

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Quincy Senior High School is a 10-12 attendance center currently serving approximately 1540 students on-site. Irving Alternative school also serves as an attendance center for a small population of Quincy High School students. The attendance rate during the 2007-2008 school year for all students was 89.5% and the graduation rate was 88.9%. The mobility rate of our student population is 23.7% and approximately 39.7% of students qualify for free or reduced lunches.

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. Data used in the evaluation of our school performance include the Prairie State Achievement Examination (11th grade), the Stanford Achievement Test (10th and 11th grade), the PLAN test (10th grade), and a mirror ACT/WorkKeys (10th grade). Additional information is also gathered through the analysis of locally developed common assessments. Professional learning community teams at QHS collaborate weekly to continuously refine the guaranteed and viable curriculum, analyze assessment data, and determine extension and remediation opportunities. Based on the reviewed data, the goals set forth by our school improvement plan for 2008-2009 focus on strategies to increase student performance in the areas of mathematics and reading.

Activities and strategies to specifically address reading include the following:

- 1) Students will participate in Sustained Silent Reading (twenty to forty minutes weekly).
- 2) Students will participate in self-assessment with progress monitoring tools which will inform each student, and his/her teachers and parents, regarding individual literacy progress.
- 3) Students will participate in one guided reading and/or writing activity per week in all content courses. Teachers will use strategies to illicit pre-reading, during the reading, and after the reading responses to the informational text.
- 4) English teachers will participate in trainings developed for seventh through twelfth grade teachers. They will collaborate around the literacy frameworks to plan for secondary vertical alignment.
- 5) English teachers will individually participate in the "Survey of Enacted Curriculum" to determine current departmental practice and establish goals for improvement based on the linkage to learning standards.
- 6) A small group of 10-12 teachers will form a collaborative team that explores content literacy. They will create an action plan to study and implement reading strategies that can be used in a variety of disciplines.

Activities and strategies to specifically address mathematics include the following:

- 1) Teachers (regular and special education) will receive math professional development training from an outside consultant.
- 2) The math department (regular and special education teachers) will conduct an analysis of 2008 scores to review student success levels by course and the material covered. A review of the essential learnings will be completed to ensure that instructional opportunities match the Illinois Learning Standards.
- 3) Math teachers will individually participate in the "Survey of Enacted Curriculum" to determine current departmental practice and establish goals for improvement based on the linkage to learning standards.
- 4) Math teachers will attend IPA trainings that focus on student improvement on the PSAE.
- 5) The district will explore the possibility of K-12 math coordination, either through an assigned coordinator or professional development opportunities to review alignment, opportunities, content, and instructional practice.
- 6) All students will demonstrate mastery of the essential learning targets, as measured by common assessments, for each mathematics unit or course of study prior to promotion to the successive level.

Other building interventions in place to help all students succeed include focused study halls, ACT preparation and tutoring classes, a collaboration lab and learning center, mentoring programs, and summer school opportunities. Copies of the complete school improvement plan are available upon request.