

JOLIET WEST HIGH SCHOOL

School Improvement Plan 2007

Board Approval Date:	4/15/2008
Plan Submission Date & Ref No:	4/22/2008 - SIP07 - 002036
ISBE Monitoring Completed:	5/8/2008

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 560992040170003

District Name: JOLIET TWP HSD 204

Superintendent: DR PAUL SWANSTROM

District Address: 201 E JEFFERSON ST

City/State/Zip : JOLIET, IL 60432 2848

District Phone : (815) 727-6970

District Email : pswanstrom@jths.org

School Name : JOLIET WEST HIGH SCHOOL

Principal :CHERYL MCCARTHY

School Address : 401 N LARKIN AVE

City/State/Zip : JOLIET, IL 60435 6682

School Phone : (815) 727-6940

School Email : cmccarthy@jths.org

Is this for a Title I School? No

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	Restructuring Implementation
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	98.0	Yes	98.0	Yes	58.7		Yes	47.2		No			84.6	Yes
White	98.5	Yes	98.5	Yes	69.5		Yes	60.6		Yes				
Black	96.9	Yes	96.9	Yes	35.6	38.8	Yes	12.6	22.3	No			81.3	
Hispanic	97.8	Yes	97.8	Yes	47.1		Yes	41.4	39.6	Yes			77.6	
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	93.8	Yes	93.8	Yes	10.6	23.3	No	10.6	15.9	No			96.1	
Economically Disadvantaged	98.1	Yes	98.1	Yes	35.8	33.2	Yes	23.3	23.1	Yes			76.9	

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Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

Schools are not accountable for AMAO. This is a district level requirement only.

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Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	91.7	91.4	91.1	90.0	91.0	92.3
Truancy rate (%)	0.0	0.0	0.0	0.0	1.1	1.6
Mobility rate (%)	10.2	7.1	10.6	8.1	9.8	8.2
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	84.4	88.4	84.5	86.2	87.4	84.6
HS dropout rate, if applicable (%)	2.3	3.1	2.4	2.4	2.4	2.2
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	2,011	2,146	2,257	2,392	2,418	2,584
Economically disadvantaged (%)	42.3	37.1	37.5	38.4	38.3	35.7
Limited English proficient (LEP) (%)	1.7	3.9	3.9	4.5	2.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	55.9	55.2	52.8	51.4	50.1	47.3
Black, non-Hispanic (%)	29.9	29.3	30.3	30.8	28.4	29.6
Hispanic (%)	11.6	13.1	14.7	16.2	18.5	20.2
Native American or Alaskan Native (%)	0.4	0.4	0.2	0.2	0.2	0.1
Asian/Pacific Islander (%)	2.1	1.9	2.0	1.5	1.2	1.2

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Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	55.9	29.4	12.3	2.2	0.3	-
	2002	55.9	29.9	11.6	2.1	0.4	-
	2003	55.2	29.3	13.1	1.9	0.4	-
	2004	52.8	30.3	14.7	2.0	0.2	-
	2005	51.4	30.8	16.2	1.5	0.2	-
	2006	50.1	28.4	18.5	1.2	0.2	1.7
	2007	47.3	29.6	20.2	1.2	0.1	1.6
D I S T R I C T	2001	44.0	30.4	23.5	1.7	0.3	-
	2002	43.1	31.0	23.9	1.7	0.3	-
	2003	41.6	30.6	26.2	1.4	0.3	-
	2004	40.3	30.9	27.4	1.3	0.2	-
	2005	38.7	31.6	28.4	1.0	0.3	-
	2006	38.3	29.7	30.1	0.8	0.3	0.8
	2007	37.1	29.3	31.7	0.8	0.2	0.9
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

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Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	2.2	39.4	95.2	91.9	11.7	-	-	2.9	81.4
	2002	1.7	42.3	98.2	91.7	10.2	-	-	2.3	84.4
	2003	3.9	37.1	100.0	91.4	7.1	-	-	3.1	88.4
	2004	3.9	37.5	100.0	91.1	10.6	-	-	2.4	84.5
	2005	4.5	38.4	100.0	90.0	8.1	-	-	2.4	86.2
	2006	2.0	38.3	100.0	91.0	9.8	25.0	1.1	2.4	87.4
	2007	-	35.7	100.0	92.3	8.2	40.0	1.6	2.2	84.6
D I S T R I C T	2001	6.3	53.1	97.8	91.2	8.1	-	-	3.0	79.0
	2002	7.7	56.3	99.1	91.2	8.0	-	-	2.7	80.4
	2003	15.4	54.3	100.0	89.7	7.0	-	-	3.3	81.5
	2004	11.1	55.5	98.8	90.7	8.5	-	-	3.2	83.4
	2005	11.9	57.2	100.0	88.6	9.1	210.0	4.3	3.3	79.3
	2006	7.8	55.2	100.0	89.8	9.3	53.0	1.1	3.3	78.7
	2007	8.8	51.6	100.0	90.4	8.1	62.0	1.2	3.8	77.2
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

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Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	1,942	-	-	-	-	-	-
	2002	2,011	-	-	-	-	-	477
	2003	2,146	-	-	-	-	-	564
	2004	2,257	-	-	-	-	-	506
	2005	2,392	-	-	-	-	-	524
	2006	2,418	-	-	-	-	-	538
	2007	2,584	-	-	-	-	-	494
D I S T R I C T	2001	4,332	-	-	-	-	-	951
	2002	4,534	-	-	-	-	-	1,144
	2003	4,779	-	-	-	-	-	1,215
	2004	4,993	-	-	-	-	-	1,131
	2005	5,165	-	-	-	-	-	1,082
	2006	5,120	-	-	-	-	-	1,075
	2007	5,278	-	-	-	-	-	874
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

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Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	280.0	14.6	54,260	38.2	60.8	-	21.3	-	-
	2002	295.0	14.0	54,652	44.4	54.6	-	21.7	0.3	-
	2003	313.0	13.6	56,396	46.1	53.3	-	21.7	0.3	0.9
	2004	304.0	13.8	58,684	44.1	54.6	-	22.5	0.3	-
	2005	300.0	13.2	62,010	44.2	54.1	-	23.8	1.0	-
	2006	322.0	11.6	60,777	44.7	53.4	-	21.7	0.6	-
	2007	332.0	10.9	60,895	45.8	52.7	-	21.5	1.2	2.0
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

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Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	50.5	50.3	55.4	51.3	55.1
White	64.0	67.0	71.2	63.0	70.1
Black	26.0	28.9	26.1	30.7	28.4
Hispanic	45.4	28.1	48.0	41.1	43.7
Asian/Pacific Islander	20.0	30.0	50.0	-	-
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-
LEP	-	-	-	-	-
Students with Disabilities	3.7	8.2	7.3	11.4	7.4
Economically Disadvantaged	27.4	29.7	31.1	21.9	32.9

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Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	42.2	37.9	41.7	38.7	42.7
White	56.9	54.5	59.6	51.4	58.9
Black	16.5	14.1	14.8	12.9	9.5
Hispanic	28.1	18.3	20.0	28.2	37.9
Asian/Pacific Islander	50.0	40.0	60.0	-	-
Native American	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-
LEP	-	-	-	-	-
Students with Disabilities	3.7	7.7	1.8	3.2	5.6
Economically Disadvantaged	18.0	16.4	23.0	12.3	21.7

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Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

The longitudinal school report card data indicates that although our school is not making adequate yearly progress we are making significant improvements. In 2003 we did not make AYP in thirteen categories, in 2004 we did not make AYP in eleven categories, in 2005 we did not make AYP in eight categories, in 2006 we did not make AYP in six categories and in 2007 we did not make AYP in four categories.

