Casey-Westfield Jr/Sr High School

Summative Designation is Commendable at both the JH & HS. Continue to be on the Targeted List because of Students with Disabilities' growth scores and chronic absenteeism in 2022.

ELA Meets & Exceeds and Growth Percentile	CW	STATE	Neighbor to the East	Neighbor to the West
19 IAR	57%& 53%	38% & 50%	12% & 34%	35% & 48%
21 IAR	33%	No Data	23%	20%
22 IAR	31% & 45%	30%	15% & 40%	18% & 46%
23 IAR	35% & 38%	34% & 49%	9% & 31%	26% & 49%

Mathematics Meets & Exceeds and Growth Percentile	CW	STATE	Neighbor to the East	Neighbor to the West
19 IAR	36%	30% & 50%	6% & 35%	24% & 50%
21 IAR	22%	No Data	13%	16%
22 IAR	21%	25% & 49%	10% & 39%	19%& 48%
23 IAR	19% & 45%	27% & 49%	1.5% & 30%	19% & 50%

ELA Meets& Exceeds and Growth Percentile	CW	STATE	Neighbor to the East	Neighbor to the West
19 SAT	36%	37%	38%	27%
21 SAT	24%	No Data	16%	29%
22 SAT	25%	29%	27%	24%
23 SAT	32%	31%	6%	26%

Casey-Westfield Jr/Sr High School

MATH Meets and Exceeds	CW	STATE	Neighbor to the East	Neighbor to the West
19 SAT	30%	35%	19%	26%
21 SAT	18%	No Data	16%	19%
22 SAT	22%	28%	10%	22%
23 SAT	30%	26%	2%	17%

Science Proficiency Exam 8th & 11th Graders	CW	STATE	Neighbor to the East	Neighbor to the West
21	36%	42%	33%	40% JH & 25% HS
22	62%	50%	53%	59% JH & 49% HS
23	61%	52%	28%	54% JH & 53% HS

Positives:
1. Above State Average in ELA SAT, MATH SAT, Science Assessment & ELA IAR.
2. Compared to districts our size and with similar socio-economic levels, we are above their averages in Science, ELA, and math.
3. Four Graduation Rates above the State average at 88%
4. Students with disabilities Growth Percentile at 44% in ELA compared to 32% in 2022
5. Students with disabilities Growth Percentile at 50% in Math compared with 33% in 2022

Negatives:
1. Below State Average in IAR Math
2. Below State Average in Growth Percentile in IAR ELA and Math
3. Chronic Absenteeism Above the State average at 24%. (Students with 90% or less attendance)
4. Students with Disabilities, Chronic absenteeism is at 30%.

Focus Areas for Improving IAR & SAT Results:
1) Emphasize reading informational text and citing textual evidence- Newsela is provided to all content areas for this purpose
2) Utilize engaging material to provide students with an exciting and relevant educational experience in all content areas.
3) Continue to use critical writing and reading assessments across all subjects (Historical documents and scientific readings are a continued focus).
4) Emphasize modeling and reasoning in the JH mathematics classes.

5) Cover research simulation on the 7th & 8th before March testing dates, emphasizing Historical and Scientific articles.
6) Increase writing explanations for solving problems in Math classes at all levels.
7) Add statistics and data analysis into test prep sessions for IAR and SAT.
8) Use Vocabulary.com to improve academic vocabulary during Warrior, Braves Period, Science, and ELA classes.
9) Continue to use an On-to-College license to assist students with test preparation for IAR and SAT.
10) Require students to read if they do not have any other homework during study hall, warrior period, or when they finish early in class.
11) Consistently utilize department and cross-curricular collaboration to provide a cohesive and progressing curriculum.
12) Increase levels of rigor and communicate high expectations school-wide.
13) Implement more substantial incentives for attendance with the Wednesday Win Period.
14) Continuing to identify gaps in Curriculum and Test Scores.

CW IQFSR Evidence Meeting 2023 Results:

1. Building administration will meet with department committees monthly to critically evaluate students' academic progress by referring to gain monitoring and benchmark data.
2. Teachers will review progress monitoring and benchmark data with students one-on-one and with parent(s)/guardian(s) three times a year.
3. Teachers will assist all students in setting challenging yet attainable goals for themselves.
4. Students will be rewarded for improving, no matter how small the growth or what GE they score on their benchmark data.
5. Building administration will be actively involved in curriculum choices and ongoing instructional planning.
6. Cross-curricular meetings will occur every quarter to facilitate cohesive educational experiences for all students.
7. Professional development opportunities will be differentiated based on content and grade level.
8. Time will be set aside for department collaboration to foster a progressing and effective curriculum for each content area.
9. Bell-to-bell instruction will maximize student learning, effectively manage classroom behavior, and communicate high expectations to students.
10. Building administration, teachers, and all staff will consistently enforce the non-negotiables to communicate consistency, fairness, and an environment with high expectations.
11. The district will provide teachers paid time over the summer to develop Curriculum maps aligned to state standards.

