health, and academic performance. Central has two SAP teams each consisting of administration, the school nurse, school counselors/social workers, the in-school suspension supervisor, guidance counselors, special pops teachers, regular education teachers, Kaskaskia Special Education District school psychologist, and the Response to Intervention tutors. Each team will meet every two weeks beginning in mid-September.

The SAP team will follow a 4 step process. Step 1 is the referral process. A student can be referred to the SAP team by any personnel of CCHS by completing some forms and turning them in to the Guidance Department. In Step 2, the SAP team will review the referral to determine student qualification in the program. If the student qualifies, the team will assign an advocate to the student. The advocate will collect more data concerning that student and provide the team with a summary report. In Step 3, the team will review all the data presented by the advocate and brainstorm to create an action plan specific to this student that will address the reasons for the student's referral. In Step 4 the team will monitor the action plan and make adjustments to it as needed.

Response to Intervention (R.T.I.)

Central's Response to Intervention program is designed to provide curricular interventions in reading comprehension and mathematics for students identified through universal testing, teacher recommendations, subject letter grade, and attendance. The purpose of the program is to bring the student up to the grade appropriate academic standard in the specified learning deficiency. It is a supplemental learning program to the student's regular Language Arts and/or Math class. The student is assigned a study hall during the semester(s) of R.T.I. assignment.

Incentive Program

Central's Incentive Program is a reward system in which students can qualify for a "ME DAY". There are 3 criteria students must meet to qualify per semester;

1. Attendance rate of 97%
2. 1 detention or less with no disrespect/academic dishonesty or suspensions
3. Cumulative (all classes) GPA of B- of 2.67.

When a student meets all three criteria, a ME Day is awarded the following semester which means they can have a parent request a day and it will not be counted as an absence and will be excused.

Parental Involvement and the School Community Council

Central Community High School has always encouraged parental involvement in the academic progress and overall development of student success. It is our philosophy that a valuable educational experience requires a partnership between home and school. Consistent encouragement and support for the value of education is essential in preparing students to become lifelong learners and productive members of society. We have taken steps to enhance this philosophy and move in a direction that can make the partnership to benefit students even stronger.

A panel of parents and C.C.H.S. staff members reviewed our policies and programs in an effort to generate ideas for improving parental involvement. In the fall of 2011, the C.C.H.S. School Community Council was created in an effort to include parents and the community in the goals and direction of the school. The belief is that by working together, the parents and the school can create an environment for improved student achievement.

Throughout School Community Council discussions, we have found the level of parental support for Central is strong. Student character, respect, and civility are traits that attest to this point. There is a sense of pride in the school among the students, faculty, and community. We believe the school in general provides leadership for student performance and the members of our staff communicate effectively with parents. We also found that parents would like to see more proactive communication and even greater efforts in support of students. The Needs Assessment Surveys completed in spring of 2012 and 2013 indicate that parents desire a higher level of participation within Central Community High School; therefore, it is imperative that this council thrive as a viable, integral part of the Central community.

The SCC is composed of school administrators, faculty members, and a contingent of parents. This council meets quarterly on the first Monday of the month. The goal of these meetings is to generate idea to develop a series of programs and activities aimed at topics which can assist parents in establishing methods at home that help students succeed. Over the past two years, the SCC has hosted Community Education Programs on College Planning and Preparedness, Technological and Digital Safety, Healthy Living and Lifestyles, Drug and Alcohol Awareness, Bullying and Harassment, Household Management, and a variety of topics. Future programs for the 2016-2017 school year are currently being planned.