Our Adequate Yearly Progress Report for 2007 indicates that we did not make adequate yearly progress in Mathematics for the disaggregate subgroups of All, Black, and Students with Disabilities. It also indicates that we did not make adequate yearly progress in Reading for the disaggregate subgroup of Students with Disabilities.

Our Adequate Yearly Progress Report for 2006 indicates that we did not make adequate yearly progress in Mathematics for the disaggregate subgroups of All, Black, Students with Disabilities and Economically Disadvantaged. It also indicates that we did not make adequate yearly progress in Reading for the disaggregate subgroups of Students with Disabilities and Economically Disadvantaged.

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Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

The majority of our Black, Students with Disabilities, and Economically Disadvantaged students enter high school below grade level in reading and mathematics. Although there are eight public schools that matriculate into Joliet West, the majority of students enter our school from Hufford Junior High School and Troy Middle School. The largest number of White students is from Troy Middle School, the largest number of Black students comes from Hufford Junior High School, and the largest number of Hispanic students comes from Gompers Junior High School.

According to the Yearly Progress Table for Hufford Junior High School, only 49.8 % of Black students met or exceeded state standards and 21.6 % of Students with Disabilities met or exceeded state standards in reading. For mathematics, 58% of Black students met or exceeded state standards and 33.9% of Students with Disabilities met or exceeded state standards. After analyzing the data from each school, it was apparent that White students out perform Black, Hispanic, Students with Disabilities, and Economically Disadvantaged students from each feeder school.

Factors that contribute to the mathematics results include the following: students enter High School below Level 5 on the ACT WorkKeys Applied Mathematics Assessment and never progress from those levels, students perform poorly due to course enrollment patterns, students are not mastering the mathematics curriculum within a traditional 55-minute class period and students are not mastering the curriculum through traditional methods of instructional delivery.

For Students with Disabilities, gains in achievement are minimal due to social and emotional concerns that adversely affect academic performance. In addition, they are not learning the skills needed to comprehend, internalize, analyze, and evaluate what they read and they are not exposed to the type of questions found on the PSAE reading and math tests because a majority of our special education students have not been placed in the least restrictive environment as compared to the state averages.

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Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

It is clear that all students need to be enrolled in a College Preparatory curriculum in order to meet state standards as measured on the PSAE. Access to a rigorous core curriculum must be a top priority for Students with Disabilities. Joliet West must follow the District's Five-Year Special Education Plan which works to move from a very restrictive environment to a more inclusive environment. Regular education teachers will need staff development to meet the instructional needs of the special education students in the least restrictive environment.

Students who enter high school deficient in reading and mathematics require additional time and resources to meet the requirements of a rigorous College Preparatory curriculum. Resources include technology which provides student opportunities to learn in many different modalities.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

Joliet West utilizes the EPAS testing system by ACT to locally assess students. Students are given the EXPLORE assessment in October of the 8th grade year. The results are used to determine those students needing extra help and to determine which students may be eligible for Honors placement. In April the freshman students take the EXPLORE, the sophomore students take the PLAN while the Juniors take the Prairie State Achievement Exam.

We use the data from the EPAS system to track student progress from their Freshman year to their Junior year. We analyzed charts that show the performance of the ethnic/racial subgroups for the Class of 2006, Class of 2007, and Class of 2008. This data is consistent with our school report card data.

Upon examination of this data it is important to note that the subgroups generally enter high school with the same mean score on the Explore assessment for the Class of 2006, Class of 2007, and Class of 2008. All classes and subgroups make gains consistent with the predicted ACT composite score range. The Class of 2008 experiences the most gain from the Explore assessment to the ACT assessment. It is important to note that the Class of 2008 was the first class to experience some of the high school reform initiatives. We predict that the Class of 2009 should experience even greater gains as the reform initiatives continued.

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

ACT has defined the following scores as a readiness for High School indicator: English-13. Math-17 and Reading-15. Because ACT is a major component of the PSAT students scoring below these benchmarks enter high school academically ill-prepared. As evidenced by the data Black and Hispanic students on average under perform as compared to their White peers.

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Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

Students who enter high school deficient in reading and mathematics require additional time and resources to meet the requirements of a rigorous College Preparatory curriculum. Resources include technology which provides student opportunities to learn in many different modalities.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

Joliet, the major population center and county seat in Will County, is one of the nation's fastest growing regions and has an evolving sense of identity. Once a blue-collar, industrial and farming center, it is now being reshaped by a commuter-driven housing boom, a growing list of tourist attractions, and the transportation/distribution industry.

The working class continues to be reflected in the fact that youth, ages 16-19, are very focused on entering the job market. Employment, both full and part-time, among the members of this age group in Will County is well ahead of state averages. For example, in Will County, 50% of all teens in this group have jobs. In nearby Cook County, the percentage slips to 36%. Of those enrolled within the City of Joliet (Joliet Township High School district covers parts of three other towns and some unincorporated areas), the percentage of students with jobs stands at 48%. The statewide average is 41%, according to US Census 2000 data.

The Illinois Criminal Justice Information Authority statistics show that Will County teens rank above the state averages in terms of school suspensions and expulsions. Likewise, with regard to alcohol usage, the Illinois Department of Human Services reported in a 2002 survey that while statewide averages dropped, the number of Will County eighth graders who reported using alcohol actually increased. The state average dipped to 35% while the Will County number grew to 50%.

A community characteristic that cannot be overlooked is the area's population growth. While the growth is obvious in Shorewood and now the Elwood area, the most striking example is found within the City of Joliet. Census figures show that the population grew from 77,950 in 1980, to more than 145,803 (2005 Special Census). Factors driving this residential growth include a strong local economy that has created 6,360 new jobs since 1985. Also, the relatively low cost of housing has spurred commuter growth. Joliet is now considered an "exporter" of white-collar jobholders.