IL-Empower Priorities for the 2023-2024 School Year

1. We have developed internal processes to support continuous improvement (e.g., formation of the school leadership team, schedule for school leadership team meetings, and focused school leadership team agendas). **These meetings will occur on Wednesdays with Individual Curricular Areas and the Leadership team.**
2. Vertical and horizontal articulation of Tier 1 curriculum- Curriculum Planning is ongoing. Many teachers completed curriculum maps over the summer.
3. Selection of new standards-aligned Tier 1 curriculum for ELA. We are purchasing the 2022 Savaas MyPerspectives for the 2023-2026 school years.
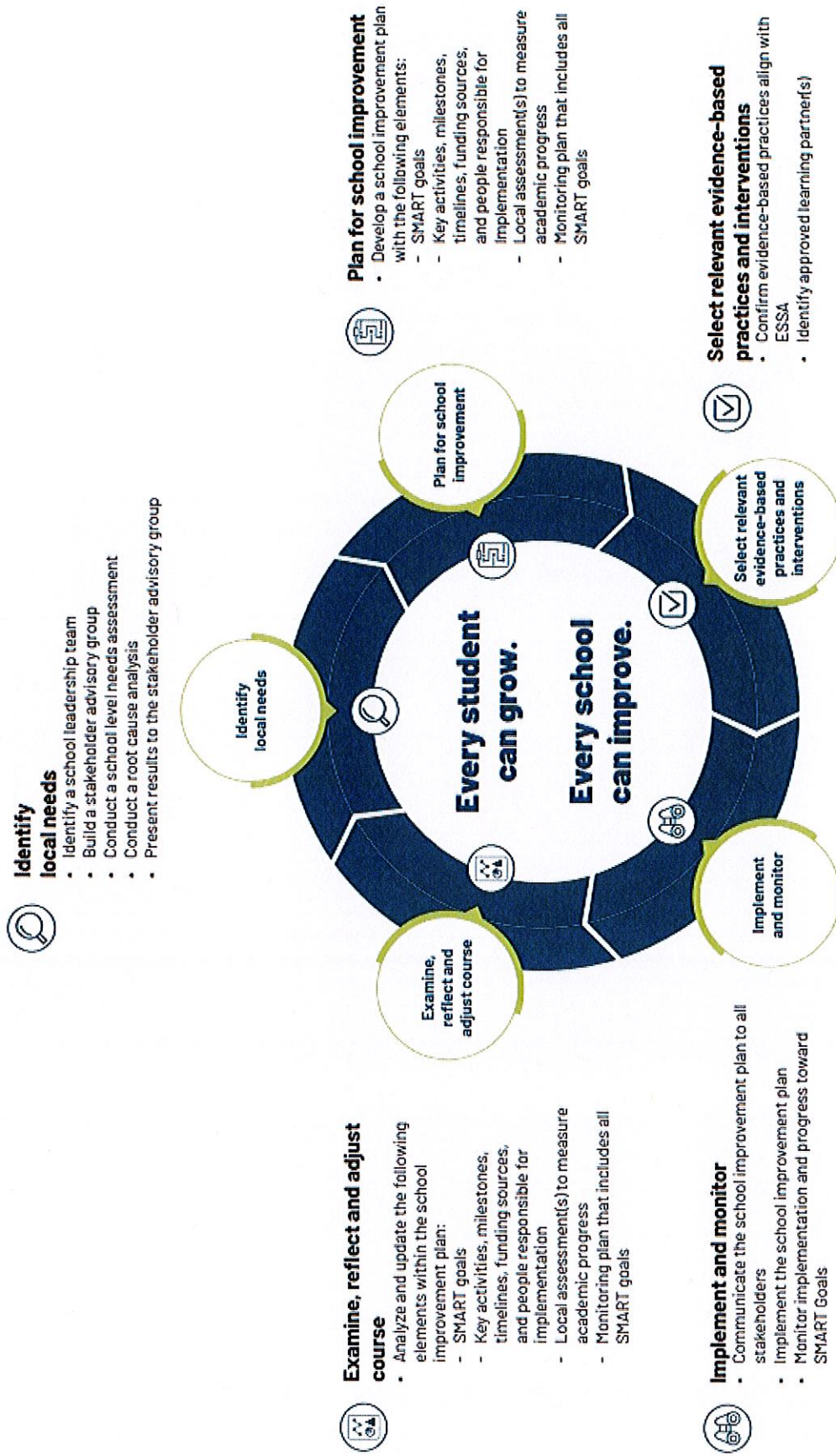4. Create Curriculum maps by the end of the 23-24 school year

