

WEST CENTRAL JUNIOR HIGH

School Improvement Plan 2007

Board Approval Date:	2/20/2008
Plan Submission Date & Ref No:	2/21/2008 - SIP07 - 001393
ISBE Monitoring Completed:	5/8/2008

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 270362350261001

District Name: WEST CENTRAL CUSD 235

Superintendent: RALPH GRIMM

District Address: RR 1 BOX 72

City/State/Zip : BIGGSVILLE, IL 61418 9711

District Phone : (309) 627-2371

District Email : grimm-ralph@wc235.k12.il.us

School Name : WEST CENTRAL MIDDLE SCHOOL

Principal :JEFF NICHOLS

School Address : PO BOX 179

City/State/Zip : STRONGHURST, IL 61480

School Phone : (309) 924-1681

School Email : nichols-jeff@wc235.k12.il.us

Is this for a Title I School? Yes

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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	Choice
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Early Warning

	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	100.0	Yes	100.0	Yes	75.5		Yes	73.0		Yes	95.0	Yes		
White	100.0	Yes	100.0	Yes	75.5		Yes	73.8		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	35.3	48.6	No	25.5	35.7	No	93.3			
Economically Disadvantaged	100.0	Yes	100.0	Yes	62.1		Yes	61.2		Yes				

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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 (%)	-	-	-	-	95.0	95.0
Truancy rate (%)	-	-	-	-	0.4	2.0
Mobility rate (%)	-	-	-	-	8.2	7.8
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	-	-	-	-	0.0	0.0
HS dropout rate, if applicable (%)	-	-	-	-	0.0	0.0
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 (#)	-	-	-	-	247	249
Economically disadvantaged (%)	-	-	-	-	43.7	42.6
Limited English proficient (LEP) (%)	-	-	-	-	0.0	0.0
Students with disabilities (%)						
White, non-Hispanic (%)	-	-	-	-	98.8	98.4
Black, non-Hispanic (%)	-	-	-	-	0.0	0.0
Hispanic (%)	-	-	-	-	0.4	0.4
Native American or Alaskan Native (%)	-	-	-	-	0.4	0.0
Asian/Pacific Islander (%)	0.0	0.0	0.0	0.0	0.0	0.0

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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	-	-	-	-	-	-
	2002	-	-	-	-	-	-
	2003						
	2004						
	2005						
	2006						
	2007						
D I S T R I C T	2001	-	-	-	-	-	-
	2002	-	-	-	-	-	-
	2003	-	-	-	-	-	-
	2004	-	-	-	-	-	-
	2005	-	-	-	-	-	-
	2006	98.1	0.5	0.2	-	0.6	0.7
	2007	96.9	0.4	0.7	0.1	0.4	1.5
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

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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	-	-	-	-	-	-	-	-	-
	2002	-	-	-	-	-	-	-	-	-
	2003	-	-	-	-	-	-	-	-	-
	2004	-	-	-	-	-	-	-	-	-
	2005	-	-	-	-	-	-	-	-	-
	2006	-	43.7	100.0	95.0	8.2	1.0	0.4	-	-
	2007	-	42.6	100.0	95.0	7.8	5.0	2.0	-	-
D I S T R I C T	2001	-	-	-	-	-	-	-	-	-
	2002	-	-	-	-	-	-	-	-	-
	2003	-	-	-	-	-	-	-	-	-
	2004	-	-	-	-	-	-	-	-	-
	2005	-	-	-	-	-	-	-	-	-
	2006	-	42.2	100.0	94.4	9.7	10.0	1.0	3.9	80.3
	2007	-	43.5	100.0	94.8	11.0	12.0	1.2	1.0	97.0
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

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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	-	-	-	-	-	-	-
	2002	-	-	-	-	-	-	-
	2003	-	-	-	-	-	-	-
	2004	-	-	-	-	-	-	-
	2005	-	-	-	-	-	-	-
	2006	247	-	-	-	87	82	-
	2007	249	-	-	-	75	87	-
D I S T R I C T	2001	-	-	-	-	-	-	-
	2002	-	-	-	-	-	-	-
	2003	-	-	-	-	-	-	-
	2004	-	-	-	-	-	-	-
	2005	-	-	-	-	-	-	-
	2006	1,037	82	75	88	87	82	70
	2007	1,001	77	79	78	75	87	87
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	-	-	-	-	-	-

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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	-	-	-	-	-	-	-	-	-
	2002	-	-	-	-	-	-	-	-	-
	2003	-	-	-	-	-	-	-	-	-
	2004	-	-	-	-	-	-	-	-	-
	2005	-	-	-	-	-	-	-	-	-
	2006	80.0	14.8	41,219	84.7	15.0	15.3	14.9	1.2	-
	2007	82.0	13.6	41,429	82.7	17.0	14.7	13.8	1.2	-
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.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading By Grades 3-5-8, 2002-2007