Economically, the Joliet community has shown growth and a strong balance among industries. There are six major employers with 1400 or more employees. Two local casinos are the largest county employers with 4000 employees; two area hospitals follow with 3,830 employees; Caterpillar is the largest manufacturing employer with 3,000 employees; and the Will County Government employs 1400.

These businesses along with local real estate taxes create local tax revenues of \$52,510,308 for the district. This represents 71% of all district income (opposed to a statewide average of 58.8%), and makes JTHS significantly more dependent on the voting patterns of local residents.

Although new jobs are being created within the city, the Workforce Investment Board of Will County reports, "The percentage of all jobs is growing while the number of jobs in manufacturing is declining. Nurturing higher-wage service jobs will be important to the county's future." According to the report, manufacturing jobs held fairly steady at 19,000 between 1991 and 2001. Meanwhile, lower-paying service jobs nearly doubled from 20,930 to 39,465, in the same time frame. It is worthy to note that the manufacturing jobs used to represent 35% of the counties overall wages. That figure is now less than 25%. The service industry represented 22% of the wages in 1991 and now accounts for less than 26% of the wages, despite the jump in overall jobs.

Another characteristic of the JTHS community is its growing minority population. According to the City of Joliet City Profile 2007 report, Joliet residents of Black and Hispanic origin made up only 18.2% and 18.4% of the overall population, respectively. Joliet West's student population is comprised of 29.6% Black and 20.2% Hispanic.

Research by the Workforce Investment board reports that "nearly 7,735 immigrants of Hispanic origin relocated in Will County between 1995 and 2000. While this represents a fairly small number when compared with the rest of the region, it is very significant in terms of its impact on the grade school and high school districts."

In terms of safety, the City of Joliet reports a decrease in major crimes for each of the past five years. However, gang activity is still a very serious concern. Police estimate that one in three Joliet teenagers are affiliated with gangs, and it is a major concern within the district buildings to keep those influences outside the JTHS doors.

Recently the Joliet Community passed a school referendum. This measure will allow the district to restore campus-based sports programs. The Joliet Township High School District currently operates only one full sports program for a student body of more than 5,000, thus limiting athletic opportunities. A campus-based sports program will begin with the class of 2012.

Overall, JTHS serves students from 33 different public and parochial grade schools. Of course this means serious strides must be made in articulation efforts, but it has been a long-held belief that JTHS is a model melting pot of an ethnically rich and diverse community. Joliet was once a city divided by churches of various nationalities but has evolved into a city that is now divided only by traditions of family involvement in education. While the parochial schools guarantee some partnerships through the cost of tuition, the public schools constantly struggle to keep families involved with their sons' and daughters' educational needs.

Will County is one of the fastest growing counties in the area. Joliet West High School has experienced increased student enrollment as a result of the housing boom. School enrollment has increased by 629 students since 2001. To accommodate the growth, 35 classrooms and a larger cafeteria were added to the building. In addition, four science laboratories were remodeled so that larger class sizes could be accommodated. Even with the additions, the school is intended to house just over 2500 students. The nearly 2700 students affect the resources for the school and class sizes. Resources such as the Media Center and Computer Labs are strained to meet the needs of all

students. The physical education department maximizes every available space to accommodate all students. Science laboratories must be creatively scheduled to meet the needs of all science classes. As the enrollment grows, we will continue to face new challenges.

Students matriculate into Joliet West from at least ten different settings. A great majority of the students enter high school below grade level. The approximate percentages of students for the Class of 2008 are: Dirksen (7%), Gompers (6%), Hufford (19%), Laraway (1%), Minooka (0.5%), Rockdale (0.6%), Troy (41%), Washington (3%), alternative settings (3%), and parochial schools (6%). Dirksen, Gompers, Hufford, and Washington are all on Academic Watch Status. Troy is on Academic Early Warning Status. Laraway, Minooka, and Rockdale are making adequate yearly progress, but they only account for approximately 13 students entering our school each year.

The largest population enters from Troy Middle School. According to the 2007 School Report Card, Troy Middle School reports adequate yearly progress for all subgroups in reading and math. When analyzing how Troy Middle School students from the Class of 2008 performed when taking the Prairie State Achievement Exam, the percent of students meeting/exceeding standards drops slightly from the eighth grade year. This may be attributed to the difference in the rigor of the ISAT versus the PSAE.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

Although our associated elementary school districts made significant gains in both reading and math, the Illinois Standards Achievement Test data still indicates a lower percentage of students in the subgroups of Black, Hispanic, Economically Disadvantaged and Students with Disabilities meeting or exceeding standards. Although there are eight public schools that matriculate into Joliet West, the majority of students enter from Hufford Junior High School and Troy Middle School. The largest number of White students comes from Troy Middle School, the largest number of Black students comes from Hufford, and the largest number of Hispanic students comes from Gompers Junior High School. Of the students who took the ISAT test in their eighth grade year at Hufford, only 30% of Black students met or exceeded reading standards in the 2000-2001 school year. With the exception of one year, this trend continued throughout the 2003-2004 school year. Although still not meeting AYP in reading or math in 2006, 49.8% of Hufford's Black population did meet or exceed state standards in reading. Of the Hispanic students who took the ISAT test in their eighth grade year at Gompers, 40% met or exceeded reading standards in the 2000-2001 school year. This trend continues throughout the 2003-2004 school year. Gompers Junior High Hispanic population experienced growth in the 2006 test with 55% meeting or exceeding in reading. After analyzing the data, it is apparent that although Black and Hispanic students are making gains, White students outperform Black and Hispanic students from each feeder school.

Of the students who took the ISAT test in their eighth grade year at Hufford, only 11% of Black students met or exceeded math standards in the 2000-2001 school year. The scores ranged from 26%, 33%, and 15% meeting or exceeding throughout the 2003-2004 school year. In 2006, 58% of Black students met or exceeded in math. Of the Hispanic students who took the ISAT test in their eighth grade year at Gompers, 18% met or exceeded math standards in the 2000-2001 school year. The scores ranged from 24%, 29%, and 41% meeting or exceeding throughout the 2003-2004 school year. In 2006, 72% of Hispanic students met or exceeded in math. After analyzing the data, it is apparent that White students outperform Black and Hispanic students from each feeder school. Although special education students from Troy score higher than the other feeder schools, the percentage of the majority of special education students who are meeting or exceeding standards on the ISAT in math and reading was consistently under 50%.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

The community that represents Joliet West High School is committed to ensuring that every student acquires and applies the necessary attributes to compete and contribute positively to society by providing a rigorous and relevant educational program in a safe environment through a quality, caring and dedicated staff. To that end, the campus began the work of the No Child Left Behind legislation before it was enacted.

