

An Integrated School Improvement Plan for

West Central Elementary
School District #235

July 1, 2010 – June 30, 2011

West Central Elementary



TABLE OF CONTENTS

I.	INTRODUCTION AND BACKGROUND	3
	I.1 SCHOOL COMMUNITY	3
	I.2 SCHOOL IMPROVEMENT TEAM	5
	TABLE 1: SCHOOL IMPROVEMENT TEAM	5
	I.3 OTHER INFORMATION	5
II.	DATA COLLECTION, ORGANIZATION AND TRENDS	6
	II. 1 DATA COLLECTION METHODS	6
	TABLE 2: DATA COLLECTION METHODS	6
	II. 2 DISTRICT ASSESSMENT DATA	6
	TABLE 3: DISTRICT ISAT/PSAE/ACT PROFILE	6
	II. 2 A SCHOOL BASED ASSESSMENT DATA	8
	TABLE 4A: ISAT – ALL STUDENTS	8
	TABLE 4B: ISAT – SP ED/LOW INCOME SUBGROUP	9
	TABLE 4C: ISAT – GENDER SUBGOUPS	10
	TABLE 4D: ISAT – FEMALE SUBGROUPS	11
	TABLE 4E: ISAT – MALE SUBGROUPS	12
	TABLE 4F: QUARTER REPORT CARD GRADES	13
	TABLE 4G: ISEL ASSESSMENT SCORES	14
	TABLE 4H: STAR READING ASSESSMENT GRADE PLACEMENT	16
	TABLE 4I: ACCELERATED READING SUMMARY POINT EARNINGS	16
	II. 3 DEMOGRAPHIC DATA	17
	TABLE 5: GENERAL SCHOOL DATA (SCHOOL REPORT CARD)	17
	TABLE 6: ENROLLMENT DATA (FALL HOUSING REPORT)	18
	TABLE 7: SPECIAL EDUCATION STUDENT SUBGROUP ENROLLMENT	19
	DEMOGRAPHIC COMPARISONS AND TRENDS	19
	II. 4 PROGRAM DATA	20
	TABLE 8: EDUCATOR DATA	20
	TABLE 9: AVERAGE DAILY MINUTES INSTRUCTION	21
	TABLE 10: PROFESSIONAL GROWTH DATA	22
	SPECIAL EDUCATION, MATH, AND ENGLISH AUDIT	24
	CURRICULUM IMPLEMENTATION DATA	25
	PROGRAM COMPARISON AND TRENDS	27
	II. 5 PERCEPTION DATA	28
	TABLE 10: PARENT SURVEY	28
	TABLE 11: STAFF SURVEY	29
III.	PROBLEM STATEMENTS AND HYPOTHESES	30
	TABLE 13: PATTERNS OF STRENGTHS AND PROBLEMS	30
	TABLE 14: PROBLEM STATEMENTS	31
IV.	GOALS, STRATEGIES, INTEGRATED ACTION PLAN	33
	TABLE 15: IMPROVEMENT GOALS	33
	TABLE 16: IMPLEMENTATION OF ACTIVITIES SCHEDULE	37
	TABLE 17: PROFESSIONAL DEVELOPMENTAL ACTIVITIES	38
V.	REFLECTION, EVALUATION, REFINEMENT	39
	V.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE	39
	V.2 MONITORING	39
	V.3 COMMUNICATION PLAN	39

I. INTRODUCTION AND BACKGROUND

I.1 SCHOOL COMMUNITY

Boundaries

The West Central School District consists of 298.7 square miles. The most distal points from north to south would be approximately 26 miles and from east to west about 18 miles. The western border of the school district is the Mississippi River. Townships (located in Henderson County) served by the West Central School District are Bald Bluff, Biggsville, Carman, Gladstone, Lomax, Media, Oquawka, Raritan, Rozetta, Stronghurst, and Terre Haute. Townships (located in Warren County) served by the West Central School District include Ellison, Point Pleasant and Tompkins. Blandinsville Township (located in McDonough County) is also served by the West Central School District.

School History

West Central School District is a newly consolidated district (5th year) approved by a large majority of voters in the November general elections of 2004. The district was formed by the consolidation of the former Southern School District #120 and the former Union School District #115 and became officially known as the West Central School District #235 on July 1, 2005. Pupil attendance centers were decided by the West Central School Board to be:

Pre K	Media
K – 5	Biggsville
6 – 8	Stronghurst
9 – 12	Biggsville

School Transportation

All of the elementary students are transported by district school buses. Some of the students spend just over an hour each way to school. Shuttle buses are utilized to transport students from campus to campus before and after school, as well as for after school activities.

Facilities

West Central Elementary School is a relatively new facility opened in the fall of 1991. It currently serves the students in Grades K - 5th. West Central elementary students share a common music room and library with the high school. New lighting and a new parking lot were installed during the summer of 2006. Improvements in the ventilation system were made in the fall of 2006. A new phone system with phones in each classroom was installed in the fall of 2006. The former Science lab was divided into two classrooms during the summer of 2007.

School Community

Based on the 2009 September Fall Housing report, West Central Elementary School serves 310 families and a total of 409 students. There are 204 male students and 205 female students. Kindergarten consists of 70 students, 62 first graders, 64 second graders, 72 third graders, 70 fourth graders, and 71 fifth graders. There are four sections of each grade. The average classroom has 17 students. All elementary students receive instruction in our elementary school. 79 students have an Individual Education Plan. The Individual Education Plan includes direct instruction, speech, hearing, occupational therapy, and tutorial services. 55 of the 82 students receive speech services. 25 students receive instruction from Special Education teachers or have modified instructional plans. 56% of our students qualify for free or reduced lunch. Students are served by 24 classroom teachers, two full-time Special Education teachers, and three Title I teachers. Fine Arts instruction includes one Art teacher, two Music instructors (shared with the middle school and the high school), and three Physical Education instructors (two of these are also shared with the high school). One Librarian is shared between the elementary and the high school. One Speech instructor serves primarily elementary students needs, one school Psychologist and one school Nurse are shared between the elementary, middle school and high school. One part-time Social Worker serves the needs of the district. We also have a part-time Behavioral Specialist. A part-time Curriculum Director is employed by the district. There are twelve full-time associates and six part-time Title I associates. Full-time associates serve as one-on-one aides, computer lab aide, special education classroom aides, or Library aides. There are three full-time custodians and one-part time custodian. One maintenance position is shared with the high school. One and one-half time Technology staff support the entire technology needs of the

district. Administrative services are provided by one full-time administrator and two secretaries. Food services are provided by seven cooks, which serve both the needs of the high school and elementary.

After School Program

West Central School District works with the Even Start Program (operated by the local Regional Office of Education) to provide after school care to 16 students. It utilizes classroom space and gymnasium space in the elementary facility.

School Strength

- **Teacher-Pupil Ratio**

West Central Elementary has maintained a low teacher-to-pupil ratio. The average class contains 17 students. Each grade level has four sections.

- **Met All Requirements Under Federal Law No Child Left Behind**

West Central Elementary met all the requirements as determined by the State of Illinois and rules and regulations of the federal government program No Child Left Behind. The benchmark for students in March 09 was that at least 70% of students in Grades 3rd – 5th would meet or exceed on the Illinois Standard Assessment Test (ISAT) in Reading and Math.

- **Strong Emphasis On Reading**

A strong emphasis on Reading is being made in the elementary. Accelerated Reader is encouraged by all staff with quarterly reward celebrations. There are over 25,000 books in the library and most have Accelerated Reader tests. Each classroom also has a collection of books available to the students. Many staff development opportunities have occurred in the area of Language Arts. The federally funded Title I program provides additional support to the Reading program by providing support and resources to strengthen classroom instruction. Title teachers do screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction.

- **Communication With Parents**

A communication system, Connect Ed, is a phone and text messaging system that allows for instant communication with parents. An internet based software system called Skyward allows for parents to access their child's homework and test scores. Skyward also allows parents to monitor from home or work, their child's lunch and breakfast accounts. Homework Hotline is available for parent call-in concerning information on assignments and upcoming events in the classroom. A new software system purchased through Renaissance Learning allows for parents to monitor progress with Accelerated Reading through the internet. The District also provides general, regular updates through the District Web Page.

School Challenges

- **Technology**

We need to continually update our technology to maintain and improve our current level of educational opportunities in the areas of Reading and Mathematics.

- **Scores of Students on the Illinois Standards Achievement Test**

The benchmark scores for schools meeting the requirements of No Child Left Behind continue to rise. The threshold to meet the requirements is 77.5% of our students and subgroups will meet or exceed in Spring 10, and that 85% of our students and subgroups will meet or exceed in Spring 11. West Central Elementary surpassed all the requirements for the test administered in Spring 09. Continued educational experiences need to be provided to our sub-groups in order to provide the skills necessary to meet the Illinois Learning Standards as required by No Child Left Behind rules and regulations.

• **A Difficult Economic Climate and Declining Enrollment**

The Elementary enrollment, based on the Fall Housing Report, has declined during each of the past four years, totaling 37 students over all, 14 students in 09 – 10 alone. There has been a decline observed in the District as well. In Fall 06, the district enrollment was 998 students, and in January 2010, the enrollment declined to 956. According to the parent survey, 19% of our parents do not have a computer with internet access, at home or place of employment. Difficult funding issues faced by the State of Illinois will result in limited financial resources for the school district, impacting us for several years.

I.2 SCHOOL IMPROVEMENT TEAM

School Improvement Team members are volunteers. Each member will serve a minimum of three years. Following the initial term, members will be replaced on a rotation schedule. New members will also be volunteers.

Table 1:

School Improvement Team

TEAM MEMBER	POSITION	ROLE	LENGTH OF SERVICE	# OF YEARS ON TEAM
Mr. Dale Buss	Principal	Team Member	Constant	4
Mrs. Cathy Smith	5 th Grade	Team Member	2007 - 2010	3
Mrs. Elaine Hull	Title I	Team Member	2007 - 2010	3
Mrs. Laura Lewis	Special Education	Team Member	2008 - 2011	2
Mrs. Emily Klossing	2 nd Grade	Team Member	2009-2012	1
Mrs. Jesse Winters	Title I	Team Member	2009-2012	1

Sub-committees organized to support the School Improvement Leadership Team are:

- Parent Survey - Mr. Burrell, Mrs. Meier, Mrs. Smith, Mrs. Wright,
- Staff Survey - Mrs. Lewis, Mr. Ricketts, Mrs. Schneider, Mr. Stewart
- Open House/School Kick Off - Mrs. Ragar, Mrs. Lafary, Mr. Ricketts, Mrs. Schaley, Mr. Stewart, Mrs. Wetterling, Mr. Buss
- Curriculum Night/Title I Literacy - Mrs. Hull, Mrs. Ingles, Mrs. Nelson, Mrs. Winters
- Movie Night/Family Literacy - Mrs. Ackermann, Mrs. Campbell, Mrs. Ford, Mrs. Neira, Mrs. Todd, Mrs. Thompson, Mrs. Wolf, Mr. Buss
- Parent Book Club - Mrs. Ackermann, Mrs. Courtois
- OLWEUS - Mrs. Ford, Ms. Hicks, Mrs. Kelly, Mrs. Lewis, Mrs. Ragar, Mrs. Ricketts, Mrs. Thompson, Mrs. Mills, Mrs. Carnes, Mrs. Wolf
- Student Attendance - Ms. Hicks, Mrs. Lafary, Mrs. Lumbeck, Ms. Messner, Mrs. Nelson
- Public Relations - Mrs. Lumbeck, Mrs. Winters
- Parent Reading - Mrs. Hennenfent, Mrs. Ingles, Mrs. Lyon, Mrs. Klossing, Ms. Messner

I.3 OTHER INFORMATION

In June of 2008, our school district was affected by major flooding. 27,000 acres of Henderson County were flooded and major highways, as well as local roads, were unusable for an extended period of time. Several communities in the district were affected by the flood requiring evacuation thus resulting in displacement of students and their families. 40 students lost their permanent residence and have been designated as homeless. Families and businesses in the school community have been economically disadvantaged by the closure of major roadways through the county.