	Grade 3 - Reading					Grade 5 - Reading					Grade 8 - Reading				
Groups	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	-	-	-	74.7	73.9
White	-	-	-	-	-	-	-	-	-	-	-	-	-	74.1	73.6
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	50.0	31.6
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	80.6	58.1

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

ISAT - % Meets + Exceeds for Reading all Grades 2006-2007

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Groups	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	81.3	74.7	68.1	75.7	74.7	73.9
White	-	-	-	-	-	-	82.5	75.3	68.2	75.3	74.1	73.6
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	40.0	20.0	25.0	53.3	50.0	31.6
Economically Disadvantaged	-	-	-	-	-	-	69.0	60.6	58.1	67.7	80.6	58.1

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics By Grades 3-5-8, 2002-2007

	Grade 3 - Mathematics					Grade 5 - Mathematics					Grade 8 - Mathematics				
Groups	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07	02-03	03-04	04-05	05-06	06-07
All	-	-	-	-	-	-	-	-	-	-	-	-	-	65.0	64.7
White	-	-	-	-	-	-	-	-	-	-	-	-	-	64.2	65.5
Black	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Multi-racial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students w/Disabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	20.0	10.5
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-	-	-	61.2	51.2

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Mathematics)

ISAT - % Meets + Exceeds for Mathematics all Grades 2006-2007

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Groups	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
All	-	-	-	-	-	-	80.0	75.8	75.8	80.7	65.0	64.7
White	-	-	-	-	-	-	81.1	77.6	76.1	80.5	64.2	65.5
Black	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial/Ethnic	-	-	-	-	-	-	-	-	-	-	-	-
LEP	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-	53.3	30.0	20.0	46.7	20.0	10.5
Economically Disadvantaged	-	-	-	-	-	-	65.5	68.4	62.8	74.2	61.2	51.2

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

According to report card ISAT data the following has been observed: In reading, 20 percent of the 6th grade students with disabilities met or exceeded; 53.3 percent of the 7th grade students with disabilities met or exceeded; and 31.6 percent of the 8th grade students with disabilities met or exceeded state requirements.

According to report card ISAT data the following has been observed: In math, 30 percent of the 6th grade students with disabilities met or exceeded; 46.7 percent of the 7th grade students with disabilities met or exceeded; and 10.5 percent of the 8th grade students with disabilities met or exceeded state requirements.

According to enrollment data the following has been observed: The enrollment numbers have stayed constant, ethnic composition has remained constant, and students with disabilities have increased.

According to attendance data the following has been observed: Chronic truants increased from one in the 2005-2006 school year to five in the 2006-2007 school year.

The 8th grade students with disabilities ISAT reading scores increased from 25% meeting or exceeding in 2006 to 31.6% in 2007.

The 8th grade students with disabilities ISAT math scores dropped from 20% meeting or exceeding in 2006 to 10.5% in 2007.

According to educator data the following has been observed: Teachers with a bachelor's degree is 85%, teachers with a master's is 15%, and the teacher/student ratio in the middle school is 13.5.

Areas of weakness indicated by data include: Students with disabilities have increased; math scores of students with disabilities (25.5%) did not make AYP(55%), reading scores of the students with disabilities, subgroup (35.3%) did not make AYP(55%).

Areas of strength indicated by data include: Students in the overall population in the middle school in reading met or exceeded with a percentage of 75.5% and in math met or exceeded with a percentage of 73%, overall, our attendance rate is 95%, and the economically disadvantaged subgroup met or exceeded in reading and math with a percentage of 62.1%. This score for the economically disadvantaged may become a concern in the near future as AYP targets rise.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

Factors likely to have contributed to these results include:

1. Regular education teachers lack the training in effective differentiated classroom instruction.
2. Not all students with disabilities have a firm foundation in necessary math and reading skills.
3. The academic ability of students with disabilities is significantly lower than grade level, causing these students to struggle with concepts taught only once or twice during the school year.
4. Many parents do not feel that they have the ability to help their children in the higher levels of math.
5. Students with disabilities are not exposed to higher level math concepts.
6. Out of 41 students with disabilities, nearly 25% have nine or more absences during the first semester.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section I-A Data & Analysis - Report Card Data

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

The conclusions for school improvement that can be drawn from the report card data include the following:

- 1.1 We need to continue to provide professional development for teachers in differentiated classroom instruction.
- 2.1/3.1 It is also necessary to continue to strive to reach our students with disabilities, especially in the areas of math and reading' so that scores on ISAT will increase.
- 4.1 We need to continue to provide opportunities for all parents in the area of math so that they will feel more comfortable in helping their child.
- 5.1 Implement a plan to encourage attendance by all students with a focus on our students with disabilities.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

West Central Middle School is focusing on the areas of math and reading for our students with disabilities subgroup. Data used in making improvements in these areas has come from several different sources.