We first began our journey of high school reform during the 2000-2001 school year. Stakeholders from the entire educational community engaged in the strategic planning process. The team included students, parents, community leaders, business members, educational experts, certified staff members, non-certified staff members, and building and district level administrators. This team was charged with analyzing school and community data, using that information to write a mission statement, and to develop District goals and strategies. Once the strategic planning team identified the objectives and strategies germane to the District's educational community, subcommittees of stakeholders were formed for each objective and its relevant strategies. Each subcommittee was given the task of creating action plans for implementation of the objectives. The subcommittees addressed the means by which the district could realize the strategic plan's objectives and strategies within the school environment. Each subcommittee then presented its action plans to the Strategic Planning Committee, who in turn created an implementation timeline. An examination of the goals, strategies and action plans made it clear that implementation of the strategic plan would require an investigation into school reform.

During 2002-2003, a new committee of stakeholders, the Reform Committee began researching school reform models for high schools. Only a few high school reform models existed at that time. The committee researched America's Choice, Talent Development High School, Modern Red SchoolHouse, READ180, and High Schools That Work (HSTW). The entire school year was spent gathering and sharing information, networking with schools using the reform models, and evaluating the models against the objectives and strategies in the District's Strategic Plan. The committee narrowed the search to three models: America's Choice, Talent Development High School, and HSTW. The differences and similarities were listed for each model and each was scrutinized against the strategic plan. The HSTW model differs from the other models in that it does not stipulate a prescribed or "canned" curriculum. The Reform Committee members, knowing the District had recently aligned its entire curriculum with state standards, recognized the benefits of a non-prescriptive approach to school reform and thus, reached a consensus that the HSTW model would be the "best fit" for the district. The research information was shared with the entire faculty and school community. Members of the school community were selected to attend the National HSTW Conference to increase their knowledge base of the HSTW reform model. In addition, the members were charged with answering questions raised by the faculty and community and then with making a recommendation, one way or the other, regarding the HSTW reform model. The attendees

deliberated throughout the conference and returned with a recommendation to sign a contract with HSTW. The recommendation was first made to the Superintendent and then to the Board of Education. Final approval for the HSTW model was secured in the summer of 2003.

Joliet West High School is presently in the fifth year of the HSTW contract. The graduation requirements have become more rigorous. We have begun to provide extra support classes for students with needs, and we instituted an Advisory program starting with the freshman Class of 2008. A Freshman Academy was instituted in the 2005-2006 school year with smaller learning communities following in the year 2006-2007. The purpose of the smaller learning communities is to provide students with relevance for the content areas and to provide a venue in which students have an opportunity to develop relationships within the educational communities.

We realize that many challenges exist as we strive to meet the objectives set forth by the District's Strategic Plan and the rules and regulations of the No Child Left Behind legislation.

Another challenge for Joliet West is engaging the families and community in educational experiences at the high school level. Research has shown that the families of the lowest performing students are disengaged and disenfranchised with schools. Many families in the district do not have the time necessary for the intense monitoring of their child's education. Also, many families need support from the schools for issues other than academic achievement.

The good news is that staff and students at Joliet West do not ignore challenges but face them directly. This plan reflects many scientifically based reform initiatives that have proven to improve student performance. We are setting the expectations very high for all students that enter our school. Each student will complete a college preparatory curriculum. We will provide students with extra support in literacy and numeracy during the summer, during the school day, and after school. The Class of 2009 will be the first class to experience our Freshman Academy in which teachers will team together to provide each student with a rigorous and relevant interdisciplinary curriculum. Students will begin thinking about careers in their freshman year so they can choose a career academy path for their sophomore, junior, and senior year. Our advisory program will insure that every child is provided with personalized attention and will be able to make personal connections with adults in the school. Finally, we will continue to work with families and the community to ensure that the students in our district are performing at the same level if not higher than other students across the state of Illinois.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

In 2006, district teachers had an average of 11.6 years of teaching experience while the state average was 13.0 years of teaching. The average years of teaching experience has decreased by 3.0 years between 2001 and 2006. Forty-nine percent of the current teachers at Joliet West have non-tenure status. In 2006, 53.4 percent of teachers in the district had earned a master's degree, compared to 60.8 percent in 2001.

A challenge for our school is the lack of role models to correspond with our diverse population. The demographics of our teaching staff does not currently reflect those of the student population. Although great effort is devoted to recruit minority candidates to our school, it has been difficult to find minority teachers that are qualified in our areas of need. The current demographics of the district teaching staff are 86.4% White, 6.9% Black, and 4.5 % Hispanic. Although we understand the importance of having a teaching staff that reflects the diversity of our student population, we have struggled to attract minority teaching candidates.

This data tells us that our staff consists of a large number of white, young, inexperienced teachers who may struggle to relate to our diverse student population.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

Non-tenured teachers often lack the requisite knowledge and experience to design and deliver rigorous and engaging lessons.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

We must continue to refine and implement comprehensive staff development, mentoring, and induction programs to provide inexperienced teachers with the knowledge, resources, and skills they need to become effective teachers.

We must utilize our content specialists to assist our non-tenured teachers in designing and delivering rigorous and engaging lessons that ensure our students obtain proficiency in the advanced levels of reading and mathematics.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

The School Improvement Team uses the input we receive from the parent organizations, parental surveys, and individual parents to help shape our plan and policies. Although we have numerous opportunities for parents to be involved and provide input to our academic programs, the same families tend to take advantage of the opportunities. Our data shows that we need to encourage and develop programs that reach out to our Black and Hispanic parents.

Examples of parent communication and/or involvement include:

- Monthly Parent Organization Meetings
- Band Booster Club
- Orchestra Booster Club
- Vocal Booster Club
- Monthly Parent Newsletters
- Progress Reports
- Report Cards
- School Website
- Academic Medallion Awards
- Freshman Academy Awards
- Senior Awards
- College Information Night
- ACT Testing Workshop
- Freshman Academy Parent/Teacher/Student Orientation
- Career Academy Parent Presentation
- Job Shadowing Presentation
- Dual Enrollment Presentation
- District Discipline Committee
- Parent/Team Conferences
- Open House

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

No one method of parent involvement works for all subgroups and research has proven that parental involvement has a positive impact on student performance.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

We need to develop a plan to reach out to the parents/guardians of our Black students.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

The key factors that are within our capacity to change or control include:

- Move special education students from instructional special education classes to general education classes.
- Eliminate non-College Preparatory courses for all students completing a rigorous College Preparatory curriculum.
- Provide a summer bridge program for students who enter high school below grade level as identified through their Explore score(s).
- Provide support during the regular school day for students who enter high school below grade level in reading and mathematics as identified through their Explore score.
- Establish small learning communities to provide a relevant curriculum so that student engagement increases.
- Provide an advisement system to monitor student attendance, grades, and discipline so that all students can be successful in our school environment.
- Provide support outside of the regular school day for students who need extra assistance in mathematics or in recovering credit for a failed course.
- Provide training for staff, parents, and community members to address cultural diversity within the smaller learning communities and its implication for our high school and student achievement.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

The following areas of deficiency have been identified from the most recent AYP Report for your school:

1. Students with disabilities are deficient in Reading Meets and Exceeds
2. School is deficient in Mathematics Meets and Exceeds
3. Students with disabilities are deficient in Mathematics Meets and Exceeds
4. Black students are deficient in Mathematics Meets and Exceeds

Schools are not accountable for AMAO. This is a district level requirement only.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part A. Objective 1

Title : Reading Achievement for Students with Disabilities

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Our current achievement in reading for Students with Disabilities is 10.60% meeting/exceeding for Reading on the PSAE. This subgroup will make AYP of at least 62.5% (or safe harbor) in 2008 and 70.05 (or safe harbor) in 2009.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part A. Objective 1

Title : Reading Achievement for Students with Disabilities

This objective covers the following AYP deficiency areas.