Illinois State Board of Education

School Improvement Plan

School:	Casey-Westfield Junior Senior High School
Year:	2023-2024
Date Completed:	07/11/2023
School Board Approval Date:	07/17/2023

School Improvement Planning Team	
Name	**Title/Role**
Jim Sullivan	Principal
Dalton McFarland	Assistant Principal
Haley Honselman	Guidance Counselor
Heather Lee	Guidance Counselor
Jennifer Harris	Science Teacher
Chelsey Taylor	ELA Teacher
Cassie Ramsey	Math Teacher
Stephanie Scott	Social Studies Teacher
Kara Swingler	Special Education Teacher

Illinois Continuous Improvement Process

Every student can grow.

Every school can improve.

Cycle stages: Identify local needs → Plan for school improvement → Select relevant evidence-based practices and interventions → Implement and monitor → Examine, reflect and adjust course

Identify local needs

- Identify a school leadership team
- Build a stakeholder advisory group
- Conduct a school level needs assessment
- Conduct a root cause analysis
- Present results to the stakeholder advisory group

Plan for school improvement

- Develop a school improvement plan with the following elements:
  - SMART goals
  - Key activities, milestones, timelines, funding sources, and people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

Select relevant evidence-based practices and interventions

- Confirm evidence-based practices align with ESSA
- Identify approved learning partner(s)

Examine, reflect and adjust course

- Analyze and update the following elements within the school improvement plan:
  - SMART goals
  - Key activities, milestones, timelines, funding sources, and people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

Implement and monitor

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals

This step is meant to focus on the IL School Designation(s), and the draft goal(s) should reflect a focus on the designation, the reasons for the designation, and the data that support it.

DIRECTIONS: Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. (Example 1 and Example 2)

School Designation

Grades 7-12

Reason for Designation (e.g., CWD, all students, Low Income)

A discrepancy in scores between Regular Education Students and Special Education Students.

What other data sources, besides state testing, do you have available that will help you analyze the root cause for this designation?

STAR Testing, Grades, Graduation Rates, attendance, 9th grade on track, PSAT/SAT

Based on the data source review, which areas should be a priority in this school improvement plan to make an impactful change to the designation?

Priority 1:
Purchasing New ELA curriculum for grade levels 7-12

Priority 2:
Creating Curriculum maps to align curriculum with state priority standards.

Priority 3:
Creating MTSS Wednesday schedule to meet with curricular teams and allow for remediation of students with deficiencies in Math and Reading.

This step will help your team set SMART goals.
DIRECTIONS: Complete the empty boxes below to evaluate your SMART Goals and Select Relevant Evidence-based Practices and Interventions. See The Importance of SMART Goals.

Goal #1:
By May 2024, 80% of students grade 7-12 will increase their STAR Math scaled score 15 points or higher.

SMART Goal Evaluation	
☐ Specific	
☐ Measurable	
☐ Achievable	
☐ Relevant	
☐ Time-bound	

This step will help your team develop an action plan and identify key activities that will support your SMART goals. Be sure to work through all the steps, including measures and baseline data for monitoring.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See SIP example 1 and SIP example 2.

Name of Assessment: STAR Math

GOAL #1

By Spring 2024, 80% of students grade 7-12 will increase their STAR Math scaled score 15 points or higher.

What key activities will you and your team need to take to reach this goal?

Key Activity	By whom	By when
Development of school-wide curriculum maps	Building Principals and teaching staff	End of 2023-2024 School Year
Weekly meeting between administration and content area teachers to discuss learning strategies, assess growth, and create goals.	Building Principals and teaching staff	Weekly starting in August 2023
Payment of homework help hours before and after school to increase instructional time and individual tutoring for students	Teaching Staff	August 2023 through the entire school year
Implementation of MTSS plan that identifies struggling students and assigns content area teachers groups of students to monitor growth and provide small group instruction.	Building Principals and teaching staff	Weekly starting August 23 2023
Implement teacher mentoring program to help new teachers	Building Principals and teaching staff	Starting August 2023 through the entire school year

What resources do you already have to support executing these key activities?

grant money, district money, STAR Program, built in time in our schedule

What (if any) additional expenses are associated with executing these key activities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
New ELA Curriculum	one-time purchase	school improvement grant
Homework Help pay	ongoing investment	grant
Mentoring program pay	ongoing investment	district

What support and/or information do you need (from beyond your own team) to implement these key activities? How will you get it? (e.g., District Office, Learning Partner, Special Education)

What are 1-2 measures (qualitative or quantitative) you can use to monitor implementation of your action plan over the next four weeks? If using local assessments to monitor your goal, please list them here. (i.e., *how will you know that it is done? Who is responsible for monitoring the progress of these measures?*)

We will use STAR tests to monitor progress and assess program effectiveness. STAR tests will be given quarterly and data will be reviewed quarterly.

