

## **PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

### **Quincy Junior High School Improvement Plan 2008-2009**

Quincy Junior High School is a 7-9 attendance center serving approximately 1540 students. The attendance rate during the 2007-2008 school year was 92.9 % and the mobility rate was 13.8 %. Approximately 45 % of the students qualified for free or reduced lunch and less than 0.1 % of the students had limited English proficiency. The truancy rate was 2.6 %.

At Quincy Junior High School, two goals will anchor our 2008-2009 school improvement plan. These goals were established with input from staff members as well as parents and guardians. Careful analysis of standardized test scores as well as other information helped to clarify the needs of the students at Quincy Junior High School. Over 1,000 seventh and eighth graders were tested on the Illinois Standards Achievement Test in the spring of 2007. Adequate Yearly Progress was made by four of the five student groups in both reading and math (All, White, Black, and Economically Disadvantaged). Quincy Junior High did not make Adequate Yearly Progress in reading or math in the students with disabilities group.

The first goal established by the school improvement team is to make Adequate Yearly Progress in all groups in reading for the 2008-2009 school year. To support this goal, the district and building will offer numerous opportunities for staff development in the area of reading. This will include not only the Literacy Department, but also content area teachers. These activities will address guided reading, differentiated instruction, classroom interventions, engaging instructional techniques, and effective inclusion practices. A continued focus on establishing Professional Learning Communities, including the use of common assessment results to guide classroom instruction and the establishment of a pyramid of interventions, will also help to meet this goal. In addition, 7-9 grade Literacy teachers will collaborate closely with Quincy Senior High School English teachers. Finally, a committee focusing on reading strategies in the content areas will meet monthly to determine building needs and to help support the teaching of reading strategies in all content areas.

The second goal established by the school improvement committee is to make Adequate Yearly Progress in all groups in math for the 2008-2009 school year. This effort will be bolstered by the Professional Learning Community focus, as well as staff development opportunities focusing on engaged instruction, differentiation, and effective inclusion techniques. These opportunities will also include a detailed analysis of ISAT scores as well as the types of questions asked on the state assessment.

Quincy Junior High will continue many already established activities that will impact both goals in a positive manner. Connections, a twenty-two minute period at the end of the day devoted to improving organizational skills and providing time for students to complete homework, will complement the building-wide focus on common assessments and engaged instruction. The Learning Center, an opportunity for students to complete homework and/or receive help from staff members in a relaxed atmosphere, will continue to be offered Monday, Tuesday, Wednesday, and Friday. Finally, enrichment clubs funded through a grant to develop Pre-Advanced Placement opportunities for students will offer extension in core content areas. Opportunities will include an environmental club, a book club, and possibly intensive math and reading tutoring.

Quincy Junior High School has also undertaken an effort to improve in areas that may not be as clearly displayed in standardized test scores. In an effort to improve the climate of the building, a climate committee will meet monthly to determine needs and activities that will improve the overall learning environment for both students and staff. This will include such initiatives as consistent behavior themes as well as an investigation of positive behavior systems. A third committee will attempt to create school and community partnerships. Initiatives for this committee will include weekly positive phone calls to parents and guardians as well as an investigation of teaming and/or grade level floors.