1. Students with disabilities are deficient in Reading Meets and Exceeds

Schools are not accountable for AMAO. This is a district level requirement only.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Reading Achievement for Students with Disabilities

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Decrease the number of Special Education students in instructional special education classes and increase the number of special education students educated in the general education environment. (Co-teachers)	June 2007	June 2009	During School	Local Funds	300,000
2. Special Education students identified in need of reading support through the IEP process will be enrolled in a 55 minute reading class which will utilize Read 180 and Reading Counts.	June 2007	June 2009	During School	Local Funds	60,000
3. Special Education students in the General Education setting who score below a 12 on the Explore reading assessment will be enrolled in a 55 minute Literacy Support class.	June 2007	June 2009	During School	Title I	60,000
4. Special Education students will be given a novel to read over the summer and complete an assignment on that novel during the first week of school.	June 2007/June 2008	August 2007/August 2008	Summer School	Other	2400
5. The number of novels read in the English Special Education Curriculum will increase by two novels.	June 2007	June 2009	During School	Local Funds	2400
6. Incorporate WorkKeys "Reading for Information" skill development in the Special Education Reading and English classes.	June 2007	June 2009	During School	Local Funds	0

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. Continue SSR (School-wide Silent Sustained Reading) twice a week for a minimum of twenty-five minutes each time.	June 2007	June 2009	During School	Local Funds	3000
8. Provide an ACT/WorkKeys Preparation program for students in their Junior year.	February	April	After School	Other	1500
9. Incoming freshmen who score below a 12 on the Explore assessment will be invited to attend a six week summer bridge program. The instructional strategies are research based and focus on literacy skill development.	June 2007/June 2008	July 2007/July 2008	Summer School	Other	20,000
10. Establish Listening Centers in the Literacy Support classes.	June 2007	June 2009	During School	Title I	4000
11. Schedule freshman teachers to a team that includes core content teachers and one Reading Specialist. The Reading Specialist provides the essential skills and resources enabling the students to be successful in the College Prep curriculum.	June 2007	June 2009	During School	Title I	300000

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Reading Achievement for Students with Disabilities

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Teachers will participate in WorkKeys/ACT Reading training.	September 2008	November 2008	Before School	Other	0
2. The Literacy School Improvement team will provide monthly training in best practice literacy strategies.	September 2008	June 2009	Before School	Title I	1600
3. Teachers will meet with Advantas Consulting to review the literacy program effectiveness as measured by student performance on the Scholastic Reading Inventory, Gates-MacGinitie Reading Inventory, EPAS reading assessments, and core course passage rates.	January 2008	Janurary 2008	During School	Other	0
4. All first year teachers will participate in Project CRISS training, with a focus on specific reading strategies for students.	June 2007	June 2009	During School	Local Funds	0
5. Provide Project Choices staff development training for every co-teacher during the summer and throughout the school year.	June 2007	June 2009	Summer School	State Funds	19,200
6. Provide on-going training for the WalkThrough Committee on identification of effective reading strategies in all classrooms.	August 2007	June 2009	Summer School	Title I	7000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. Five teachers will attend and participate in the HSTW Conference session on six essential skills that ensure reading comprehension and higher-order thinking skills for all students.	July 2008	July 2008	Summer School	Title I	2725
8. Six teachers will attend and participate in the Illinois Reading Council (IRC) Conference.	March 2008/March 2008	March 2008/March 2009	During School	Other	1500

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Reading Achievement for Students with Disabilities

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parents will attend a Freshman Academy orientation session that will outline the expectations of the Freshman Academy program.	August 2007/August 2008	August 2007/August 2008	After School	Title I	200
2. Provide Open House forum for all parents to meet with teachers and discuss and gather input about educational programs.	October 2007/October 2008	October 2007/October 2008	After School	State Funds	0
3. Continuation of School Improvement monthly parent meetings. (JWPO)	June 2007	June 2009	After School	Other	0
4. Provide training on Home Access Center for all parents.	September 2008	September 2008	After School	Other	0
5. Provide ACT Reading and Writing Workshop for all parents.	December 2007 2008	December 2007 2008	After School	Title I	50

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Reading Achievement for Students with Disabilities

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Student achievement data on standardized tests and local assessments (using Just 5 Clicks) will be analyzed by a variety of teams to determine if the strategies and activities have a positive impact on the achievement of "Students with Disabilities" in the area of Reading. The Core School Improvement Team and the Large School Improvement Team will meet monthly to monitor the progress on the action plans. The Building Leadership Team will meet weekly to ensure implementation of the action plans.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Lynn Vaughn	Curriculum Director for English
Erika Rock	Coordinator of Special Services
Karen Paul	Academy Coordinator

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part A. Objective 2

Title : Mathematics Achievement for all Students

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

Our current achievement in mathematics is 47.2% of All, 12.6% of Black, and 10.6% of Students with Disabilities meeting/exceeding on the PSAE. We will increase our percentage of all students meeting/exceeding in mathematics to 62.5% for 2008 and 70% for 2009. In addition, we will make Safe Harbor in the sub-groups of Black students and Students with Disabilities.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part A. Objective 2

Title : Mathematics Achievement for all Students

This objective covers the following AYP deficiency areas.