II. DATA COLLECTION, ORGANIZATION AND TRENDS

II.1 DATA COLLECTION METHODS

The school improvement team members surveyed parents and staff in order to assess their attitudes on a number of school issues. Staff was surveyed at their leisure and parents were surveyed during their school visit for fall parent/teacher conferences. School report cards and the fall housing reports were used to obtain data that had been reported to the state. ISEL is a Reading assessment used with Grades K, 1st and 2nd. ISAT is the state assessment used to assess student progress in 3rd, 4th, and 5th Grades in the areas of Reading, Math, and 4th Grade in Science. STAR Reading is used to assess instructional Reading level in 1st - 5th Grade. Exit Outcomes for each grade level are used as a reference document.

Table 2:

Data Collection Methods

06 - 10 Methods

TYPE	NUMBER	TITLE	TIME FRAME	TOTAL RESPONSE RATE	PURPOSE
Parent Survey	1	Parent	Oct 06 Oct 07 Oct 08 Nov 09	140 127 133 95	To survey parent attitudes
Staff Survey	1	Staff	Jan 07 Jan 08 Jan 09 Nov 09	44 32 78 54	To survey staff attitudes
Staff Observations	11	Observations based on Tables	Fall 06 Fall 07 Fall 08 Fall 09 Winter 10		To interpret data
Documents	3	School Report Cards Fall Housing Report Exit Outcomes	Fall 06 Fall 07 Fall 08 Fall 09		To compare school data
Formal Assessments	3	ISAT ISEL STAR Reading	Mar 06 - 09 Fall/Spring 05 - 08 Fall/Spring 06 - 09	100% 100% 100%	To assess academic progress

II.2 DISTRICT ASSESSMENT DATA

Table 3:

**District ISAT/PSAE/ACT Profile
West Central CUSD #235**

% of students who meet or exceed standards

	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011
AYP set by NCLB	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade – All						
Reading	65%	62%	69%	70%		
Math	89%	86%	84%	82%		
Writing				52%		

4th Grade – All						
Reading	79%	74%	79%	81%		
Math	91%	91%	96%	95%		
Science	92%	83%	87%	91%		
5th Grade – All						
Reading	74%	79%	79%	72%		
Math	86%	90%	92%	88%		
Writing		42%	43%	70%		
6th Grade – All						
Reading	81%	75%	95%	79%		
Math	80%	76%	91%	81%		
Writing			63%	66%		
7th Grade – All						
Reading	68%	76%	76%	86%		
Math	76%	81%	79%	89%		
Science	81%	91%	85%	89%		
8th Grade – All						
Reading	75%	74%	82%	84%		
Math	65%	65%	75%	81%		
Writing		61%	67%	60%		
11th Grade – All						
Reading	52%	46%	57%	39%		
Math	35%	31%	36%	28%		
Writing			54%	44%		
Science	43%	45%	47%	35%		
ACT Summary						
Composite	17.9	18.4	18.9	17.7		
English	17.1	18.5	18.6	17.0		
Math	17.5	17.3	17.7	16.9		
Reading	18.0	18.5	19.3	18.2		
Science Reasoning	18.5	18.8	19.0	18.0		
Percent Test ACT	100%	100%	100%	98.6%		

Observations for 2009 - 2010

- Adequate Yearly Progress, as determined by No Child Left Behind, required passing percentage has increased from 47.5% of students meeting or exceeding in 06 to 70% meeting or exceeding in 09.
- All 3rd - 8th Grades tested met Adequate Yearly Progress each year in Reading and Math, as determined by No Child Left Behind.
- The percentage of students that meet or exceed in 3rd Grade Reading has improved by 8% during the last three years.
- The percentage of students that meet or exceed in 3rd Grade Math has decreased during each of the last four years.
- The percentage of students that meet or exceed in 3rd Grade Math has decreased by 2% from the prior year.
- 52% of the 3rd Grade Writing scores met state expectations.
- The percentage of students that meet or exceed in 4th Grade Reading scores has improved by 7% during the last three years.
- 4th Grade Math scores were consistent with last year's Math scores.
- The percentage of students that meet or exceed in 4th Grade Science scores has improved by 8% during the last three years.
- The percentage of students that meet or exceed 5th Grade Reading scores declined by 7% from the preceding year.
- The percentage of students that meet or exceed on the 5th Grade Math scores declined by 4% from the preceding year.
- The percentage of students that meet or exceed on the 5th Grade Writing scores increased by 27% from the preceding year.

- The percentage of students that meet or exceed on the 5th Grade Writing scores increased during each of the last three years.
- Students that were assessed in 3rd Grade, then again in 4th Grade, improved the percentage that met or exceeded in the Reading scores by 12%.
- Students that were assessed in 3rd Grade, then again in 4th Grade, improved the percentage that met or exceeded in the Math scores by 11%.
- Students that were assessed in 4th Grade, then again in 5th Grade, experienced a decline in the percentage that met or exceeded Reading scores by 7%.
- Students that were assessed in 4th Grade, then again in 5th Grade, experienced a decline in the percentage that met or exceeded Math scores by 8%.
- Students that were assessed in 5th Grade, then again in 6th Grade, experienced no change in Reading scores.
- Students that were assessed in 5th Grade, then again in 6th Grade, experienced a decline in the percentage that met or exceeded Math scores by 11%.
- Students that were assessed in 6th Grade, then again in 7th Grade, experienced a decline in the percentage that met or exceeded Reading scores by 9%.
- Students that were assessed in 6th Grade, then again in 7th Grade, experienced a decline in the percentage that met or exceeded Math scores by 2%.
- Students that were assessed in 7th Grade, then again in 8th Grade, improved the percentage that met or exceeded Reading scores by 9%.
- Students that were assessed in 7th Grade, then again in 8th Grade, improved the percentage that met or exceeded Math scores by 2%.
- In 09 - 10, the percentage of students that meet or exceed in Reading in Grades 3rd – 5th must increase to 77.5% to meet Federal AYP requirements.

II.2A: SCHOOL BASED ASSESSMENT DATA

Table 4A:

**ISAT
All Students
ADEQUATE YEARLY PROGRESS DATA
BASED ON ISAT MEETS and EXCEEDS
West Central CUSD #235**

State average percentages for comparable groups are the second number

	2006 WC/State Avg.	2007 WC/State Avg.	2008 WC/State Avg.	2009 WC/State Avg.	2010 WC/State Avg.	2011 WC/State Avg.
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade – All						
Reading	65%/89%	62%/73%	69%/72%	70%/72%		
Math	89%/86%	86%/87%	84%/85%	82%/85%		
Writing				52%/62%		
4th Grade – All						
Reading	79%/73%	75%/74%	79%/73%	81%/74%		
Math	91%/85%	91%/86%	96%/85%	95%/86%		
Science	92%/80%	83%/80%	87%/76%	91%/77%		
5th Grade – All						
Reading	74%/68%	79%/70%	79%/74%	72%/74%		
Math	86%/79%	90%/83%	92%/81%	88%/83%		
Writing		42%/50%	43%/55%	70%/54%		

Observations for 2009 – 2010

- Adequate Yearly Progress percentage requirements have increased by 7.5 points each year.
- All grades tested met Adequate Yearly Progress in Reading and Math as determined by No Child Left Behind.
- The percentage of students that meet or exceed 4th Grade Reading is above the state average.
- The percentage of students that meet or exceed 4th and 5th Grade Math is above the state average.
- The percentage of students that meet or exceed 4th Grade Science is above the state average.
- The percentage of students that meet or exceed 5th Grade Writing scores is above the state average.
- In 09, five out of the nine areas tested exceeded the state average.
- In 09, the Writing test for 3rd Grade was added to the state's list of required testing.
- Students that were assessed in 3rd Grade in 08, then again in 4th Grade in 09, improved the percentage of students that met or exceeded Reading scores by 12%.
- Students that were assessed in 3rd Grade in 08, then again in 4th Grade in 09, improved the percentage of students that met or exceeded Math scores by 11%.
- Students that were assessed in 4th Grade in 08, then again in 5th Grade in 09, had a decrease in the percentage of students that met or exceeded in Reading scores by 7%.
- Students that were assessed in 4th Grade in 08, then again in 5th Grade in 09, had a decrease in the percentage of students that met or exceeded Math scores by 1%.
- The percentage of students that met or exceeded 3rd Grade Reading scores improved for the third consecutive year.
- The percentage of students that met or exceeded 3rd Grade Math scores declined for the fourth consecutive year, 7% over four years.
- The percentage of students that met or exceeded all 4th Grade test scores over the past four years exceeded the state average.
- There was a 28% improvement in the percentage of students that met or exceeded in the 5th Grade Writing scores from the previous year.
- The percentage of students that met or exceeded Math scores is consistently higher than Reading scores in all three grades.
- The percentage of students that met or exceeded 3rd Grade Writing scores is higher in the first year tested as compared to the percentage of students that met or exceeded 5th Grade Writing scores the first year that 5th Grade was tested.
- The percentage of students that met or exceeded 5th Grade Math scores have exceeded the state average for four consecutive years.

