

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

QHS has a dedicated and highly qualified staff that is committed to student learning and professional growth. Members of the school community (administration, teachers, support staff, students, and families) participate in continuous analysis of instructional and curricular practices, opportunities for students, and areas of needed improvement. QHS is using the Professional Learning Communities framework to collaborate and establish a guaranteed and viable curriculum, develop common assessments, and create departmental pyramids of intervention. These collaborative practices help to determine what students need to know, how we will know when they have learned it, and what we will do in cases where the essential learning has not occurred.

The goals set forth by our school improvement plan for 2007-2008 encompass a desire to develop increases in reading achievement and mathematics achievement. While we made AYP in the spring of 2007, it is our goal to continually make progress in these areas to continue this accomplishment and most importantly, create better academic achievement results for students.

Activities and strategies to specifically address reading include the following:

- 1) Students will participate in Sustained Silent Reading (40+ minutes weekly).
- 2) Targeted students will participate in a one-on-one short-term literacy intervention program with an Intervention Specialist (IS).
- 3) Four Government/Contemporary History classes and two Literature and Composition classes will include an Intervention Specialist as a co-teacher. The IS will help students access literacy in the content area.
- 4) QHS staff will receive training from literacy consultants, Jeanette Methven and Kelly Gallagher.

Activities and strategies to address mathematics include the following:

- 1) QHS staff will receive math professional development training from an outside consultant recommended by the Illinois State Board of Education.
- 2) Members of the QHS math department will participate in local curriculum articulation meetings with staff from John Wood Community College.

Building-wide interventions in place to help all students succeed include:

- 1) Focused Study Halls – Students identified by credit deficiencies, GPA, local assessments, or the intervention team are assigned a focused study hall to receive support and instruction from an English, math, and content area teacher.
- 2) Several students will participate in a pilot of several screening assessments designed to identify reading and/or math difficulties.
- 3) ACT preparation and tutoring classes will be offered to support and accelerate the ACT achievement of at-risk students.
- 4) Juniors at QHS will receive ACT and WorkKeys test preparation and practice weekly with certified English and math teachers.
- 5) A collaboration lab is available for students that require a short-term academic intervention in specific coursework. They will be referred by classroom teachers for specific skill-building opportunities.
- 6) Center for Credit Recovery ---Students who have previously failed high school course are given the opportunity to work with a teacher in a smaller setting to recover course credit.
- 7) Mentoring Program --- Identified students have a community mentor meet with them on a regular basis to provide social/emotional and/or academic support.
- 8) Other staff trainings include: “Effective Instructional Strategies at the Secondary Level,” the “2007 Assessment Summit” conference, the “Rigor and Relevance” conference, “Researched-Based Creative Teaching Strategies” training, and Illinois Principals Association and Illinois State Board of Education PSAE trainings.