2. School is deficient in Mathematics Meets and Exceeds
3. Students with disabilities are deficient in Mathematics Meets and Exceeds
4. Black students are deficient in Mathematics Meets and Exceeds

Schools are not accountable for AMAO. This is a district level requirement only.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Mathematics Achievement for all Students

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Decrease the number of special education students in instructional special education classes and increase the number of special education students educated in the general education environment. (Co-teachers)	June 2007	June 2009	During School	Local Funds	150000
2. Special education students identified in need of math support through the IEP process will be enrolled in a 55 minute special education math support class.	June 2007	June 2009	During School	Local Funds	60000
3. Special education students in the general education setting and regular education students who score below a 12 on the Explore Mathematics assessment will be enrolled in a 55 minute Algebra 1 support class.	June 2007	June 2009	During School	Title I	105000
4. Special education students in the general education setting and regular education students who are identified by performance in Algebra 1 will be enrolled in a 55 minute Algebra 2 support class.	June 2007	June 2009	During School	Title I	105000
5. Special education students in the general education setting and regular education students who are identified by performance in Algebra 2 will be enrolled in a 55 minute Geometry support class.	June 2007	June 2009	During School	Title I	105000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
6. Teach and assess mathematics WorkKeys problems weekly in all mathematics classes.	June 2007	June 2009	During School	Other	0
7. Provide an ACT/WorkKeys Mathematics Preparation program for Special Education students in their Junior year.	February	April	After School	Other	1500
8. Incoming freshmen who score below a 12 on the Explore assessment will be invited to attend a six week summer bridge program. The instructional strategies are research based and focus on mathematics skill development.	June 2008/June 2008	July 2007/July 2008	Summer School	State Funds	20,000
9. Provide after school mathematics tutoring four days per week, one hour per day.	June 2007	June 2009	After School	Other	4500
10. Mandatory use of Texas Instrument Technology in all mathematics classes. Teacher made and District goal tests must incorporate questions that utilize graphing calculators.	August 2008	June 2009	During School	Other	0
11. Students will use technology such as Sketchpad, Riverdeep, and WorkKeys related software in their math classes.	June 2007	June 2009	During School	Local Funds	3483
12. All teachers will develop and use a common mathematics vocabulary that is linked to the District Goal assessments and EPAS assessments.	June 2008	June 2009	During School	Title I	1600
13. Integrate mathematics concepts in CTE curriculum by developing CTE lessons that apply to relevant high school mathematics standards.	June 2008	June 2009	During School	State Funds	0
14. Teachers will infuse career relevance in routine math application problems.	June 2007	June 2009	During School	Other	0

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Mathematics Achievement for all Students

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Develop and implement an articulation process between high school mathematics teachers and feeder school mathematics teachers to define curricular expectations and effective instructional practices.	June 2008	June 2009	After School	Other	1000
2. Provide Project Choices staff development training for every co-teacher during the summer and throughout the school year.	June 2007	June 2009	Summer School	State Funds	19,200
3. Teachers will partipate in WorkKeys/ACT mathematics training.	September 2008	November 2008	Before School	Other	250
4. Provide on-going training for the WalkThrough Committee on identification of effective Numeracy strategies in all classrooms.	August 2007	June 2009	Summer School	Title I	7000
5. All mathematics teachers will participate in Math Lesson Studies during School Improvement Content time.	June 2007	June 2009	Before School	State Funds	0
6. All mathematics teachers will be provided the opportunity to participate in a week long Teachers Teaching with Technology training.	Summer 2007/Summer 2008	Summer 2007/Summer 2008	Summer School	Title I	4200

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. Increase the TI-Navigator capacity by 6 teachers/classrooms per year. This includes equipment and on-going training.	June 2007	June 2009	After School	Other	42,950
8. Teachers will attend the Illinois Council, National Council, and International Council of Mathematics teachers conferences.	June 2007	June 2008	During School	Title I	18,650
9. Riverdeep Destination Mathematics Training for all mathematics teachers.	October 2007/October 2008	October 2007/October 2008	During School	Local Funds	1200
10. Teachers of Algebra 1, Algebra 2, and Geometry will participate in the "Survey of Enacted Curriculum" program in order to review the amount of instructional time they are spending on each math goal.	March 2008	March 2008	During School	Other	1800
11. All non-tenured mathematics teachers will work with the Mathematics Content Specialist on a regular basis to develop highly engaging lesson plans and hands-on activities that are based on current research and best practices.	June 2007	June 2009	During School	Local Funds	60,000
12. Teachers will meet with the District Curriculum Director on a regular basis to review program effectiveness as measured by student performance on goal assessments, EPAS mathematics assessments, and course passage rates using "Just 5 Clicks".	June 2007	June 2009	Before School	Other	0

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Mathematics Achievement for all Students

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parents will attend a Freshman Academy orientation session that will outline the expectations of the Freshman Academy program.	August 2007/August 2008	August 2007/August 2008	After School	Title I	200
2. Provide Open House forum for all parents to have discussions with teachers and gather input about educational programs.	October 2007/October 2008	October 2007/October 2008	After School	Other	0
3. Continuation of School Improvement monthly parent meetings. (JWPO)	June 2007	June 2009	After School	Other	0
4. Provide training on Home Access Center for all parents.	September 2008	September 2008	After School	Other	0
5. Increase parental communication through the use of teacher web pages.	June 2007	June 2008	After School	Other	0
6. Create and implement a parent outreach program.	June 2008	June 2009	After School	Title II	10,000

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Mathematics Achievement for all Students

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

Student achievement data on standardized tests and local assessments (using Just 5 Clicks) will be analyzed by a variety of teams to determine if the strategies and activities have a positive impact on the mathematics achievement of all students. Teams will also monitor the achievement of the Black and Students with Disabilities subgroups. The Core School Improvement Team and the Large School Improvement Team will meet monthly to monitor the progress of the action plans. The Building Leadership Team will meet weekly to ensure implementation of the action plans.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

<u>Name</u>	<u>Title</u>
Mary Balsie	Curriculum Director for Mathematics
Cheryl McCarthy	Principal
Daniel Spradley	Mathematics School Improvement Team Leader

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

Parents are notified of the school's academic status and progress through the use of a West Campus Principal's bi-monthly newsletter, letters mailed home to guardians, and monthly reports made at the Joliet West Parent Organization meetings. In addition, Mrs. Cheryl McCarthy, Principal sends Supplemental Educational Service letters and speaks personally with each family who is interested in this service. Dr. Swanstrom, Superintendent and Ms. Dittle, Assistant Superintendent sends out annual letters with regards to our District/School Status and School Choice.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