Table 4B:

ISAT Special Education and Low Income Subgroup Adequate Yearly Progress Data

State average percentages for comparable groups are the second number

	2006	2007	2008	2009
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%
3rd Grade				
Reading – Low Inc/Non-Low Inc	59%/70%	58%/65%	53%/81%	76%/63%
Reading – IEP/Non-IEP	17%/74%	43%/67%	23%/79%	46%/75%
Math – Low Income/Non-Low Inc	84%/93%	84%/88%	78%/90%	80%/84%
Math – IEP/Non-IEP	58%/94%	71%/90%	46%/93%	61%/86%
4th Grade				
Reading – Low Inc/Non-Low Inc	63%/91%	73%/78%	79%/79%	66%/93%
Reading – IEP/Non-IEP	50%/86%	7%/89%	62%/83%	59%/86%
Math – Low Inc/Non-Low Inc	84%/95%	95%/88%	93%/98%	91%/98%
Math – IEP/Non-IEP	56%/100%	54%/99%	77%/100%	83%/97%
Science – Low Inc/Non-Low Inc	84%/98%	82%/85%	82%/91%	84%/95%
Science - IEP/Non-IEP	75%/97%	46%/91%	62%/93%	75%/94%
5th Grade				
Reading – Low Inc/Non-Low Inc	69%/78%	50%/98%	79%/78%	69%/76%
Reading – IEP/Non-IEP	32%/87%	33%/90%	14%/91%	54%/76%
Math – Low Inc/Non-Low Inc	77%/92%	77%/98%	94%/90%	91%/85%
Math – IEP/Non-IEP	63%/93%	53%/98%	64%/97%	77%/91%

Observations 2009 – 2010

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year.
- In 5 of the 7 areas tested, from 3rd - 5th Grade, the percentage of students that met or exceeded low income scores were lower than non-low income scores.
- The average percent of Special Education students in the seven areas who met or exceeded in 08 - 09 was 65%, compared with 50% in 07 - 08 and 44 % in 06 - 07.
- Of IEP Math students, 77% met as 4th graders in 07 - 08 and again 77% met as 5th graders met in 08 - 09.
- In 3rd Grade Reading, 76% of low income students met or exceeded while 63% of non-low income did, a 13% difference.
- In 5th Grade Math, 91% of low income students met or exceeded while 85% of non-low income met, a 6% difference.
- Out of the 14 subgroup areas tested, only 5 areas would have met the new 09 - 10 standard of 77.5%.
- The percentage of 4th Grade IEP students who met or exceeded standards in Science has increased in the last three years from 46% to 75%.
- The percentage of 4th grade IEP students who met or exceeded standards in Math has increased in the last three years from 54% to 83%.
- The percentage of 5th grade IEP students who met or exceeded in Math has increased in the last three years from 53% to 77%.
- 10% fewer 5th grade low income students met or exceeded in Reading compared to the same subgroup in 4th grade in 08.
- The percentage of IEP students who met or exceeded in Reading declined from 4th to 5th grade by 8%.
- The percentage of IEP students who met or exceeded standards in Reading and Math for the last two years in 4th Grade, increased when compared to the same groups in 3rd Grade the previous year.

Table 4C:

**ISAT
Gender Subgroups
Percentages of Students That Meet or Exceed**

	2006	2007	2008	2009	2010
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%
Reading					
Male Students	65%	65%	66%	70%	
Female Students	80%	79%	85%	82%	
Math					
Male Students	85%	87%	91%	90%	
Female Students	91%	90%	90%	87%	
Science					
Male Students	87%	82%	90%	92%	
Female Students	97%	85%	85%	89%	
Writing					
Male Students				45%	
Female Students				74%	

Observations for 2009 – 2010 on gender groups at the building level

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year.
- From 06 - 09, the percentage of male students that met or exceeded in Reading increased by 5%.
- From 06 - 09, the percentage of female students that met or exceeded in Reading increased by 2%.
- From 06 - 09, the percentage of male students that met or exceeded in Math increased by 5%.
- From 06 - 09, the percentage of female students that met or exceeded in Math decreased by 4%.
- From 06 - 09, the percentage of male students that met or exceeded in Science increased by 5%.
- From 06 - 09, the percentage of female students that met or exceeded in Science decreased by 8%.
- In 09, the percentage of male students that met or exceeded in Math and Science was higher than the percentage of females that met or exceeded by 3%.

- In 09, the percentage of female students that met or exceeded in Reading was higher than the percentage of males that met or exceeded by 12%.
- In 09, the percentage of female students that met or exceeded in Writing was higher than the percentage of males that met or exceeded by 29%.
- From 08 - 09, there was an increase of 4% in male Reading scores that met or exceeded.
- From 08 - 09, there was a decrease of 3% in female Reading scores that met or exceeded.
- From 08 - 09, there was a decrease of 3% in female Math scores that met or exceeded.
- From 08 - 09, there was an increase of 4% in female Science scores that met or exceeded.

Table 4D:

**ISAT Gender Subgroup Scores
Female**

Data shows % of students who MEETS or EXCEEDS on ISAT & PSAE (State Average)

	2006 WC Female	2007 WC Female	2008 WC Female	2009 WC Female	2010 WC Female	2011 WC Female
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade						
Reading	78%/75%	68%/86%	79%/76%	81%/76%		
Math	92%/86%	83%/87%	82%/85%	81%/85%		
4th Grade						
Reading	84%/78%	82%/77%	85%/77%	81%/77%		
Math	95%/86%	91%/87%	95%/85%	95%/87%		
Science	97%/80%	85%/80%	85%/76%	89%/77%		
5th Grade						
Reading	76%/72%	88%/74%	90%/77%	83%/77%		
Math	88%/79%	98%/84%	93%/82%	85%/84%		
6th Grade						
Reading	86%/78%	77%/77%	98%/83%	87%/83%		
Math	81%/81%	74%/83%	98%/85%	87%/84%		
7th Grade						
Reading	65%/76%	78%/78%	82%/82%	92%/82%		
Math	79%/78%	81%/81%	79%/82%	78%/85%		
Science	79%/82%	92%/80%	82%/79%	93%/80%		
8th Grade						
Reading	73%/82%	77%/86%	86%/86%	80%/87%		
Math	70%/80%	68%/83%	75%/82%	80%/83%		
11th Grade						
Reading	52%/62%	56%/57%	68%/55%	46%/59%		
Math	24%/51%	35%/50%	36%/56%	23%/49%		
Science	30%/47%	49%/48%	44%/54%	40%/47%		

Observations 2009 - 2010 on females by grade level

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year.
- The 3rd Grade Reading percentage of students that met or exceeded has been above the state average for 3 of the past 4 years.
- The 3rd Grade Math percentage of students that met or exceeded is below the state average 3 out of 4 years.
- The 4th Grade Reading percentage of students that met or exceeded has been above the state average all 4 years.
- The 4th Grade Math percentage of students that met or exceeded has been above the state average for 4 years.
- The 4th Grade Science percentage of students that met or exceeded has been above the state average for 4 years.

- The 5th Grade Reading percentage of students that met or exceeded has been above the state average all 4 years.
- The 5th Grade Math percentage of students that met or exceeded has been above the state average for 4 years.
- 3rd Grade Math percentage of students that met or exceeded has dropped each of the past 4 years.
- 3rd Grade Reading percentage of students that met or exceeded has increased each of the past 3 years.
- In 09, the 4th Grade students increased their Reading percentage by 2% points from their 08 3rd Grade Reading assessment.
- In 09, the 4th Grade students increased their Math percentage by 13% points from their 08 3rd Grade Math assessment.
- In 09, the 5th Grade students decreased their Reading percentage by 2% points from their 08 4th Grade Reading assessment.

Table 4E:

**ISAT Gender Subgroup Scores
Male**

Data shows % of students who MEETS or EXCEEDS on ISAT & PSAE (State Average)

	2006 WC Male	2007 WC Male	2008 WC Male	2009 WC Male	2010 WC Male	2011 WC Male
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade						
Reading	54%/67%	55%/69%	59%/67%	61%/67%		
Math	86%/85%	90%/77%	86%/85%	83%/85%		
4th Grade						
Reading	73%/68%	68%/71%	71%/70%	82%/70%		
Math	87%/84%	90%/86%	97%/84%	95%/85%		
Science	87%/79%	82%/80%	90%/76%	92%/77%		
5th Grade						
Reading	73%/65%	69%/66%	68%/70%	57%/70%		
Math	85%/78%	81%/81%	91%/81%	93%/81%		
6th Grade						
Reading	77%/68%	73%/70%	91%/76%	72%/77%		
Math	80%/78%	77%/80%	82%/81%	76%/81%		
7th grade						
Reading	71%/68%	74%/69%	71%/72%	79%/73%		
Math	73%/75%	81%/78%	79%/79%	79%/81%		
Science	83%/80%	91%/79%	88%/79%	85%/79%		
8th Grade						
Reading	76%/76%	71%/78%	78%/78%	88%/84%		
Math	61%/77%	61%/80%	75%/79%	82%/81%		
11th Grade						
Reading	53%/56%	37%/51%	47%/51%	31%/55%		
Math	47%/56%	27%/56%	38%/56%	25%/54%		
Science	53%/55%	42%/54%	50%/54%	31%/54%		

Observations for 2009 – 2010 on males by grade level

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year.
- The 3rd Grade Reading percentage of students that met or exceeded has been below the state average for 4 years.
- The 3rd Grade Math percentage of students that met or exceeded has been above the state average 3 out of 4 years.
- The 4th Grade Reading percentage of students that met or exceeded has been above the state average 3 out of 4 years.

- The 4th Grade Math percentage of students that met or exceeded has been above the state average for 4 years.
- The 4th Grade Science percentage of students that met or exceeded has been above the state average for 4 years.
- The 5th Grade Reading percentage of students that met or exceeded has been above the state average 2 out of 4 years.
- The 5th Grade Math percentage of students that met or exceeded has been at or above the state average for 4 years.
- The percentage of students that met or exceeded in 5th Grade Reading has dropped each of the past 4 years.
- The percentage of students that met or exceeded in 5th Grade Math has seen a general increase during the past 4 years.
- The percentage of students that met or exceeded in 4th Grade Math scores has seen a general increase during each of the past 4 years.
- The percentage of students that met or exceeded 3rd Grade Reading has increased each of the past 4 years.
- The percentage of students that met or exceeded 4th Grade increased by 23% points from their 3rd Grade Reading assessment.
- The percentage of students that met or exceeded 4th Grade increased by 9% points from their 3rd Grade Math assessment.
- The percentage of students that met or exceeded 5th Grade decreased by 14% points from their 4th Grade Reading assessment.

Table 4F:

**2009 – 2010
1st Quarter Report Card Grades
3rd, 4th and 5th Grade**

3rd Grade - 70 Students Total 46% of the 3rd Grade are boys and 54% of the 3rd Grade are girls

	Reading		Language Arts		Math		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A's	21	24	22	28	24	27	67	79
B's	7	11	4	6	7	11	18	28
C's	3	2	5	4	1		9	6
D's					1		1	
F's	1	1	1	1			2	2
							97	115

4th Grade - 69 Students Total 54% of the 4th Grade are boys and 46% of the 4th Grade are girls

	Reading		Language Arts		Math		Social Studies		Science		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A's	19	18	22	27	18	22	26	23	29	22	114	112
B's	10	10	12	5	19	8	9	6	8	7	59	35
C's	8	4	2	1		2	2	3		2	8	12
D's												
F's										1		1
											181	160

5th Grade -72 Students Total 50% of the 5th Grade are boys and 50% of the 5th Grade are girls

	Reading		Language Arts		Math		Social Studies		Science		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A's	20	30	24	28	21	25	20	33	25	26	110	142
B's	12	6	10	7	12	10	15	3	9	9	58	35
C's	4		2	1	3	1			1	1	10	3
D's							1				1	
F's												
											179	180

2009 - 2010 Observations

- In 09 - 10, results from these categories were taken from the first quarter as compared to grades from the second quarter in prior years.
- In 09 - 10, of the 882 grades issued in 3rd, 4th and 5th Grade, 5 were failing grades.
- In 09 - 10, 99% of the grades were passing grades.
- In 09 - 10, 882 grades were given, 624 were A's; this is an increase of 11% from the previous year.
- In 09 - 10, 3 out of 5 failing grades were received by female students.
- In 09 - 10, 212 total grades were issued to 3rd Graders.
- In 09 - 10, 68% of the 3rd Grade grades issued were A's.
- In 09 - 10, 54% of the 3rd Grade A grades were earned by females, males received 46% of the A's.
- In 09 - 10, 341 total grades were issued to 4th Graders.
- In 09 - 10, 66% of the 4th Grade grades issued were A.
- In 09 - 10, 50% of the 4th Grade A grades went to females; males received 50% of the A's.
- In 09 - 10, 329 total grades were issued to 5th Graders.
- In 09 - 10, 76% of the 5th Grade grades issued were A.
- In 09 - 10, 56% of the 5th Grade A grades went to females; males received 44% of the A's.
- No student received a failing grade in Math.