1. The Learnia test was administered to all students twice during the year targeting the areas of math and reading. Learnia test scores identify those students low in particular descriptors and the state standards. This information is correlated with ISAT test analysis data, and the information then identifies small groups for targeted instruction in the areas of math and reading. Data identified weaknesses in reading comprehension, fluency and number sense for our students with disabilities subgroups.
2. The EXPLORE test is administered to all eighth grade students, including those with disabilities, in the fall in order to identify weaknesses in individual performance that can then be worked on throughout the year. In the spring of the year, it is again administered in order to identify those students who need summer school and also for placement of students in high school classes.
3. Material is acquired from the semester report cards. This information identifies areas of weaknesses that will be targeted again during the school year. It also identifies individual students who should take advantage of after school tutoring.
4. Information is also obtained from exit outcomes reported quarterly. This data is used in looking at gaps in our curriculum and in creating sequential alignment of the curriculum.

All of the local assessment data has proven the weaknesses shown by state assessment testing for our students with disabilities subgroup, especially in the areas of math and reading. In reading, the areas of weakness are inferencing, main ideas, and other comprehension strategies. In math, the areas of weakness are word problems and tasks which require upper algebraic strategies.

All of the local assessment data has proven strengths in the following: teachers are using the information gathered to better align their curriculum and to better improve their instruction, and the Title I teacher is using the information to target students needing further instruction and then pulling those students for said instruction.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

Factors likely to have contributed to these results include:

1. Regular education teachers lack the training in effective differentiated classroom instruction.
2. Not all regular and students with disabilities have a firm foundation in necessary math and reading skills.
3. The academic ability of the students with disabilities is significantly lower than grade level causing these students to struggle with concepts taught only once or twice during the school year.
4. Many parents do not feel that they have the ability to help their children in the higher levels of math.
5. Not all students received the same instruction in a subject prior to our efforts of curriculum alignment.
6. Students with disabilities are not exposed to higher level math concepts.
7. Out of 41 students with disabilities, nearly 25% have nine or more absences during the first semester.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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

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

- 1.1 Teachers need more opportunities to interact with each other, to discuss student expectations, and to discuss curriculum content and expectations.
- 2.1 We need to provide department meetings that include special education teachers.
- 3.1 Teachers need to assist students with disabilities in reaching his/her greatest potential in all areas but especially in the areas of math and reading.
- 4.1 It is our responsibility to continue to explore and offer parents opportunities to become more aware of the expectations of the middle school math students both in the classroom and on the ISAT.
- 5.1 All students including students with disabilities will be exposed to the same concepts through the use of differentiated instructions.
- 6.1 Higher level math concepts will be exposed to all students including students with disabilities.
- 7.1 Good attendance of all students including students with disabilities will be recognized and rewarded.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

West Central Middle School continues to face many challenges that directly affect student performance. The majority of our students are from Henderson County, a mainly rural area, with a small percentage coming from Warren and McDonough Counties. 255 of the students are Caucasian, 1 is multi-racial, 1 is American Indian, and 1 is Hispanic. 44% of our students live in single parent homes. 43% of the students live below the poverty line. One of the biggest challenges facing the school continues to be economic hardships in the area. The region has lost many factories, which has caused economic hardships for the residents and has increased student mobility. West Central School District 235 is a new district. We are in our 3rd year of existence. Prior to the 2005 school year, our district was comprised of Southern Community School District for the southern part of Henderson County and Union Community School District that served the northern part of the county.

West Central Middle School is a 6-8th grade school. At the beginning of the 2006-07 school year, we switched to a middle school concept. The school community serves as the only middle school for the district. Students are bused to the campus by school owned buses which start to pick up students at 7 A.M. Students arrive at the middle school between 7:50 A.M. and 8:10 A.M.

The facility was constructed in 1925. It meets all life safety standards. We serve 233 families. Enrollment at the Middle School on September 30, 2007, was 249 students; of this, 135 are male and 121 are female. 6th grade consists of 88 students; 7th grade consists of 77 students; and 8th grade consists of 91 students. There are 58 students with disabilities. 3 students receive speech services. 53 students receive instruction from the resource room for at least 20% of the day. Students are served by administration, faculty, and staff numbering 40: 1 administrator, 2 office personnel, 17 regular classroom teachers, 4 special education teachers, 1 library supervisor, 2 custodians, 3 kitchen staff, 1 Title I teacher, 2 behavior disabled specialists, 2 paraprofessionals, 1 part-time guidance counselor, 2 part-time psychologists, 1 part-time speech therapist, and 1 part time social worker.

Students are divided into academic teams for instruction in the core courses with 19 teachers and 13 support staff. The schedule consists of a five-day school week with 8 period days of 40 minutes each and includes a set time for silent sustained reading each day. All students have access to a state of the art computer lab staffed by a certified teacher.

Each subject area's philosophy is based on the premise that all children have the ability to acquire the knowledge, skills, and values necessary to become productive members of our society. Although a text is identified in some content areas, teachers are beginning to focus more on the standards and assessment information to guide instructional planning. In the past, the text served as the basis of the

curriculum; now it is viewed as a resource along with a variety of other supplemental printed and electronic materials to provide support for the academic standards being addressed.