This step will help your team monitor the implementation and progress towards SMART goals. Using the data sources/local assessments listed on the previous pages, your team can show how your efforts are moving toward improvement.

DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal. Duplicate this table as needed for each Key Activity identified for Goal #1.

Key Activity: Weekly meeting between administration and content area teachers to discuss learning strategies, assess growth, and create goals.

Data Source/Local Assessment:		Assessment Measure	
STAR Math		Scaled Score	
Frequency of Measure		Person Responsible for Updating Data	
Quarterly		JH Math Teacher	

	Data	Change (Indicate +/- difference from previous entry)
Baseline		
Frequency 1		
Frequency 2		
Frequency 3		

Comments on Progress

Essential Question:
Does the data show effective growth
Do our goals need to be adjusted
What areas do we need more growth in

Data Source/ Adult Practice Measure (How will changes in adult practice be monitored and measured?)

STAR Test			
Frequency of Measure		Person Responsible for Updating Data	
quarterly		math teacher	

	Data	Change (Indicate +/- difference from previous entry)
Baseline (start of quarter 1		
Frequency 1 (end of Quarter 1)		
Frequency 2 (end of Quarter 2)		
Frequency 3 (end of Quarter 3)		
Frequency 4 (end of quarter 4)		

Comments on Progress

Essential Question:

Does the data show effective student growth, and if not what areas do we need to create additional interventions in

This step will help your team set SMART goals.

DIRECTIONS: Complete the empty boxes below to evaluate your SMART Goals and Select Relevant Evidence-based Practices and Interventions. See The Importance of SMART Goals.

Goal #2:
By May 2024, 80% of students grade 7-12 will increase their STAR Reading scaled score 15 points or higher.

SMART Goal Evaluation	
☐ Specific	
☐ Measurable	
☐ Achievable	
☐ Relevant	
☐ Time-bound	

This step will help your team develop an action plan and identify key activities that will support your SMART goals. Be sure to work through all the steps, including measures and baseline data for monitoring.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See SIP example 1 and SIP example 2.

Name of Assessment: STAR Reading

GOAL #2

By May 2024, 80% of students grade 7-12 will increase their STAR Reading scaled score 15 points or higher.

What key activities will you and your team need to undertake to reach this goal? This is your Action Plan.

Key Activity	By whom	By when
Development of school wide curriculum maps	Building Principals and teaching staff	End of 2023-2024 School Year
Weekly meeting between administration and content area teachers to discuss learning strategies, assess growth, and create goals.	Building Principals and teaching staff	Weekly starting in August 2023
Purchase of new ELA curriculum	Building Principals	August 2023
Payment of homework help hours before and after school to increase instructional time and individual tutoring for students	Teaching Staff	August 2023 through the entire school year
Implementation of RTI plan that identifies struggling students and assigns content area teachers groups of students to monitor growth and provide small group instruction.	Building Principals and teaching staff	Weekly starting August 23 2023
Implement teacher mentoring program to help new teachers	Building Principals and teaching staff	Starting August 2023 through the entire school year

What resources do you already have to support executing these key activities?

grant money, district money, STAR Program, time built into the schedule

What (if any) additional expenses are associated with executing key activities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
New ELA Curriculum	one-time purchase	school improvement grant
Homework Help pay	ongoing investment	grant
Mentoring program pay	ongoing investment	district

What support and/or information do you need (from beyond your own team) to implement these key activities? How will you get it? (e.g., District Office, Learning Partner, Special Education)

What are 1-2 measures (qualitative or quantitative) you can use to monitor implementation of your action plan over the next four weeks? If using local assessments to monitor your goal, please list them here. (i.e., *how will you know that it is done? Who is responsible for monitoring the progress of these measures?*)

We will use STAR tests to monitor progress and assess program effectiveness. STAR tests will be given quarterly and data will be reviewed quarterly.

This step will help your team monitor the implementation and progress towards SMART goals. Using the data sources/local assessments listed on the previous page, your team can show how your efforts are moving toward improvement.