ISEL

The ISEL test is a multifaceted K, 1st and 2nd Grade classroom-based Reading inventory. It is based on scientific Reading research and sound classroom practice and is administered to students individually. It reflects the National Standards for Reading, the Illinois Reading Standards, and is linked to the overall goals of the Illinois Reading Initiative. The ISEL provides information for classroom instructional planning, identifies students who may need an early reading intervention program, and furnishes pre- and post-assessment data to judge student progress.

Table 4G:

Illinois Snapshots of Early Literacy Assessment Scores

Kindergarten Scores – WC Kgt class average is given first and the state's target score is listed second

	Letter Recog	Story Listen	Phone Aware	Match Word	Letter Sound	Develop Spell	Word Recog	Vocab	Passage Rdg	Fluency
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2005	24/35	12/14	4/6	3/4	4/9					
Fall 2006	26/35	13/14	5/6	5/4	4/9					
Fall 2007	30/35	14/14	6/6	5/4	7/9					
Fall 2008	28/35	14/14	4/6	3/4	5/9					
Fall 2009	47/35	16/14	9/6	6/4	15/9					
Spring 2006	49/52	16/15	9/9	8/8	19/19	15/14	5/7	9/9	6/5	
Spring 2007	53/52	18/15	10/9	9/8	24/19	19/14	11/7	8/9	10/5	
Spring 2008	52/52	17/15	9/9	9/8	24/19	19/14	11/7	8/9	10/5	
Spring 2009	53/52	19/15	10/9	9/8	25/19	20/14	13/7	10/9	11/5	

1st Grade Scores – WC 1st Grade average is given first and state's target score is listed second

	Letter Recog	Story Listen	Phone Aware	Match Word	Letter Sound	Develop Spell	Word Recog	Vocab	Passage Rdg	Fluency
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2005	50/53	16/17	8/10	8/9	20/20	16/15	10/11	7/9	7/3	
Fall 2006	49/53	16/17	7/10	7/9	18/20	14/15	9/11	9/9	7/3	
Fall 2007	52/53	17/17	9/10	8/9	23/20	17/15	13/11	10/9	9/3	
Fall 2008	52/53	17/17	9/10	8/9	23/20	18/15	14/11	10/9	11/3	
Fall 2009	52/53	19/17	9/10	8/9	24/20	18/15	14/11	9/9	11/3	
Spring 2006	54/54	19/18	10/10	9/9	25/25	24/23	19/21	12/10	17/16	54/64
Spring 2007	53/54	19/18	9/9	26/25	24/23	24/23	19/21	11/10	17/16	62/64
Spring 2008	53/54	18/18	10/10	9/9	25/25	24/23	19/21	10/10	17/16	61/64
Spring 2009	54/54	20/18	10/10	9/9	26/25	24/23	21/21	11/10	18/16	78/64

2nd Grade Scores – WC 2nd Grade average is given first and state's target score is listed second

	Spelling	Word Recognition	Fluency	Extended Response	Passage Accuracy	Comprehend	Vocabulary
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2005	3/4	11/15	57/74	8/13	82/96	5/7	6/9
Fall 2006	3/4	11/15	58/74	6/13	70/96	5/7	8/9
Fall 2007	3/4	11/15	61/74	7/13	71/96	5/7	8/9
Fall 2008	4/4	12/15	64/74	10/13	81/96	6/7	9/9
Fall 2009	4/4	12/15	75/74	7/13	81/96	6/7	9/9
Spring 2006	5/5	18/20	83/99	8/6	93/98	8/7	11/11
Spring 2007	5/5	18/20	94/99	9/6	96/98	12/7	14/11
Spring 2008	6/5	18/20	101/99	11/6	96/98	8/7	11/11
Spring 2009	5/5	19/20	107/99	17/6	97/98	10/7	12/11

Observations of 2009 - 2010

- In Spring 09, Kindergarten is at or above the state average in all areas.
- In Spring 09, West Central scores improved in all areas except two which stayed the same.
- In Spring 09, West Central scores on letter sounds are 6 points above the state average.
- In Spring 09, 1st Grade scores are higher than Spring 08 in seven areas and the other three areas are at the maximum and equal to the state average.
- In Spring 09, 1st Grade scores are equal in (4) or above (6) in all areas.
- In Spring 08, Kindergarten to Fall 08 1st Grade, scores fell in three areas by 1 or 2 points.
- In Spring 08, 1st Grade fluency scored an average 14 points above the state average.
- In Spring 09, 1st Grade Spelling average is 1 point less than Spring 08 average.
- In Spring 09, 2nd Grade average is less than the state in 2 areas.
- In Spring 09, 2nd Grade is at or above the state average in five areas.

- In Spring 09, 2nd Grade is 6 points higher than Spring 08 and 11 points higher than the state average in fluency.
- From Fall 08 to Spring 09, 2nd Grade improved in every area.
- In Spring 09, 2nd Grade fluency was 8 points higher than the state average.

Table 4H:

**STAR Reading Assessment
Average Grade Equivalent
(Current Grade Placement 09-10)
2009 - 2010**

All students tested. Chart rows read from 1st to 5th Grade.

	1st Spring	2nd Fall	2nd Spring	3rd Fall	3rd Spring	4th Fall	4th Spring	5th Fall	5th Spring
First Grade									
Second Grade	2.4	2.3							
Third Grade	2.2	2.1	3.2	3.0					
Fourth Grade	2.0	2.0	3.1	2.5	3.6	3.6			
Fifth Grade	1.7	2.3	2.8	3.1	4.4	3.9	5.3	5.5	
Sixth Grade		2.3	2.7	3.3	4.1	4.1	5.4	5.1	6.1

Observations of 2009 - 2010

- 3rd Grade class scores are lower in the Fall than the previous Spring every year.
- 1st and 2nd Grade Spring scores increase every year when compared to each of the previous tested years.
- 1st, 2nd and 5th Grade level scores have increased every year.
- 3rd Grade tested at or above grade level since 1st Grade.
- 3rd and 4th Grade had a decrease in testing scores from Spring to Fall 09.
- 2nd, 3rd and 5th Grade scores are at or above grade level in Fall 09.

Table 4I:

**Accelerated Reading Summary
End of Year Points Earned by Grade Level**

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
Kindergarten		587	565	
First Grade		1844	1950	
Second Grade		1946	2090	
Third Grade		2641	2055	
Fourth Grade		3182	4343	
Fifth Grade		5050	4183	
Total Earned	17954	15250	15186	
Total Attempt	21314	23405	23067	

Observations of 2009 - 2010

- The 07 - 08 school year was the first year the above points were collected by grade level.
- The 08 - 09 school year there were 64 fewer points earned as compared to 07 - 08.
- During the 08 - 09 school year, points attempted fell 338 points.
- The 08 - 09 total points for 3rd Grade fell by 586 points compared to 07 - 08.
- The 08 - 09 total points for 4th Grade increased by 1,161 points compared to 08 - 09.
- The 08 - 09 total points for 5th Grade dropped by 867 points compared to 07 - 08.
- In 08 - 09, 3rd Grade earned 35 fewer points than 2nd Grade.
- In 08 - 09, 2nd Grade gained over 140 points over 1st Grade.
- In 08 - 09, the total enrollment decreased from the preceding year. (See Table 6 Enrollment Data)

Overall Assessment Observations

Observations of 2006 - 2007

On the Illinois State Achievement test, West Central Elementary students exceeded the state average in 6 out of 7 tested academic areas. On the ISEL test, given to K, 1st and 2nd Grade twice a year, an area of weakness is fluency. On exit outcomes in Grades K - 5th in Reading and Math, 92% of the outcomes exceeded 70%.

Observations of 2007 - 2008

On the Illinois State Achievement Test, West Central Elementary students exceeded the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 8 tested academic areas. On the ISEL test, given to K, 1st, 2nd Grades twice a year, the fluency score increased in each grade level from Spring 06 to Spring 07. Also on the ISEL, the scores in 23 out of 26 tested areas in K, 1st, 2nd Grade increased or stayed the same from Spring 06 to Spring 07.

Observations of 2008 - 2009

On the Illinois State Achievement Test, West Central Elementary students exceeded the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 8 tested academic areas. The percentage of students with an Individual Education Plan that met or exceeded state standards also improved this year. On the ISEL, the scores in 19 out of 27 tested areas in K, 1st, 2nd Grade increased or stayed the same from Spring 07 to Spring 08.

Observations of 2009 - 2010

On the Illinois State Achievement Test, West Central Elementary students met the state standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 5 out of 9 tested academic areas. The percentage of male Reading students that meet or exceed on the ISAT has increased by 5 percentage points over the last five years. The percentage of students with an Individual Educational Plan that met or exceeded state standards improved again this year. ISEL scores in Kindergarten have increased while First and Second Grade scores have remained constant.

II.3 DEMOGRAPHIC DATA

Table 5:

General School Data Provided by School Report Card

	2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009	
	#	%	#	%	#	%	#	%
Attendance	453	94.3	446	94.9	426	94.4	421	95
Truancy Rate	3	.07	2	.04	0	0	0	0
Mobility Rate	56	9.5	60	13.5	64	15.1	35	8.3
Low Income Rate		51.2		48.7		49.2		53.2
Suspension Rate								

Transfers IN	28	6.0	27	6.1	40	9.4	25	5.9
Transfers OUT	28	6.0	33	7.3	24	5.6	27	6.4
Promotion Rate								
Retention Rate	5	1	7	1.5	3	.07	3	.07
HS Graduation Rate								
Hs Drop-Out Rate								
Gender	M 235/52%	F 222/48%	M 213/50%	F 214/50%	M 210/49%	F 216/51%	M 202/49%	F 213/51%
Caucasian	235	222	207	209	203	209	195	201
African-American	1					1		
Hispanic		1	3	3	2	4	2	4
Other (Specify)		1	3	3	1			2
Indian								
Multiethnic		1			4	2	5	6

Observations of 2009 - 2010

- Truancy rate is zero for the past two years.
- The 08 – 09 attendance rate increased by .6% from the 07 - 08 school year to the 08 - 09 school year.
- The 08 – 09 enrollment dropped by five students to 421 from the 07 - 08 school year to the 08 - 09 school year.
- The 08 - 09 mobility rate of students declined by 55% from the 07 - 08 school year to the 08 - 09 school year.
- The low income rate is the highest it has been over the past five years at 53.2%
- The low income rate increased by 7% from the preceding year.
- Two more students transferred out of the district than transferred in.
- There are six more female students than male students in the elementary.
- 15 fewer students transferred in during the 08 - 09 school year as compared to the preceding year.
- The retention rate remained at 3 students during the past two years.