The academic program includes the core areas of English (subdivided into language arts and literature), mathematics, social studies, general science, and physical education. In addition to these areas, students have classes in computer technology, art, and music. There are also grade level exploratories offered that include life skills and geography/cultures at 6th grade, 7th grade is offered health and choice class, and 8th grade has career exploration and ISAT math classes. The Middle School also has an on-site Behavior Disability classroom, which serves 7 students.

The school offers a wide range of extra-curricular activities. Some of these activities include basketball (both boys and girls), baseball, track, football, volleyball, speech, science olympiad, scholastic bowl, art club, and student council.

This is our third year of existence and our second year with the Middle School concept. The curriculum, schedule, course offering and room arrangement have been adjusted to meet the total needs of the student. This concept provides a daily common planning time for grade level teachers to meet and discuss strengths and needs of individual students. To address student needs outside of the curriculum, we have implemented a homeroom/advisory period to begin each day. We provide common grade level tutorial times where students can receive individual assistance. Student needs, based on grades and behavior, are used to determine the assigned tutorial.

West Central Middle School offers an after school tutorial program 2 nights per week for those students who benefit from extra instruction. It is staffed on a rotational basis by middle school faculty. Following tutoring, shuttle buses return children to three towns serviced by the district.

This information tells us that we are a low rural area struggling with the same economic issues as many other rural areas. This creates an awareness of the challenges faced by our economically disadvantaged students. It also shows we have a students' with disabilities population around 23% which is higher than the average in the state.

The information shows that we strive to give each student a well rounded education both academically and in extra curricular activities.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

These attributes and challenges have contributed to student performance in the following ways:

1. When we first consolidated there was a lack of curriculum alignment.
2. When our consolidation occurred a district-wide professional development plan was not developed.
3. Identified student and curriculum expectations were not clearly specified.
4. A local assessment system to monitor student progress was not developed.
5. Our current schedule does not allow time for special education teachers to meet with the rest of the special education staff in the district.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

1.1 We are working to establish aligned curriculum.

2.1 We are developing a professional development system and using local assessment results to better monitor student progress and identify teacher needs.

3.1 We conclude that continued conversations concerning alignment and monitoring of the curriculum is necessary. It is especially important to include special education staff in these conversations. Conversations will ensure that student and staff expectations should be more uniform. So that all staff receive the same knowledge and skills for instruction, additional staff development is needed.

4.1 In order to assess student progress, exit outcomes need to be monitored.

5.1 Departmental meetings will be scheduled and release provided so that special education teachers may attend.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

The West Central Middle School staff has an average years of experience of 13.8 for the 2007-2008 school year. 20% of the middle school staff are new teachers. 79% of all teachers have a bachelor's degree and 21% have at least a master's degree. Special education teachers have no degrees beyond their bachelors, but the number of teachers with master's degrees has increased. All teaching staff are highly qualified as stipulated by NCLB.

There are five paraprofessionals in the special education department. All are qualified as having either a college degree or having passed the required state test.

Professional growth is encouraged for all teachers. As of July 2007 teachers have attended 27 different conferences, workshops and/or classes. Six of the aforementioned were attended by 100% of the middle school faculty.

We have noted that few of our teachers have attended professional development sessions that were aimed toward assisting the special education student within the regular classroom. We also noted that our district has not offered professional development aimed specifically for our special education teachers. There is very little interaction among special education staff between buildings.

All teachers have been trained in differentiated instruction as well as in CRISS strategies. Other specific workshops included: Planning and Curriculum Development, Technology, Transition and Summary Performance, RTI training, Behavioral Management, Olweus-Anti-Bullying, Integrating Art Into the Classroom, Middle School Training, ISAT Math Achievement and ISAT Writing Workshops. We currently have no scheduled follow-up to monitor teacher use of the strategies provided.

The staff is divided into three core teams which meet daily. During this time grade level teachers plan interdisciplinary units and determine strategies to use to meet individual student needs.

Departmental meetings are held each month. During these meetings curriculum alignment, standards and quarterly exit outcomes are focused on.

The current action plan is periodically reviewed during weekly staff meetings and information on upcoming conferences/workshops over activities to be addressed in the plan is shared. Once a staff member attends a conference/workshop that individual schedules a summation meeting to share what they have learned with the rest of the staff.

The data tells us that staff has the qualifications and capacity to successfully implement this school improvement plan.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

Having School Improvement Days and teacher institute days to deal with programs being introduced to the district has proven to be a positive for student performance. During these sessions all teachers receive training that is helpful in assisting students to achieve success in school. Teachers have been enthusiastic in trying new strategies in order to help all of their students, but we feel more emphasis needs to be placed on assisting the special education students.

This year, an opportunity for Special Education teachers to observe the 5th and 9th grade programs for students with disabilities was provided in order to gain a clearer understanding of student expectations in the elementary and high school. We have scheduled a time for the Special Education teachers to meet as a team to discuss their observations and outline program changes needed to improve the transition between buildings. We feel this will improve student performance.