- Staff members input is gathered for the School Improvement Plan through their contributions on the School Improvement Team, the Curriculum Coordinating Council, the Subject Area Committees, the Staff Development Committee, District Discipline Committee, Safety Committee, Strategic Planning Committee, through collaboration with colleagues, and through delivery of instruction in their individual content areas and academies.
- District Curriculum Directors contribute to the plan by providing and analyzing assessment data. They research, write, and implement strategies that support the School Improvement Plan.
- District Administrative Council reviews and assists in the refinement of the School Improvement Plan. They provide support for the implementation of the strategies in the School Improvement Plan.
- Students contribute directly to the School Improvement Plan as members of the Career Academy Focus Groups, Safety Committee, Discipline Committee, Strategic Planning Committee, Student Council, National Honor Society, JROTC, TNN, tutors, Senior Leadership Advisory Program, and Peer Helpers.
- Parents and community contribute to the School Improvement Plan as members of the School Improvement Team, District Discipline Committee, Strategic Planning Committee, and Joliet West Parent Organization.
- Business representatives work directly with the School Improvement Plan by providing services and funding for school improvement initiatives. In addition, businesses support the School Improvement Plan by sending representatives to participate in the Freshman Career Fair, the Health and Science Academy's Health Fair, and the Industrial Technology's Academy's Job Expo. In addition, several area businesses have partnered with our school by acting as Job Shadowing sites.
- Our Associated Elementary Districts contribute directly to the School Improvement Plan through collaboration and articulation meetings.
- Joliet Junior College, Lewis University, and the University of St. Francis contribute to the School Improvement Plan through various educational partnerships.
- Outside experts such as a consultant from High Schools That Work, Advantas Consulting, and the Smaller Learning Communities Coalition review and provide guidance in the development and implementation of the strategies contained in the plan.

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Section III - Development, Review and Implementation

Part C - Peer Review

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of

Peer reviewers include:

Dr. Heather Sass, SREB and High Schools That Work Consultant
Mrs. Rita Schapp, Joliet Grade School District 86
Mrs. Lynn Benson, Academy Coordinator, Joliet Central High School
Mr. David Jones, Teacher, Joliet Central High School
Mr. Duke Dutkiewicz, Professional Development Alliance
Mr. James Mitchem, Principal, Bolingbrook High School

The peer review team will have from March 21st to April 8th to review the plan. On April 8th the team will gather together to share the changes that they believe need to be made to the plan.

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Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

The mentoring program is administered by the Assistant Principal of Educational Services. The program begins with a four day summer orientation. The purpose of the orientation is to provide training to teachers who are new to the school training in the following areas: School-Wide Classroom Behavior Management Plan, Crisis Management Plan, attendance/tardy/discipline procedures, district curriculum, strategies for a successful start to the school year, and technology. In addition, teachers receive information regarding the community, special services, and media services.

During the orientation each teacher meets their assigned Big Brother/Big Sister from his or her assigned subject area. The Big Brother/Big Sister provides support and encouragement through daily contact with their assigned staff member. They familiarize new staff members with the building and district, the curriculum and the necessary support systems to assist them in finding materials and supplies.

The orientation program continues with weekly meetings throughout the first semester and monthly meetings during the second semester. The purpose of the meetings is to provide assistance in the development of skills and pedagogy along with timely procedural information.

In addition to the orientation and Big Brother/Big Sister Program, each staff member is assigned to a Content Specialist. Content Specialists are expert teachers who are released during the school day to work with non-tenured teachers. They orient new teachers to school operations, encourage positive attitudes among beginning teachers toward teaching as a profession, and enhance the new teacher's effectiveness and value in our school system. They equip new teachers with tools, materials, methods, strategies, and ideas that enhance their effectiveness in the classroom. The Content Specialist maintains excellence in teaching while creating an atmosphere that fosters teacher learning.

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Section III - Development, Review and Implementation

Part E - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

Six years ago, a few months before JTHS received their first Academic Warning letter in December 2002, we invited any interested educational stakeholder to join a district wide, high school reform committee. The purpose of this district wide committee was to ask the question, "What we currently are doing is not working, so what should we be doing to reform our high schools?" We had parents, community members, teachers, administrators, and students join the committee and provide their input. This committee became what we know today as a professional learning community. We met monthly for an entire school year, researching and discussing several comprehensive high school initiatives. By the end of the year and after comparing several reform initiatives with our district strategic plan, the committee selected High Schools That Work comprehensive high school reform model, as the best "fit" for Joliet Township High School. During the summer of 2003, we sent a bus load of teachers with their principals to Nashville, Tennessee to attend the High Schools That Work annual conference. During this conference, the team networked and absorbed as much information as they could about the process and implementation of the ten key practices. That team of teachers returned and asked the board of education to adopt the High Schools That Work model. This is our sixth year of implementation. Restructuring Option 4 is the logical and appropriate choice for Joliet Township High School because of the work we began six years ago.

i. Governance and management

District reorganization-

We developed the small learning community structure and created academies three years ago and are currently rolling them into our district with the goal of full wall to wall implementation during the 2008-2009 school year. All freshmen belong to a freshman academy while 10 -12 grade students select a career academy of their choice. Subject area departments were replaced with interdisciplinary career academies. In order to support this change we reorganized our administrative structure. We eliminated the division chairs, which were responsible for managing the subject area departments and members of the teacher's union. We developed administrative positions, Academy Coordinators, who currently manage the academies.

In order to ensure that students have the opportunity to learn what they are assessed on with the PSAE during their junior year; we have restructured our system for curriculum development and have changed from site based to district led by creating four District Curriculum Director positions. The District Curriculum Directors are administrators with expertise in the core subjects: English, math, science and

social studies.

District and building administrator's evaluation is based on their mutual commitments that are directed related to the Illinois Administrative Standards and the district strategic plan. The basis of the district strategic plan is to increase student achievement across the district. A teacher walk through initiative provides data to teachers and school improvement team as to the kind of instruction that is actually going on in the classrooms. This initiative also creates a professional learning environment for teachers to witness and discuss instructional practices based on Bloom's taxonomy.

Curriculum and Instruction

The District Curriculum Directors are responsible for monitoring the district wide curriculum that is aligned to the Illinois Learning Standards and the Assessment Framework. District wide core assessments have been created for each course and teachers are required to administer them. Data is collected after each assessment with the help of Just 5 Clicks software. District Curriculum Directors and teachers analyze student achievement data during the regularly scheduled SIP days (every other Thursday for 70 minutes). We are also using the Survey of Enacted Curriculum to review teacher instruction of the curriculum for Algebra 1, 2, Geometry and Biology. The change from site base to district directed curriculum development provides for a systemic accountability process that is linked to student achievement.

We are currently working with an outside evaluator to help us evaluate the district restructuring initiatives in order to provide accurate feedback on the effectiveness of these restructuring efforts. Annually, we review the evaluator's data and make adjustments deemed necessary.

School Board Policies

The development of a district wide curriculum has initiated systemic reform and policy changes that include:

- Elimination of the "regular" academic track

 - Students did not have the opportunity to learn what they were going to be assessed by taking General Math, Consumer Math, etc.

 - We currently have an honors and college prep academic track.

- Graduation requirements increased by becoming course specific.

 - Math = 3 years (Must include at least one credit in Algebra and one credit in Geometry)

 - Science = 2 years (At least one credit must be in biology)

- Grade Advancement Policy requires students to earn a specified amount of credits and to pass specific courses in order to proceed to the next grade level. This policy is in response to the realization that students were sitting for the PSAE without successful completion of essential coursework.