Table 6:

Enrollment Data Fall Housing Report

Grade Levels in School	2005 - 2006		2006 - 2007		2007 - 2008	
	#	%	#	%	#	%
School Population	446		446		427	
Grade K	68	13.9	65	15.2	60	14.1
Grade 1	67	16.3	76	17	67	15.7
Grade 2	77	17.3	78	17.3	73	17.1
Grade 3	77	17.3	82	17.3	73	17.1
Grade 4	79	17.8	75	16.8	72	16.9
Grade 5	78	17.4	88	17.5	82	19.2

Grade Levels in School	2008 - 2009		2009 - 2010		2010 - 2011	
	#	%	#	%	#	%
School Population	423		409			
Grade K	66	15.6	70	17.1		
Grade 1	61	14.4	62	15.2		
Grade 2	68	16.1	64	15.6		
Grade 3	78	18.4	72	17.6		
Grade 4	71	16.8	70	17.1		
Grade 5	79	18.8	71	17.4		

Observations of 2009 – 2010

- Overall enrollment decreased by 37 students from 05 - 06 to 08 - 09.
- In 08 – 09, the number of total students enrolled is 14 less than 07 - 08.
- In 08 – 09, Kindergarten enrollment increased by 4 students from 07 - 08.
- 1st Grade increased by 1 student from 08 - 09.
- 2nd Grade decreased by 4 students from 08 - 09.
- 3rd Grade increased by 6 students from 08 - 09.
- 4th Grade decreased by 1 student from 08 - 09.
- 5th Grade decreased by 8 students from 08 - 09.
- 3rd Grade has the highest percentage of students with 17.6%.
- 1st Grade has the lowest percentage of students with 15.2%.
- When looking at future enrollment, there are 196 students in grades K – 2nd compared to 213 students in grades 3rd – 5th.

Table 7:

Special Education Student Subgroup Enrollment

*Students with IEPs; Data provided by school psychologist when received by state report in October. Students may receive services in more than one area.

	05 - 06	06 - 07	07 - 08	08 - 09	09-10
	#	#	#	#	#
Total Special Education*	115	107	82	69	79
Mental Impairment	12	10	8	8	5
Learning Impairment					
Speech or Language Impairment	58	57	56	58	55
Visual Impairment					
Emotionally Disturbed		3	2	2	1
Orthopedic					
Other Health Impairment	11	10	6	6	12
Specific Learning Disability	34	27	15	11	8
Autism				3	3
Development Delay					2
Deaf/Blindness					

Observations 2009 - 2010

- The number of students that are being served in Special Education has increased by 10 students from the 08 - 09 school year.
- The total number of Special Education students has declined by 36 students during the past five years.
- The number of students that receive speech assistance has remained consistent when compared to year to year.
- The number of autistic children has remained the same when compared to the 08 - 09 school year.
- No students are classified as learning impaired, visually impaired, orthopedic, or deaf/blind students during 09 - 10.
- Specific Learning Disabilities have decreased by 31% since 05.
- Other health impairment disabilities doubled from 08 - 09 to 09 - 10.

Demographic Comparisons and Trends

The enrollment for 06 - 07 declined from 466 students in 05 - 06 to 446 students. This is a drop in enrollment by 20 students. The average class size during 05 - 06 was 21.18 students per classroom teacher, and the average class size for 06 - 07 was 18.58 students per classroom teacher. There were 22 classroom teachers in 05 - 06 and there were 24 classroom teachers in 06 - 07.

The enrollment for the 07 - 08 school year declined from 446 students in 06 - 07 to 427 students. This is a drop of 19 students. This is a decrease of 39 students over the past two years. The average class size was 17.8 students. There were 24 classroom teachers during 07 - 08.

The enrollment for 08 - 09 is 423 students. This is a decrease of 4 students from the preceding year. There are 24 classroom teachers and the average class size is 17.6. The enrollment during the past four years has decreased by 23 students.

The enrollment for 09 - 10 is 409 students. This is a decrease of 14 students from the preceding year. There are 24 classroom teachers and the average class size is 17.4 students. The enrollment during the past 5 years has decreased by 57 students.

II.4 PROGRAM DATA

Table 8:

Educator Data

	05 - 06	06 - 07	07 - 08	08 - 09	09-10
Total Full Time Classroom Teachers	33	33	34	34	34
Average Years Teaching	14.2	15.4	13.1	13	13.9
# Teachers New to Building	5	7	1	3	1
# First Year Teachers	3	3	0	2	1
# with B. A. Degree	25	27	27	25	25
# with M.A. & Above	7	8	7	9	9
# with Emergency or Provisional Certificates	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0
% Caucasian Teachers	100%	100%	100%	100%	100%
# Male Teachers	3	4	4	2.5	2.5
# Female Teachers	29	30	30	30.75	30.75
# Total Paraprofessionals	16	18	18	16	15
# Classroom Instructional Paraprofessionals	3	3	3	3	3
# Total Under-qualified Paraprofessionals	0	0	0	0	0
# Total Counselors	0	0	0	0	0
# Total Librarians	.5	.5	.5	.5	.5
# Total Social Workers/Psychologists	2	2	2	1	1
# Total Other Staff	5	5	5	5	5
# Speech Pathologist	1	1	1	1	1

- Out-of-field means that a teacher is teaching a class for which he/she has no certification in academic major or endorsement with sufficient credit hours in the content area taught.
- Under-qualified paraprofessional means that the paraprofessional has less than 2 years of training and/or education degree.
- Social Worker and Psychologists is shared with the rest of the district.

Observations of 2009 - 2010

- There is only one new teacher in her first year of teaching.
- The average years of teaching experience increased .9 of a year from 08 - 09 to 09 - 10.
- There is one less paraprofessional in 09 - 10.
- There is not an elementary counselor.
- All teachers are highly qualified and teaching in their qualified field.
- All paraprofessionals are highly qualified.
- 100% of the teachers are Caucasian.
- The number of full time classroom teachers has stayed steady during the last five years at 24.
- The number of teachers that have a Master's Degree remained at 9 teachers during the 09 - 10 school year.
- The number of teachers that have a Bachelor Degree remained at 25 during the 09 - 10 school year.
- The number of teachers that are male remained the same as the preceding year.

Teacher Daily Schedule

Table 9:

2008 – 2009 Daily Teacher Schedule

Average daily minutes spent daily by grade level on each subject

08 - 09	Math	Science/SS	P.E.	Lunch/Recess	Title 1	Additional Recess	TOTAL Lang Arts BLOCK	Reading	Word Work	Writing	SSR
Kindergarten	86	20	40	40	30	6	140	50	30	35	25
Grade 1	75	10	40	40	30	25	175	65	35	40	35
Grade 2	62	5	40	40	30	0	181	50	43	45	43
Grade 3	60	35	40	40	30	0	170	60	30	45	35
Grade 4	50	60	40	40	30	0	150	45	30	45	35
Grade 5	60	50	40	40	30	0	159	46	17	46	50

2009 – 2010 Daily Teacher Schedule

Average daily minutes spent daily by grade level on each subject

08 - 09	Math	Science/SS	P.E.	Lunch/Recess	Title 1	Additional Recess	TOTAL Lang Arts BLOCK	Reading	Word Work	Writing	SSR
Kindergarten	86	20	40	40	30	6	140	50	30	35	25
Grade 1	75	10	40	40	30	25	175	65	35	40	30
Grade 2	62	5	40	40	30	0	179	57	34	43	45
Grade 3	75	32	40	40	30	0	161	58	29	39	35
Grade 4	50	60	40	40	30	0	150	45	30	45	35
Grade 5	60	48	40	40	30	0	143	45	13	50	35

Observations for 09 – 10

- Time does not include keyboarding instruction.
- Kindergarten times stayed consistent with the prior year.
- Silent Sustained Reading decreased by 5 minutes in the 1st Grade.
- 2nd Grade shifted some time from working with words to Reading, so the total time devoted to Language Arts stayed consistent.
- 3rd Grade increased time to Mathematic instruction by 15 minutes from the preceding year and decreased Language Arts instruction by 9 minutes from the preceding year.
- The amount of time devoted to Silent Sustained Reading dropped by 15 minutes in 5th Grade.
- The amount of time devoted to Language Arts dropped by a total of 16 minutes in 5th Grade.
- Kindergarten devotes the most time to Mathematic instruction during the typical school day.
- 4th Grade devotes the most time to Science/Social Studies instruction during the typical school day.
- 2nd Grade devotes the most time to Language Arts instruction during the typical school day.
- 1st Grade devotes the most time to Reading instruction during the typical school day.

Table 10:

Professional Growth Data

TOPIC	MONTH YEAR	GRADE LEVELS	NO. ATTENDING	SCHOOL WIDE (YES/NO)	FORMAT
Mapping our Expectations for 06: Alignment of Curriculum	June 05	Pre K - 12		Yes	Powerpoint/ Small Group Discussions
Four Block	June 05	1 - 3	5	No	Interactive/ Lecture
August Institute: Sp Ed, Technology, Reading	Aug 05	Pre K - 12		Yes	Lecture
NCLB Training	Sept 05	Pre K - 12		Yes	Lecture
District Reading Task Force	Oct, Nov, Jan, April 05 - 06	Pre K - 12	16	No	Lecture/ Discussion Group
ISAT Math (2 day)	Nov 05	K - 5	3	No	Workshop
ISAT Reading	Nov 05	K - 5	2	No	Workshop
ISAT Prep	Nov 05	K - 5	2	No	Workshop
Summarizing & Inference	Dec 05	4 - 5	10	No	Lecture/ Discussion Group
ISEL Training	Jan 06	K - 2	11	No	Lecture/ Discussion Group
Drug Awareness -Drug Task Force	Feb 06	Pre K - 12	60	Yes	Presentation
Curriculum Alignment	Feb 06	Pre K - 12	60	Yes	Interactive Work Sessions
Differentiated Instruction	May 24, 2006	Pre K - 5	25	No	Presentation
Curriculum Alignment	May 24 - 26, 2006	Pre K - 12		No	Interactive Work Sessions
Building Blocks	May 25, 2006	Pre K - K	12	No	Presentation
ISAT Writing Conference	06	3 - 5	2	No	Workshop
Writing Strategies	Aug 14, 2006	K - 5	25	Yes	Interactive Presentation
Curriculum Alignment	Aug 15, 2006	K - 12		No	Interactive Work Sessions
Big Blocks	Aug 15, 2006	3 - 5	15	No	Interactive Presentation
RtI Training	Aug 16, 2006	Sp Ed, Title I		No	Presentation
Understanding Autism	Aug 17, 2006	K - 5	6	Yes	Presentation
RtI	Feb 07	K - 5		Yes	Workshop