DIRECTIONS: Complete the empty boxes below to help monitor progress on your goal. Duplicate this table as needed for each Key Activity identified for Goal #2.

Key Activity: Weekly meeting between administration and content area teachers to discuss learning strategies, assess growth, and create goals.

Data Source/Local Assessment:		Assessment Measure	
STAR Reading		Scaled Score	
Frequency of Measure		Person Responsible for Updating Data	
Quarterly		ELA Teacher	

	Data	Change (Indicate +/- difference from previous entry)	
Baseline			
Frequency 1			
Frequency 2			
Frequency 3			
Comments on Progress			

Essential Question
Does the data show effective growth
Do our goals need to be adjusted
What areas do we need more growth in

Data Source/Adult Practice Measure (How will changes in adult practice be monitored and measured?)			
STAR Test			
Frequency of Measure		Person Responsible for Updating Data	
Quarterly		ELA Teacher	

	Data	Change (Indicate +/- difference from previous entry)	
Baseline (start of quarter 1			
Frequency 1 (end of Quarter 1)			
Frequency 2 (end of Quarter 2)			
Frequency 3 (end of Quarter 3)			
Frequency 4 (end of quarter 4)			

Essential Question:

This step will help your team develop an action plan and identify key activities that will support your SMART goals. Be sure to work through all the steps, including measures and baseline data for monitoring.

DIRECTIONS: Complete the empty boxes for each goal/strategy below (and on the following pages) to support the implementation and monitoring of the selected strategies. See SIP example 1 and SIP example 2.

Name of Assessment: 9th grade on track

GOAL #3

By May 2024 we will Increase the percentage of 9th graders on track from the previous school year.

What key activities will you and your team need to undertake to reach this goal? This is your Action Plan.

Action Needed	By whom	By when
Development of school wide curriculum maps	Building Principals and teaching staff	End of 2023-2024 School Year
Weekly meeting between administration and content area teachers to discuss learning strategies, assess growth, and create goals.	Building Principals and teaching staff	Weekly starting in August 2023
Purchase of new ELA curriculum	Building Principals	August 2023
Payment of homework help hours before and after school to increase instructional time and individual tutoring for students	Teaching Staff	August 2023 through the entire school year
Implementation of RTI plan that identifies struggling students and assigns content area teachers groups of students to monitor growth and provide small group instruction.	Building Principals and teaching staff	Weekly starting August 23 2023
Implement teacher mentoring program to help new teachers	Building Principals and teaching staff	Starting August 2023 through the entire school year

What resources do you already have to support executing these key activities?

grant money, built in time to the schedule, district money

What (if any) additional expenses are associated with executing these key activities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
New ELA Curriculum	one-time purchase	school improvement grant
Homework Help pay	ongoing investment	district
Mentoring program pay	ongoing investment	district

What support and/or information do you need (from beyond your own team) to implement these key activities? How will you get it? (e.g., District Office, Learning Partner, Special Education)

What are 1-2 measures (qualitative or quantitative) you can use to monitor implementation of your action plan over the next four weeks? If using local assessments to monitor your goal, please list them here. (*i.e., how will you know that it is done? Who is responsible for monitoring the progress of these measures?*)

We will use grades and STAR test scores to monitor growth. Teachers will have grades updated weekly and teachers will give STAR tests quarterly. Grades will be reviewed weekly and STAR tests will be reviewed quarterly.

This step will help your team monitor the implementation and progress towards SMART goals. Using the data sources/local assessments listed on the previous page, your team can show how your efforts are moving toward improvement.

DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal. Duplicate this table as needed for each Key Activity identified for Goal #3.

Key Activity: Weekly meeting between administration and content area teachers to discuss learning strategies, assess growth, and create goals.

Data Source/Local Assessment:		Assessment Measure	
Teacherease		Grades	
Frequency of Measure		Person Responsible for Updating Data	
Weekly		Building Teachers	
	Data	Change (Indicate +/- difference from previous entry)	
Baseline			
Frequency 1			
Frequency 2			
Frequency 3			
Comments on Progress			
Essential Question: What students need to be identified as not making academic progress and what interventions do we need to attempt to improve growth			

Data Source/ Adult Practice Measure (How will changes in adult practice be monitored and measured?)			
Grades			
Frequency of Measure		Person Responsible for Updating Data	
Weekly		Building Teachers	
	Data	Change (Indicate +/- difference from previous entry)	
Baseline			
Frequency 1			
Frequency 2			
Frequency 3			
Comments on Progress			
Essential Question:			

What students need to be identified as not making academic progress and what interventions do we need to attempt to improve growth