Teams meet each day which enables them to stay on track with their given curriculum. This time together enables them to discuss concerns with the curriculum and with meeting individual student needs. This sharing of ideas contributes to positive student performance. We have noted that more of our conversations need to be focused on how to better assist the student with disabilities and those who struggle.

Differentiated instruction and CRISS strategies are used by all staff members and have proven beneficial for not only regular education students but, more specifically, for students with disabilities. Additional follow-up is needed to monitor full implementation of strategies.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

Analyzing the data provided enables us to focus on areas that need improvement. It is clear that our staff needs more assistance with differentiating instruction within each classroom. We have begun training within this area and will continue to focus on these efforts.

We also need to set aside some team time for the special education teachers to discuss their student progress aligned to the Illinois Learning Standards. We will need to re-examine our students with disabilities population to see if our expectations for them can be raised in order to provide them with assistance in meeting the expectations dictated by the Illinois Learning Standards. All staff, including the special education teachers, could benefit from a re-examination of the Learning Standards in reading and math for their particular grade level.

Special education teachers are included on grade level teams to allow for articulation between grade and subject levels.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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 middle school held an open-house at the beginning of the school year with 69% of parents attending. 170 of our students were represented. Parent/Teacher conferences were scheduled on two consecutive days in October with evening hours available on the first day and morning hours on the second to accommodate parent work schedules. Prior to the conference days written invitations were sent to parents, as well as phone calls made to invite them to attend. Parent surveys were gathered from both the open-house and conferences. We received responses from 60% of our parents. We had 149 responses from parents.

The surveys administered first semester indicate the following:

1. 89% of parents surveyed feel confident in helping their child with their schoolwork
2. 93% of parents surveyed say that their child feels successful at school
3. 79% of parents surveyed would take advantage of an after school tutoring program
4. 87% of parents surveyed feel their child has sufficient access to technology at school
5. 85% of parents surveyed say that their child has access to technology at home
6. 95% of parents surveyed feel that their child is safe at school and at school related activities
7. 91% of parents surveyed believe that the school is meeting the educational needs of their child
8. 89% of parents surveyed feel that the change to a middle school concept has had a positive impact on their child
9. 80% of parents surveyed feel that the best way to communicate with them about their child and school related activities is by email

The math and science departments held a Family Math and Science Night in October. Projects were displayed and activity stations were set-up for parent/student participation. This was the second year for this event, and there was a substantial increase from 24 individual parents attending in year one to 115 families (46% of the total) attending in year two. This constituted a 36% increase in attendance from the first year to the second.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

Students whose parents attend school related activities seem to perform better academically. These students also seem have a better attendance rate than those who do not have actively involved parents.

Students whose parents check on their student's grades on a regular basis seem to perform at a higher level.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

Although our survey data indicates that many parents feel confident in assisting their children with school work and feel that the school is meeting the educational needs of the children, we need to find ways to access and communicate with those parents who did not attend our events or respond to our surveys. There is a disconnect between the satisfaction levels of the parents who responded to our surveys and the academic difficulties that some of our students, especially the students with disabilities are experiencing. The school will continue to find more ways to offer opportunities for parents to receive training and provide support for their children.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

Key factors that are within the school’s capacity to change or control and which have contributed to low achievement include:

Struggling students can be identified quicker, monitored more closely, and more diverse opportunities can be offered to students with disabilities and all struggling students to help them succeed in reading and math.

Professional development on how to differentiate instruction and provide opportunities for inclusion can be offered to staff. Opportunities for staff collaboration to identify successes and pinpoint areas of need will be continued.

The school will continue to provide opportunities for parent input, training, and involvement in their child’s educational pursuits.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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. Students with disabilities are deficient in Mathematics Meets and Exceeds

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part A. Objective 1

Title : Increase all students', including our students with disabilities population, achievement in the area of math.

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.

1. While our current achievement in math for our students with disabilities population is 30% for sixth graders, 47% for seventh graders, and 10% for eighth graders meeting/exceeding for ISAT, this subgroup will make AYP of at least 62.5% in 2008 and 70% in 2009 or Safe Harbor.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part A. Objective 1

Title : Increase all students', including our students with disabilities population, achievement in the area of math.

This objective covers the following AYP deficiency areas.

2. Students with disabilities are deficient in Mathematics Meets and Exceeds

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Increase all students', including our students with disabilities population, achievement in the area of math.