ADHD	Feb 07	K - 5		Yes	Workshop
PBIS Overview	Sept 19, 2006	Pre K - 8		Yes	Presentation
District Reading Task Force	Sept, Nov, Feb, April 06 - 07	Pre K - 12		No	Interactive Presentations
RtI Training	Feb 16, 2007	K - 5		Yes	Interactive Discussions
Creating Power Points	April 19, 2007	Pre K - 12		Yes	Presentation
Olweus Bullying Prevention Program	May 24, 2007	Pre K - 12		Yes	Presentation
Teachers Change Lives	May 29, 2007	Pre K - 12		Yes	Presentation
Four Block Refresher	Aug 13, 2007	K - 5		Yes	Interactive Presentation
Fluency and Poetry	Aug 13, 2007	K - 5		Yes	Interactive Presentation
Olweus Bullying Prevention Core Team Training	Aug 14, 2007	K - 8		Yes	Interactive Presentation
Teaching Math Concepts	Aug 14, 2007	K - 5		Yes	Interactive Demonstration
Integrating Art Into the Curriculum	Aug 15, 2007	Pre K - 12		Yes	Interactive Demonstration
Workshop on Increasing Male Students' Academic Scores in Reading & Math	Sept 18, 2007	K - 5		Yes	Interactive Presentation
ISAT Writing	Jan 08	K - 5	2	No	Workshop
Illinois Reading Conference	Mar 08	K - 5	4	No	State Conference
Writing Workshop, Judy Johnstone	Summer 08	K - 12	15	No	Workshop
Boys and Reading	Summer 08	K - 12	2	No	Workshop
Stuff You Can Use for Managing and Motivating All Students	Aug 08	K - 8	8	No	Workshop
Accelerated Reading	Aug 08	K - 5		Yes	Workshop
Poverty Simulation	Aug 08	K - 12		Yes	Workshop
Differentiated Instruction	Oct 08	K - 5		Yes	Workshop
Strategies for Teaching Higher Order Thinking and Questioning Techniques	Nov 08	K - 5		Yes	Workshop
Writing Follow Up Workshop	Jan 09	K - 12		No	Workshop
Cooperative Learning Workshop	Feb 09	K - 12		No	Workshop
Music Across the Curriculum	Feb 09	K - 12		No	Workshop
Math Across the Curriculum	Feb 09	K - 12		No	Workshop
Higher Order Thinking	Feb 09	K - 5		Yes	Workshop

Writing Workshop	Feb 09	K – 12		No	Workshop
Writing Analysis	June 09	K – 12		No	Workshop
Understanding Poverty	June 09	All District Employees		No	Workshop
Math Curriculum Mapping	July 09	K – 12		No	Collaborative Discussion
Algebraic Thinking	August 09	K – 5		Yes	Workshop
Accelerated Reader Webinar provided by Renaissance Learning	October 09	K – 5		Yes	Interactive Workshop Online
Higher Order Thinking Skills by Dr. Castle	November 09	K – 5		Yes	Workshop

Observations in 2009 – 2010 (as of November)

- With March 09 beginning the new cycle of school improvement activities, there are a total of 12 staff development activities offered for elementary staff development in the 09 - 10 school year.
- Individual college courses are no longer being included in the staff development chart.
- Seven of the 12 activities are directly related to Reading, Writing, and Math.
- Many of the staff development opportunities are provided by the district consultants that have been hired for Writing, Math, and Special Education.
- The Understanding Poverty Workshop was offered to all district employees.

Special Education, Math, and English Audit Reports 08 – 09

These audits were conducted as a component of the school improvement action plans at the request of Building School Improvement Teams and District Administrators as part of our ongoing school improvement process. The purpose was to provide qualified outside consultants the opportunity to conduct onsite visits in our schools, observe in classrooms, examine assessment data and curriculum, and speak with staff and students in order to provide recommendations to improve the teaching and learning in our schools. The search for these consultants was conducted through the Illinois Association of Supervision and Curriculum Development listserv, the Illinois Association of Teachers of English listserv and the Illinois Council of Teachers of Mathematics listserv, along with the assistance of our Regional Office of Education. Applicants were interviewed and references were contacted in order to find the best individuals to conduct the audits for our district. The funding for these audits was obtained through our District NCLB Title II and RESPRO grants. What follows is a brief listing of the recommendations from each audit that applied to our building:

Elementary suggestions to explore as a result of the English, Math, and Special Education Audits conducted in the spring and fall 08.

❖ English

- Continue with staff development opportunities for writing.
- Continue with implementation of a writing curriculum.

❖ Math

- Review the newest edition of the Saxon Math textbooks and evaluate them in the area of improved problem solving skills for 4th and 5th Grade.
- Review of software that is currently available to improve problem solving skills of all of our students.
- Review of where we are and what we need to fully implement Accelerated Math into every upper level classroom.

❖ Special Education

- Continue efforts to meet the grade level expectations for our special needs population.

Higher order thinking skills and questioning techniques need to be increased building wide.

The reports also encouraged that time be provided for the 5th Grade Teachers to meet with the Middle School Teachers on what skills are necessary to improve the transition between 5th and 6th Grade.

Curriculum Implementation Data

Language Arts, Reading, and Curriculum Description: The Four-Block framework was implemented during the 05 - 06 school year. This framework is used in Grades K - 5th, with Kindergarten using Building Blocks, Grades 1st, 2nd, 3rd using Four Blocks, and Grades 4th, 5th using Big Blocks. The Four-Block framework consists of 4 different areas of focus. These include Working with Words, Guided Reading, Writing, and Self-Selected Reading. Each grade level has at least 16 exit outcomes for the school year. These outcomes have been aligned with the Illinois State Standards. In the 06 - 07 school year a new Houghton-Mifflin Reading series was purchased for Grades K - 3rd. This will help to provide continuity in and among grade levels for the material being taught.

Math Curriculum: All Grades K - 5th use Saxon Math. Saxon Math stresses incremental development. Concepts are practiced frequently and extensively over the school year. Grades 1st, 2nd, 3rd have daily meeting board activities and use manipulatives on a regular basis. Supplemental materials are added as needed for extra practice throughout the grade levels. Accelerated Math software was updated to include Kindergarten and 1st Grade. This program continues to provide support for problem solving skills of all K - 5th Grade students. Grades K - 3rd uses 2001 Saxon Math worksheets, 4th Grade uses 2004 Saxon Math edition, and 5th Grade uses 2001 Saxon Math edition.

Social Studies Curriculum: The Elementary Social Studies curriculum in the lower grades is based on thematic units involving people or events in American History. Students will also explore family life, job careers, and community roles. Beginning in the 3rd Grade, the students begin to explore how units of government work and an introduction into Illinois history. 4th and 5th Grades use a text from McGraw Hill and study early American History. 1st - 5th Grades work on map skills appropriate to their grade level and use Weekly Reader or Scholastic News magazine as a reference material. These magazines are also utilized to introduce and reinforce geographic map skills and understanding graphs.

Science Curriculum: The Elementary Science curriculum in Grades K, 1st, 2nd is based around thematic units. Supplemental materials are used for these, with field trips that correspond with the units. 3rd, 4th and 5th Grades use Scott Foresman textbooks. 1st - 5th Grades also use Weekly Reader as a reference material.

Writing Curriculum: The purpose of the Writing curriculum is to provide students with the support needed to express themselves clearly and effectively to others. It is our belief that in order to accomplish this, students must be offered the following instructional opportunities: time to write each and every day, knowledge of and practice in the writing process, the teacher's role is as a coach to the writer, and that skills are not taught in isolation but in the context of the written pieces. Samples of K - 12 writing were evaluated during the summer of 2009 and from this process a Writing curriculum for the elementary was established. Each grade has defined the writing expectations and aligned the expectations to the Illinois Learning Standards. Writing workshops presented to the entire elementary staff continue to aid in the advancement of the writing curriculum.

Title I Program: The Title I program assists all grades in focusing on exit outcomes performance, basic reading skills and strategies, ISAT preparation, and RtI interventions. It also provides support and resources to strengthen the classroom instruction. Title does screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction. In the morning, each Title I Teacher and two associates go into the Kindergarten, First, and Second Grade classrooms. This makes a team of four to give intensive small group instruction at the student's ability level focusing on the student's developing reading needs. The afternoon consists of the Title I teachers working with small groups of students on individualized instruction in Reading and Math.

Special Education: Students with Individualized Education Plans receive special services from the Special Education Department. The range of services received is dependent upon the individual needs of the student. Many of these students leave the regular classroom for Language Arts and Mathematics classes. Others simply receive a little extra assistance during Study Hall. Often, different small groups

are occurring simultaneously in the classroom. Instruction in the Resource Room attempts to teach grade level curriculum at every opportunity and Special Education students are responsible for grade level exit outcomes and are included in the grade level totals. In the upper elementary grades, Special Education teachers adapt Science and Social Studies. In the 06 - 07 school year, we began to implement the RtI system. RtI, or Response to Intervention, is an emerging approach to the diagnosis of Learning Disabilities. In the RtI model, a student with academic delays is given one or more research-validated interventions. The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student catch up with his or her peers. If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to "respond to intervention" can be viewed as evidence of an underlying Learning Disability. One advantage of RtI in the diagnosis of educational disabilities is that it allows schools to intervene early to meet the needs of struggling learners. Another is that RtI maps those specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents. In the 07 - 08 school year, two teams were created from RtI. One team, RtI, will continue with students that may qualify for special education services, and one team will be called TAT and will work with students that may be having behavioral issues in the classroom. In fall of 09, new technology introduced into our Special Education classrooms included interactive SMARTBoards, updated student computers and document cameras.

Physical Education: The West Central physical education program for elementary students is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. The program enables students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports. Specific aspects of the program will aid in the development of higher fitness levels, thinking and problem solving, time, cooperation (sportsmanship) and decision-making skills. These activities help to prepare them for adult life and the world of work.

Art Education: The West Central Art Program for elementary students works toward meeting several different goals. One is that students should be able to observe, name, and describe basic components in art. Another is that students should know about basic tools and can shape simple ideas and emotions into visual art. Students should also know about artistic tools and how they are used in art works. They should be able to purposefully shape (plan and execute) visual art work to express an idea. Elementary students should also know what artists do, where they work, and where their works are displayed. To help attain these goals, time spent weekly in art class was extended in the 07 - 08 school year. Instead of meeting for 35 minutes once a week, each class now meets for at least 50 minutes once a week.

Enrichment Program: The West Central CUSD #235 Board of Education, has approved that the district provide an after school enrichment program one day a week for some of our academically-talented students. The intent of program is to provide an appropriate program of enrichment focused on the integration of technology in multi-disciplinary units of study, the development of individual student interests, growth in higher-level thinking skills, and the provision of an opportunity for interaction with other talented children in the district. This program began in Fall 06. Approximately 22 students in Grades 3rd - 5th participate in this program.