 - To be classified as a sophomore, a student must earn prior to the start of the sophomore year at least 5 credits, which must include

English 1 and one credit in Algebra 1 or higher.

To be classified as a junior, a student must earn prior to the start of their junior year at least 10 credits, which must include English 2, Algebra 2 or Geometry or higher, and Biology.

To be classified as a senior, a student must earn prior to the start of the senior year at least 14 credits, which must include English 3 and U.S. History.

ii. financing and material resources

Budget

The reorganization of the administration necessitated the reorganization of budgets. Division budgets were eliminated and academy budgets were established using the existing financial resources.

Grant funds

Distribution of grant funds has changed from individual interest based silo mentality to a collaborative sharing of resources to financially support a common focus and goals. For instance, once the annual staff development plan is completed by representatives from the building and district, the grant managers come to the table and work with the staff development committee in determining how the programs will be funded. Same thing happens at the end of the year when grant funds are reviewed. Collectively, the district and building administration determines how these funds will be expended.

iii. staffing

Targeted Assistance

To address our need to meet AYP in reading and math, we extended the freshman day by one period and offer literacy and math skill support classes for students who need more time to learn the essential skills for academic achievement, which is one of the ten key practices of High Schools That Work. In order to extend the day and provide support in these areas, we added a total of 21 teachers to our staff. These were HQ math and reading teachers. We reallocated our Title 1 money to support this initiative.

The state assessment data indicates that our schools are making progress as a result of these restructuring initiatives as indicated on the Illinois Interactive Report Card website.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section III - Development, Review and Implementation

Part F - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

On April 17, 2007, members of the district and building administrative teams participated in a state-sponsored workshop to assist JTHS in the writing of the district restructuring plan, the district improvement plan, and the school improvement plans. Our RESPRO providers provide us with current information, guidance, and resources to support and enhance our School Improvement Plan.

In addition, Mrs. McCarthy, Principal attends Principla Cadre Professional Development sessions conducted by our regions RESPRO Coaches.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

<u>Name</u>	<u>Title</u>
1. Dr. Heather Sass	SREB/High Schools That Work Coach
2. Mr. Seth Cooper	Researcher, Advantis Consulting
3. Dr. Joyce Gray	Classroom Management Coach
4. Ms. Florence Dittle	Assistant Superintendent for Curriculum and Instruction
5. Dr. David Carlson	RESPRO Consultant
6. Mr. Charles Dayton	SLC Grant Evaluator
7. Ms. Suzanne Tidyman	SLC Grant Evaluator

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

Section IV-A Local Board Action

DATE APPROVED by School Board : 4/15/2008

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

ISBE Monitoring - Part I

ANALYSIS OF DATA

REPORT CARD DATA

Yes Have the areas of low achievement been clearly identified?

Yes Does the SIP include analysis of report card data that clarifies the areas of weakness?

* Is it clear that the area of weakness is broad or narrow and whether this affects many or few students?

* Does the analysis along with other optional data provide clear direction for the selection of the objectives, strategies, and activities?

LOCAL ASSESSMENT DATA (OPTIONAL)

Yes * If included, is there evidence that the DIP team analyzed optional data to clarify the areas of weakness?

* Do these local assessment results add clarity to the state assessment data?

* Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?

OTHER DATA (OPTIONAL)

Yes * If included, has the DIP team analyzed other available optional data to clarify the areas of weakness in order to target improvement strategies and activities?

* Do these local assessment results add clarity to the state assessment data?

* Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?

CLARITY OF OBJECTIVES

Yes Has the SIP team stated measurable objectives that clarify the present areas needed for improvement?

Yes Do the objectives address all areas AYP deficiency?

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

ISBE Monitoring - Part I

IDENTIFICATION OF KEY FACTORS

- Yes Have data or research been used to determine the key factors believed to cause low performance?
- Yes Are the key factors within the district's capacity to change or control?

ALIGNMENT OF STRATEGIES AND ACTIVITIES

- Yes Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- Yes Will the selected strategies and activities likely improve student learning and achievement?
- Yes Are the strategies and activities measurable?
- No Are the measures of progress for the strategies and activities clearly identified?
- Yes Are expectations for classroom behavior and practice related to the objectives clear?
- Yes Is professional development aligned with strategies and activities for the students?
- Yes Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?
- No Do the parent involvement strategies clearly align with the strategies and activities for students?
- No Will these parent activities positively affect the factors contributing to low achievement?
- Yes Are timelines reasonable and resources coordinated to achieve the objectives?
- Yes Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
- Yes Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

ISBE Monitoring - Part I

PART I - COMMENTS

It appears that the school planners have invested time to develop this plan. It is evident that large amounts of data were collected and analyzed, leading to conclusions that resulted in strategies and activities in the action plan. Professional development is reflective of the student strategies and activities.

General comments on this plan:

- In implementing the identified strategies, be sure to include the subgroups barely making AYP to assure their continued improvement. (Black reading, Hispanic Reading and Math, Low Income Reading and Math)
- What is being done to increase rigor in the classroom so that students will perform better on the PSAE?
- The school seems to have embraced the "High Schools that Work" initiative by implementing major schoolwide reform.
- How does the mentoring program address the diverse culture and help teachers provide lessons to motivate students?
- How will the parent involvement strategies and activities increase student achievement? How will these strategies and activities reach out to Black and Hispanic families?
- The measures for success need to be clearer for those teams who are responsible for implementing the strategies and activities.
- We feel that this plan can make a difference.

Overall, this plan complies with state requirements for a school improvement plan. Please implement this plan with the assistance of your area RESPRO. Each item in this checklist that has been marked "no" should be reviewed, and perhaps revised. Since this checklist is a permanent part of your plan, following revision, you may invite your area RESPRO to reread this plan and update the checklist.

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

ISBE Monitoring - Part II

PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

PARENT NOTIFICATION

Yes Does this plan describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that parents can understand?

STAKEHOLDER INVOLVEMENT

Yes Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

PEER REVIEW

Yes Has this plan been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?

TEACHER MENTORING PROCESS

Yes Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?

DISTRICT RESPONSIBILITIES

Yes Is it clear what support the district will provide to ensure the success of this plan? If applicable, is it clear what corrective action the district is taking with this school?

STATE RESPONSIBILITIES

Yes Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

SCHOOL SUPPORT TEAM

Yes Have the names and titles of School Support Team members been listed in the plan? Does this team appear to have the expertise to support this school in regards to the school improvement plan?

JOLIET WEST HIGH SCHOOL - JOLIET TWP HSD 204

ISBE Monitoring - Part II

APPROVAL DATE OF BOARD

Yes The plan indicates the approval date of this plan.

PART II - COMMENTS