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. We will establish an Accelerated Math program in every math classroom.	February 2008	February 2008	During School	Title I	\$1000
2. We will implement additional math activities in all classrooms using Math Wednesdays.	January 2008	May 2009	During School	Title I	\$50
3. Criteria will be developed and students will be evaluated and placed to determine their eligibility for inclusion in the regular classroom.	April 2008	May 2009	After School	Title I	\$160
4. We will implement additional math activities in special education classrooms including Math Wednesdays, extended response practice, calculator skills, and daily math warm ups emphasizing word problems.	January 2008	May 2009	During School	Title I	\$50
5. We will continue offering a tutoring program after identifying students and skills in need of improvement, using math data gathered from Learnia, Explore, quarterly report cards and exit outcomes. We will use this information to encourage students with disabilities to attend.	September 2007	May 2009	After School	State Funds	\$3600
6. We will monitor the attendance of students with disabilities and provide incentives to encourage regular attendance.	February 2008	May 2009	During School	Local Funds	\$100

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Increase all students', including our students with disabilities population, achievement in the area of math.

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. We will collaborate on the use of CRISS strategies and Differentiated Instruction to enhance student learning. These will be monitored quarterly by the administration for implementation.	February 2008	July 2009	During School	Other	0
2. We will provide professional development to all staff for inclusion of students with disabilities in the general education classroom.	February 2008	July 2009	During School	Local Funds	\$500
3. We will provide staff with information on the characteristics of students with disabilities and information on adaptations.	August 2008	September 2008	During School	Local Funds	0
4. We will provide 1/2 day training for special education teachers on IEP goal setting and alignment to ILS and a 1/2 day observation in 5th and 9th grade Sp Ed classes to improve transition between buildings.	January 2008	February 2008	During School	State Funds	\$240
5. We will provide special education teachers with 2 days release time to work on improvement of IEP goals and curriculum.	February 2008	March 2009	During School	State Funds	\$960
6. We will provide for 1 day release time for SIP team to visit an identified middle school which meets AYP in the special education population.	March 2008	April 2008	During School	State Funds	\$320

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. We will have a Middle School Special Education consultant conduct an external review of our current program and offer suggestions for improvement.	April 2008	May 2008	During School	State Funds	\$1000
8. We will hold afterschool PD sessions as follow up for professional development trainings where staff will share what has worked as well as challenges they face.	April 2008	May 2009	After School	State Funds	\$1600
9. We will survey staff after each professional development session to evaluate the presentations and determine specific needs before implementation of strategies learned.	February 2008	July 2009	During School	Title I	\$100

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Increase all students', including our students with disabilities population, achievement in the area of math.

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. We will host a Family Math and Science Night to provide an environment where parents and students will actively experience provided ideas and training of math concepts.	October 2008	October 2008	After School	Title I	\$230
2. We will host an ISAT Math Night for parents to address the areas identified as deficient on the ISAT math test.	February 2008	February 2009	After School	Title I	\$460
3. We will keep parents informed of student performance via Family Access on Skyward and Homework Hotline.	February 2008	July 2009	After School	Local Funds	0
4. We will provide parents written information on the value and use of technology available to them for monitoring their child's performance.	August 2008	July 2009	Before School	Title I	\$300
5. We will survey parents following each activity for satisfaction and identification of future needs.	October 2008	July 2009	After School	Local Funds	\$100
6. We will host a dinner meeting for parents of students missing an excessive amount of school. This discussion will be facilitated by someone not associated with the school.	February 2008	February 2008	After School	Local Funds	\$200

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Increase all students', including our students with disabilities population, achievement in the area of math.

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

School personnel will monitor the effectiveness of the strategies and activities in the following ways:

* Student Strategies: Staff, building principals, and district curriculum director will monitor student performance through quarterly local exit outcome assessments (with a set goal of 80% of students achieving 70% or higher), content area grades, student work, and student observations.

* Professional Development Strategies: Building principals will make quarterly classroom observations for evidence of implementation of new skills learned. Building principals, district curriculum director, and district special education director will monitor sign in sheets for staff attendance, evaluations of professional development for knowledge gained and assistance still needed, and quarterly exit outcome reports for gains in student performance.

*Parent Involvement Strategies: Building SIP team leaders and principals will review sign in sheets for attendance, evaluations of activities provided, and surveys to assess the level of parent involvement and identified needs of parents.

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

Name	Title
Jeff Nichols	Building principal
Jeanne Serven	District Curriculum Director
Jamie Farnoik	District Special Education Coordinator

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part A. Objective 2

Title : Increase all students' achievement in the area of reading.

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 level of achievement, meeting/exceeding, in reading for our students with disabilities population is 20% for sixth graders, 53% for seventh graders, and 21% for eighth graders meeting/exceeding for ISAT, this subgroup will make AYP of at least 62.5% in 2008 and 70% in 2009 or Safe Harbor.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part A. Objective 2

Title : Increase all students' achievement in the area of reading.

This objective covers the following AYP deficiency areas.

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

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Increase all students' achievement in the area of reading.