Tutoring Program: A tutorial program was implemented in Fall 06. This program is free to our 4th and 5th Grade students and is partially funded by the Regional Office of Education. It meets on Tuesday and Thursday after school. Academic assistance is provided in a variety of subject areas. Free transportation is provided to Gladstone, Oquawka and Stronghurst. On a normal day, 10 to 15 students receive this additional assistance.

Keyboarding/Computer: All 3rd - 5th Grade students use Ainsworth Keyboard Trainer 5 as our training program. This program allows students to work individually and encourages correct finger positioning. The 2nd Graders are using Microsoft Word (word processing) and are typing their word-wall words and weekly spelling words. They are learning to use both hands at the keyboard and to distinguish between left-hand keys and right-hand keys. The lab is also utilized by K - 5th Grades, when available, to take the Star Reading tests, as well as Accelerated Reading tests. The lab is also available for classes to use the internet for research, educational games and to view United Streaming videos. It also houses a SMART Board for interactive use.

Olweus Bullying Prevention Program: Olweus Bullying Prevention Program is a comprehensive, school wide program that is being used at West Central Elementary and Middle School. Its goals are to reduce and prevent bullying problems among school children and improve peer relations at school. At the elementary there are classroom meetings being held at a minimum of three times a month. During these classroom meetings the rules are discussed and many other character education programs are discussed. Students and teacher also discuss many character education lessons such as respect, responsibility, empathy, listening, tolerance and other lessons. The Olweus Committee has implemented Red Ribbon Week, Be A Buddy Weekly Recognition, and monthly Bullying Prevention activities. This program was introduced and added to the curriculum during the 07 - 08 school year.

Library Services: The Elementary has approximately 25,783 books available to students. Accelerated Reader provides access to over 120,000 quizzes on books. Discovery Education Streaming provides access to 5000 full length videos tied directly to state and national standards through the internet. We belong to the Alliance Library System of Peoria, Illinois, that provides our students and staff with access to books found in other libraries. The Henderson County Library stops once a week providing additional services to our students.

Program Comparisons and Trends

During the 06 - 07 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. Due to increases in enrollment in the lower grades, the West Central school board increased the number of teachers by two in August of 06. There has been an increase of staff development opportunities offered on the West Central premises, which has increased the number of staff members able to participate. In the 06 - 07 school year, a new reading text book series was purchased for Grades K – 3rd. In the Fall of 06, an enrichment program and tutoring program were implemented. In the 06 - 07 school year, we began to implement the RTI system. RTI, or Response to Intervention, is an emerging approach to the diagnosis of Learning Disabilities.

During the 07 - 08 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. Art education, as a result of a Fine Arts Grant, has been expanded from 35 minutes per week, to at least 50 minutes per week. Keyboarding instruction has been added for students in Grades 2nd – 5th. The Olweus Anti-Bullying Program is being implemented for students in Kindergarten - 8th Grades.

During the 08 - 09 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti Bullying Program has added Red Ribbon Week, recognition of students for making a positive difference through a “Be A Buddy” program, and a bullying prevention week of activities. Writing style and format have been emphasized this year with writing formats and expectations developed for each grade level. Low class size has been maintained with four sections at each grade level. The average class size is approximately 18 students. A new communication tool, called Connect Ed, has been added that allows for additional communication through the phone system.

During the 09 - 10 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti-Bullying Program has added Red Ribbon Week, recognition of students for making a positive difference through a “Be A Buddy” program, and a bullying prevention activity once a month. Low class size has been maintained with four sections at each grade level. The average class size is approximately 17 students. Grades 2nd – 5th are working on increasing reading fluency using a reading program called Six Minute Solution. New software programs for Accelerated Reading and Accelerated Math has been purchased and allows for parents to monitor progress from a home computer. A new software program has also been added which allows for parents to monitor lunch accounts from a home computer.

II.5 PERCEPTION DATA

TABLE 10:

PARENT SURVEY

96 Surveys Returned (31%)

09 – 10	YES	NO
1. Do you have a home computer with internet access?	77	18
2. Did you attend Open House?	74	21
3. Have you ever attended a PTC meeting?	31	64
4. Do you agree that Accelerated Reader is beneficial to your child?	93	4
5. Do you feel welcome in our school?	95	0
6. Has the Olweus Anti-Bullying Program positively impacted your child?	71	6
7. Do you feel confident in helping your child with their homework?	94	1
8. Does your child spend at least 15 minutes a night reading?	89	5
9. Does your child feel safe at school?	95	0
10. Does your child feel safe on the bus?	81	9
11. Do you feel this school provides a clean and pleasant environment for learning?	93	1
12. Do you feel that there is adequate communication between you and the school?	93	1
13. As a parent, do you like this school?	93	2
14. Would you prefer making a cash donation to the PTC instead of doing a fundraiser?	40	52

➤ **An additional question was asked on the 09 - 10 survey**

When do you prefer to have Open House?

The night before school starts 65

1 ½ weeks after school starts 27

Observations in 2009 – 2010

- There were 24 fewer surveys returned this year.
- 96 surveys were returned from 310 families (31%).
- 19% of respondents reported not having internet access, down from 30% last year.
- 20% of respondents did not answer the Olweus question.
- 100% of respondents indicated that they feel welcome in the school.
- 100% of respondents indicated that their child feels safe at school.
- 9% of respondents indicated that their child does not feel safe on the bus.
- 97% of respondents indicated that they like this school.
- 97% of respondents indicate that this school provides a clean and pleasant environment for learning.
- 97% of respondents indicated that there is adequate communications between parents and the school.
- 68% of respondents prefer to have open house the night before school starts. This is exactly the same as last year.
- The number of respondents who reported having attended a PTC meeting increased 9% from the prior year.
- 93% of the surveys indicate that their student reads at least 15 minutes per night. This is a 5% from the past two years.
- 77% of parents surveyed attended open house, a 4% increase from the preceding year, and a 7% increase from the first open house in 05.
- 97% of respondents believe that Accelerated Reader is beneficial to his/her child.

Table 11:**2009 – 2010
Staff Survey**

57 of 74 Surveys returned, including associates, cooks, custodians, secretaries, teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved (i.e. volunteering, parent conferences, PTC, etc.).	33	17	2			4
The teacher in-service provides beneficial information.	7	25	9			16
Family involvement activities are scheduled to allow working parents to participate.	20	27	4			2
The school is safe for students and staff.	25	21	5	2	3	
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	23	28	2	4		
The Olweus Anti-Bullying Program has been effective in our school.	6	22	18	3	3	4
The facilities are clean.	11	29	9	7		
The schools furniture and equipment is in good working condition.	8	37	4	5		
Accelerated Reader is a valuable component in the curriculum.	21	21	1	2		8
Accelerated Math is a valuable component in the curriculum.	18	19	8	2		10
The school has a consistent writing program in place.	9	25	9	2	1	9
The Library offers sufficient reading materials to meet the needs of the students.	18	30	2			7
My classroom library offers sufficient reading materials to meet the needs of the students.	7	20	5	2		18
The schools computer facilities are kept updated with the latest technology.	13	33	4	1		6
There is good quality and frequency of communication between the school and parents.	16	30	3	2		6
I am aware of the school's discipline policies and procedures.	20	28	3			6
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	6	11	14	4		21

The question, to list needed professional development opportunities, was also asked in the 09 - 10 Staff Survey.

Observations from 2009 - 2010 Staff Survey

- In 09 - 10, 77% (57 of 74), staff surveys were returned compared to 95% from the preceding year.
- In 09 - 10, 88% of staff agrees that parents have a variety of opportunities to become involved, up 2% from the preceding year.
- In 09 - 10, 82% of staff believes that activities are scheduled to allow for families to participate.
- In 09 - 10, 81% of staff thinks the school is safe for students and staff, while 10% do not. This is a slight drop from the 08 - 09 staff survey.
- In 09 - 10, 90% of the staff feels that the school has security issues that are consistently followed, up from 82% from the year before.
- In 09 - 10, 84% of staff states they are aware of the school's discipline policies and procedures.
- In 09 - 10, only 49% of staff feels that the OLWEUS Anti-Bullying Program has been effective, 32% are not sure and 10% disagree.

- In 09 - 10, 81% of staff feels the furniture and equipment is in good working order, up 11% from the preceding year.
- In 09 - 10, 74% of staff reports that Accelerated Reader is a valuable component in the curriculum, up by 5% from the previous year.
- In 09 - 10, 60% of the staff states that the school has a consistent writing program in place, which is 20% higher than the year before and 16% are not sure, which is down by 36% from the 07 - 08 school year.
- 81% of the staff believes the computer facilities are kept updated with the latest technology, up from 70% in the 08 - 09 staff survey.
- On both the 08 - 09 and the 09 - 10 survey, 81% of the staff feels there is a good quality and frequency of communication between school and parents.
- 54% of staff feel a refresher professional development opportunity in a balanced literacy instruction is needed while only 10% felt that it was not. 37% reported this did not apply to them.

2008 - 2009 Parent/School Compact: The parent-school compact was included in the 08 - 09 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2009 - 2010 Parent/School Compact: The parent-school compact was included in the 09 - 10 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

III. PROBLEM STATEMENTS AND HYPOTHESES

Table 13:

Patterns of Strengths and Problems

Patterns of Strengths	Bullet Data Upon Which Conclusion is Drawn
1. On ISAT, each grade level as a whole met/exceeded 70% in each NCLB subject area. 81% of students met/exceeded state standards in NCLB tested areas.	Table 3 – District ISAT Table 4A – School ISAT
2. On ISAT, there was an increase in Special Education students meeting/exceeding standards by 15% when compared to the previous year's students and by 21% over the past two years.	Table 4B –Special Education and Sub-groups
3. Between 70% - 81% of each level at 3 rd , 4 th and 5 th Grade met/exceeded standards in ISAT in Reading.	Table 3 – District ISAT Table 4A – School ISAT
4. Between 82% - 95% of each level at 3 rd , 4 th and 5 th Grade met/exceeded standards in ISAT in Mathematics.	Table 3 – District ISAT Table 4A – School ISAT
5. ISEL data indicates steady Reading growth in 1 st and 2 nd Grade and significant growth in Kindergarten.	Table 4G – ISEL
6. Of the 96 parent surveys returned, 93 (97%) parents reported liking this school.	Table 10 – Parent Survey
7. There is a variety of professional development offered school wide. 54% of the staff development was related to a goal identified in the action plan of the 09 - 10 School Improvement Plan.	Table 9 - Professional Growth
8. 84% of our students had at least one parent/guardian attend parent/teacher conferences in Fall 08.	Statistics gathered from sign in sheets by the classroom teachers
9. 95 out of 95 parent surveys stated that their child felt safe at school.	Table 10 – Parent Survey

Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. Star Reading assessments show a decrease in student scores for 1 st and 2 nd Grades from Spring to Fall. (over the summer).	Table 4H – Star Reading Assessment Grade Placement
2. There is a need for additional updated technology available in the classrooms: Elmos, Elmo accessories, SMARTBoards, color printers and classroom computers for student/teacher use.	Perception Data – Staff discussions during staff meetings Perception Data – Staff Survey