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. We will implement a reading fluency program for all students.	December 2007	July 2009	During School	Title I	\$300
2. We will insure that every student with disabilities is receiving proper placement, with the intention of implementing more inclusion time in the general classroom.	February 2008	July 2009	During School	Title I	0
3. We will continue to introduce and use quarterly CRISS strategies that focus on reading comprehension and fluency. Administration will monitor activities quarterly to insure implementation of selected strategies.	August 2007	July 2009	During School	Local Funds	0
4. We will seek volunteers outside of the school community to enrich our reading programs.	April 2008	April 2009	During School	Title I	\$200
5. We will continue an after school tutoring program after identifying students and skills in need of improvement, using reading data gathered from Learnia, Explore, quarterly report cards and exit outcomes. We will use this information to encourage students with disabilities to attend.	September 2007	May 2009	After School	State Funds	\$3600
6. We will monitor the attendance of students with disabilities and provide incentives to encourage regular attendance.	February 2008	May 2009	During School	Local Funds	\$100

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Increase all students' achievement in the area of reading.

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. We will increase teacher knowledge and skills by providing professional development in reading instruction across the curriculum for all students, especially those with disabilities.	October 2008	December 2008	During School	Title I	\$500
2. We will train all staff on providing accommodations and adaptations for students with disabilities.	February 2008	February 2008	During School	Title I	\$500
3. We will send SIP team members to an identified middle school which is achieving AYP with their students with disabilities.	March 2008	March 2008	During School	State Funds	\$320
4. We will hold PD sessions as a follow up to training attended by staff, where they will share what has worked as well as challenges.	January 2008	July 2009	During School	State Funds	\$1600
5. Special education teachers will be given two days release time to work on improvement of IEP goals and curriculum following the evaluation of specific student needs.	February 2008	March 2008	During School	State Funds	\$480
6. We will provide 1/2 day training for special education teachers on IEP goal setting & alignment to ILS and a 1/2 day of observation in 5th and 9th grade special education classes to improve the transition between buildings.	January 2008	February 2008	During School	State Funds	\$240

Strategies & Activities	Start Date	End Date		Fund Source	Amount
7. We will survey staff after each professional session to evaluate the presentation and determine specific needs before implementation of strategies learned.	February 2008	May 2009	During School	Title I	\$100
8. We will provide continued training for our SIP team members.	August 2007	May 2009	After School	State Funds	\$5,400

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Increase all students' achievement in the area of reading.

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. We will improve communication within the school community, especially for families of students with disabilities. We will do that through the use of student planners, email, phone conversations, parent/teacher conferences, and advisory meetings.	August 2007	July 2009	During School	Local Funds	0
2. We will host a Literature Night to provide parents with strategies on encouraging and promoting the love of reading at home.	October 2008	July 2009	After School	Title I	\$300
3. We will keep parents informed of student performance via Family Access on Skyward and Homework Hotline.	February 2008	July 2009	After School	Local Funds	0
4. We will provide parents written information on the value and use of technology available to them for monitoring their child's performance.	August 2008	July 2009	Before School	Title I	\$300
5. We will survey parents following each activity for satisfaction and identification of future needs.	October 2008	July 2009	After School	Local Funds	\$100

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Increase all students' achievement in the area of reading.

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

School personnel will monitor the effectiveness of the strategies and activities in the following ways:

* Student Strategies: Staff, building principals, and district curriculum director will monitor student performance through local quarterly exit outcome assessments (80% of students will achieve 70% or higher), content area grades, student work, and student observations.

* Professional Development Strategies: Building principals will make quarterly classroom observations for evidence of implementation of new skills learned. Building principals, district curriculum director, and district special education director will monitor sign in sheets for staff attendance, evaluations of professional development for knowledge gained and assistance still needed, and quarterly exit outcome reports for gains in student performance.

*Parent Involvement Strategies: Building SIP team leaders and principals will review sign in sheets for attendance, evaluations of activities provided, and surveys to assess the level of parent involvement and identified needs of parents.

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

Name	Title
Jeff Nichols	Principal
Jeanne Serven	District Curriculum Director
Jamie Farniok	District Special Education Coordinator

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

The school has provided written notice about the school's academic status identification to parents of each student in the following way:

* In accordance with the NCLB Act of 2001, states must provide notification to parents of students in districts/schools that are identified for improvement for failure to make adequate yearly progress. A letter that explained our school's status was sent to all District 235 parents in their native language in September of 2007. A copy of the school's AYP Status Report was also disseminated to the parents at that time. That letter explained the option available to the students by offering Choice as mandated as well as the availability of an after school tutoring program. A brief overview of the 2007 AYP report was presented to the Board of Education at the September Board meeting and the School Report Card is available to all parents on the District Website or copies may be obtained in the building offices.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

The West Central Middle School SIP team consists of six professional educators currently working in grades six through eight, including a math specialist, a science specialist, a language arts specialist, two special education specialist, one social science specialist, as well as, a district special education coordinator, and two administrators. The middle school also has two RESPRO consultants working with our team and district staff to assist with professional development and plan development. This team meets several times a month including Saturdays and after school to discuss the action plan as well as other areas of the current SIP plan. The SIP team members then disseminate the information to the entire middle school staff at weekly teachers' meetings. In addition, the district has set aside quarterly school improvement days to discuss implementation of the plan and to discuss any revisions that the faculty feels necessary. Several of the members of the SIP team are also parents of students in the district but more parental involvement is encouraged.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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 review begins at the building level. After the SIP teams gather and analyze data and review it with building staff for input, the Core Team identifies the objectives for the Plan. Staff input is then gathered for ideas on strategies and activities that should be implemented based on these objectives. The Core Team uses that input to "flesh out" the scientifically-based actions that they feel will have the greatest impact on student achievement and teacher knowledge. When the plan is completed, it is once again shared with the building staff for their final comments.

Then the plan is sent to the District level for review and analysis. Feedback is made here and the teams made any final adjustments.

Since our placement on the State's School Improvement List, our District has sought the assistance of out-of-district peer reviewers. Our RESPRO support team has provided us with the following reviewers: Sheila Burns, Rock Island ROE consultant; Jill Colley, Warren-Henderson-Mercer County Regional Office of Education Consultant; Doug Whisker, retired superintendent; and Terry Gackle, Rock Island ROE consultant. They will review our plan and offer recommendations for change.

After those recommendations have been considered, a final copy of our building's School Improvement Plan will be presented to our Board of Education for Approval on February 20, 2008. Once their approval has been received, we will submit it to the Illinois State Board of Education for approval.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

At the start of each school year, one day is set aside for New Teacher District Orientation. All new teachers are required to attend. A presentation is made by the District Superintendent, outlining general expectations of teachers. Presentations on curriculum and assessment, special education, and technology are provided by district employees. The remainder of the day is devoted to building routines and orientation. Each new employee is matched with a mentor teacher in their grade level or content area. New teachers are encouraged to consult frequently with or observe the mentor teacher as needs arise. Periodically throughout the year, the district superintendent meets with new staff to discuss issues and the mentoring support they have received. Feedback is sought from the new staff to make improvements to subsequent years' presentations.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

The district administrators provide leadership and assistance to all of our schools and especially those who did not make AYP. We assist them in the following ways:

* We provide guidance and assistance in accessing, analyzing, and evaluating state and local assessment, demographic, program, and perception data. We assist them in evaluating the school's strengths and weaknesses. We help them identify possible hypotheses for areas of weakness and prioritize their needs. We also provide assistance in developing an action plan which will have the greatest impact on the teaching and learning in each school for each identified group

* We prioritize NCLB and district funds as needed for their use, such as for the payment of registration fees, presenters, stipends, travel, substitutes, and facilities for professional development, as well as the supplies based on their building's SIP plan requests. We provide personnel and materials as needed and where possible to implement their action plans. We provide opportunities for quarterly grade level, team, and department meetings to offer staff opportunities to collaborate and to monitor the progress of their actions.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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.

The Henderson/Mercer/Warren Regional Office of Education provides numerous areas of support for our district and schools. They are available for collaboration on professional development needs and have provided access to other professional development resources when requested. We have utilized the services of professors from Western Illinois University and Monmouth College to assist us with curriculum alignment and analysis. The RESPRO consultants have met with our district and building administrators to explain the protocol and provided assistance in the development of our school improvement plans in order to meet state and federal requirements. ISBE will provide us with technical assistance whenever we call or request it.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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. Jeff Nichols	Chairperson & Principal
2. Karen Rima	Assistant Principal
3. Jeanne Serven	Curriculum Director
4. Jamie Farniok	Director of Special Education
5. Jeanne Barber	Teacher
6. Natalie Ensminger	Teacher
7. Debra Gillam	Teacher
8. Nathan Kotleba	Teacher
9. Susan Pratt	Teacher
10. Tammy Rankin	Teacher
11. Dana Issacson	Special Education Consultant

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

Section IV-A Local Board Action

DATE APPROVED by School Board : 2/20/2008

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

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?
- Yes 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?
- Yes Do the parent involvement strategies clearly align with the strategies and activities for students?
- Yes 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?

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

ISBE Monitoring - Part I

PART I - COMMENTS

This plan is recommended for implementation with the assistance of your area RESPRO. Excellent analysis of the report card data. It is obvious that quality time was spent analyzing local data. As a conclusion on page 19, should staff receive additional professional development in data interpretation? Good description of attributes and challenges. On page 23, 5.1 indicated special education teachers have a choice to attend departmental meeting. For networking, articulation, etc. should there be a special education representative all departmental meetings. Estimated budget amounts to implement the stated objectives appear to be very conservative. On page 42, #2 and #3: need to have a process and timeline develop to insure proper implementation.

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

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?

WEST CENTRAL MIDDLE SCHOOL - WEST CENTRAL CUSD 235

ISBE Monitoring - Part II

APPROVAL DATE OF BOARD

Yes The plan indicates the approval date of this plan.

PART II - COMMENTS

On page 48, including teachers who are parents and including them as representative parents is weak. Teachers who have children enrolled in the district may not be able to evaluate without bias. The review of this plan is complete. Please implement this plan with the assistance of your area RESPRO.