3. According to ISAT test performance, 3 rd Grade Writing scores (52% of students meeting /exceeding standards) were 10% below the state average.	Table 3 – District ISAT AYP data Table 4A – Elementary ISAT AYP data Perception Data - Staff Survey
4. According to ISAT test performance, low income students' scores were lower than non-low income students' scores in five of the seven tested areas. The five test areas were 3 rd Grade Math, 4 th Grade Reading, Math and Science, and 5 th Grade Reading.	Table 4B – ISAT Special Education and Sub-groups
5. On the 09 ISAT, students in 3 rd , 4 th and 5 th Grades had 12% fewer male students meet/exceed in Reading when compared to female students. In comparison, 19% fewer male students met/exceeded when compared to female students on the 08 ISAT. Male students, when compared to female students, received 4% fewer A's on the 1 st quarter report.	Table 4C – ISAT Gender Sub-groups Table 4F – 1 st Quarter Report Card
6. On the 09 ISAT, 3 rd and 5 th Grade Reading scores were below the state average, 3 rd Grade Math was below the state average but made AYP.	Table 4A—ISAT All Students
7. General observations included in the district wide Math curriculum audit and ISAT item analysis indicate that there is a lack of higher order thinking skills and extended Math response skills included in our Math curriculum.	District wide Math audit conducted by Mrs. Fern Tibbey during a four day visit in Oct 08
8. General observations included in the district wide English curriculum audit indicate that staff development would be beneficial in the eight basic Reading strategies, also ISAT extended response.	District English audit conducted by Mrs. Judy Johnstone during a 3 day visit in Mar 08 Table 4A – ISAT 5 th Grade Staff Survey
9. 23% of the staff surveys returned indicated that additional professional development is needed in the area of Four Block Instruction.	2009 Staff Survey
10. Only 31% of our families returned a survey. (96 out of 310)	2009 Parent Survey

Table 14:

Problem Statements

Problem Statement: According to the 2009 ISAT test performance, low income student scores were lower than non-low income student scores in five of the seven tested areas.				
Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
Students are not provided with sufficient differentiated instruction.	Staff Survey	Audit	Table 4B	
Low income students do not have the background knowledge or experience to have academic success.	Table 4B	Parent Survey	Table 4A	

Problem Statement: If the current trend of a 4% increase in the number of students who meet or exceed standards in Reading each year continues, then our student population will not meet AYP (a required 7.5% yearly gain) in 2011. The goal in 2011 is that 85% of students will meet or exceed on the Illinois State Achievement Test. We have met or exceeded current AYP requirements as defined by No Child Left Behind.

Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
We have a need for additional training on teaching Reading strategies.	Table 9 Table 4G	Table 4A Table 4H	Table 4B Table 4A	Table 4C Table 4B
Male students do not score as well as female students on ISAT or report cards.	Table 4C	Table 4D	Table 4E	Table 4F
We need to increase the number of students participating in the summer reading program to maintain skills over the summer.	Table 4H	Table 4G		

Problem Statement: According to ISAT test performance, 3rd Grade Writing scores were 10% below the state average.

Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
We are in the second year of implementing a consistent Writing curriculum.	Curriculum Data	Staff Survey	Table 3	Audit
We need additional professional development opportunities in Writing in ISAT form.	Table 9	Staff Survey	Table 3	
We need additional technology to be available in the classroom to support the modeling of Writing, including Elmos, SMARTBoards, computers, printers.	Staff Survey	Audit	Table 3	
We need to identify areas of deficiency from ISAT test results concerning student performance, and target whole class instruction.	Table 3	Staff Survey		

Problem Statement: According to ISAT test performance, the percentage of students that exceed on the ISAT Math assessment in 5th Grade drops by 75% when compared to the prior year's percentage of students that exceed in Math in 4th Grade.

Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
We are using different copyright years of a Math series which causes an alignment issue within the Math curriculum.	Staff Observations	Curriculum Implementation	Math Audit	
We need additional professional development opportunities in providing Math instruction incorporating manipulatives.	Math Audit	Staff Survey		
We need additional technology to be available in the classroom to support providing Math instruction utilizing a variety of instructional techniques, including Elmos, SMARTBoards, computers, printers.	Staff Observations	Math Audit		
We need to identify areas of deficiency from ISAT test results concerning student performance, and target whole class instruction.	October 2010	10 - 11		

IV. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

Table 15:

Improvement Goals

IMPROVEMENT Goal #1: To improve the percentage of students (including low income) that meet/exceed on the ISAT in Reading to 85% for the 10 – 11 school year				
DATA SOURCE: Table 3A, Table 4A				
SPECIFIC ACTIONS: To monitor and improve Reading instruction through data acquired from AIMSweb, ISAT and STAR reading assessments				
Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Schedule staff AIMSweb training and assessments for Grade 1 st – 5 th	Fall 2010	Curriculum Director	West Central Illinois SPED COOP	SIP Team Training Evaluation
In-service on providing small group instruction in specific skill areas for all students in 1 st – 5 th Grade, specifically Reading strategies: inferring, summarizing, predicting, questioning, visualizing, connecting, fix-up strategies, determining importance	10 - 11	Title I	None	Workshop Evaluation
Provide summer Read To/Read With programs at Henderson County Library in conjunction with WCHS Service Club	Summer 2010	High School SIP Team	None	Attendance Records
Provide open summer hours for the WC Library of 2 hrs on 7 days	Summer 2010	SIP Team	Volunteer Staff Comp Time	Attendance Records
To collect data on summer reading use of the library, specifically 1 st and 2 nd Grade	Fall 2010	Title	None	Evaluate Star Reading scores in Fall 2011 and compare participant scores versus non- participant scores
To use AIMSweb and teacher observation as a screening tool of students to test on ISEL	Fall 2010	Title	None	Title
Reassess students in the Spring with AIMSweb, ISAT and K – 2 nd ISEL	10 - 11	Title I Teachers Classroom Teachers	None	Monitor during the school year

IMPROVEMENT Goal #1: To improve the percentage of students (including subgroups) that meet/exceed on the ISAT in Reading to 85% for the 10 – 11 school year				
DATA SOURCE: Table 3A, Table 4A				
SPECIFIC ACTIONS: To provide professional development to staff				
Specific Steps	Timeline	Person/Group Responsible	Cost Funding Source	Evaluation
In-service to staff on practical ways to provide Reading instruction based on gender	10 - 11	SIP Team	District Funds \$750	Workshop Evaluation
In-service on teaching Reading using the (Balanced Literacy Four Block) approach, specifically word work	10 – 11	Curriculum Director	Cost of Workshop	Workshop Evaluation
In-service staff on how to use local assessment data to improve instruction and student learning	10 – 11	Curriculum Director District Consultants SIP Team	None	Workshop Evaluation
In-service on teaching strategies for low income students	10 – 11	District Consultant SIP Team	None	Workshop Evaluation
Webinar In-service provided by Renaissance learning on Accelerated Reader	10 – 11	Librarian	No Cost	Workshop Evaluation
Monitor progress of implementation and evaluate activities	10 – 11	SIP Team	None	Review by SIP Team

IMPROVEMENT Goal #1: To improve the percentage of students (including subgroups) that meet/exceed on the ISAT in Reading to 85% for the 10 – 11 school year				
DATA SOURCE: Table 3A, Table 4A, Table 4B, Table 4C				
SPECIFIC ACTIONS: To provide professional development programs related to test taking practices.				
Specific Steps	Timeline	Person/Group Responsible	Cost Funding Source	Evaluation
To provide workshop related to ISAT and extended response test preparation	10 - 11	Curriculum Director Staff Principal	District Funds \$1200 and expenses	Workshop Evaluation
To attend workshops related to ISAT test preparation sponsored by the Regional Office of Education	10 - 11	ROE	District Funds \$300	Number of workshops attended
Monitor progress of implementation and evaluate activity	10 - 11	Principal	None	ISAT scores

IMPROVEMENT Goal #2: To improve/maintain the percentage of students (including subgroups) that meet/exceed on the ISAT in Math to 85% for the 10 - 11 school year				
DATA SOURCE: Table 3A, Table 4A, Table 4B, Table 4C				
SPECIFIC ACTIONS: To increase the number of Math materials for students				
Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
To provide workshop related to ISAT and Math extended response.	10 - 11	SIP Team	District Funds \$1200 plus expenses	Workshop Evaluation
To provide training for strategies in improving number sense and geometry skills	10 - 11	Math Consultant	None	Workshop Evaluation
We need additional technology to be available in the classroom to support utilizing a variety of instructional techniques, including Elmos, SMARTBoards, student computers, printers.	10 - 11	Technology Coordinator	District Funds	Purchase Order
To provide training for SMARTBoard use	10 - 11	Technology Director	None	Workshop Evaluation
Order new Saxon Math Books and materials for 4 th and 5 th Grades	10 - 11	Curriculum Director	District Cost	Purchase Order

IMPROVEMENT Goal #3: To improve the percentage of students (including subgroups) that meet/exceed on the ISAT to 85% for the 10 - 11 school year				
DATA SOURCE: Table 3A, Table 4A, Table 4B, Table 4C.				
SPECIFIC ACTIONS: Increase parental involvement through providing assistance and training in reading				
Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Appoint a committee to plan events	August/Sept 2010	School Improvement Team	None	Dates placed on school calendar
Increase the percentage of parents that fill out an elementary parent survey at the fall Parent /Teacher Conference	October 2010	Survey Committee	None	Comparison of number of surveys completed compared to 09 - 10 school year
Muffins with Mom to discuss reading Donuts with Dad to discuss reading	First Semester	Title I Principal	Building Parental Involvement Funds \$200/program	Comparison of attendance data to 09 - 10 school year
Family Movie Literacy Night to provide a school to community connection	Second Semester	Teacher Committee	Building Parental Involvement Funds \$400	Comparison of attendance data to 09 - 10 school year
To host an Open House/School Kick Off to distribute educational hints prior to the start of the 10 - 11 school year	August 2010	Teacher Committee	Building Parental Involvement Funds \$500	Comparison of attendance data to 09 - 10 school year
Monitor progress of implementation and evaluate activity	10 - 11	SIP Team	None	Evaluation of each activity

IMPROVEMENT Goal #4: To improve ISAT Writing scores to meet or exceed the state average				
DATA SOURCE: Table 3A, Staff Survey				
SPECIFIC ACTIONS: To provide professional development and time to implement a building wide writing curriculum				
Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Provide time for teachers to review prompts and identify common expectations and compare for alignment and growth across grade levels	May 2010	Principal	None	SIP Team
Find presenter for onsite training based on identified needs for writing	August 2010	English Consultant/Curriculum Director	ARRA Title I \$1000 Staff Stipends Title II	Recommendations
Provide time for teachers to coordinate and plan for improvement in the K – 5 th Writing curriculum	August 2010	Curriculum Director	None	Writing Curriculum
Develop and administer a fourth quarter Writing exit outcome for each grade level	4 th Quarter 10 - 11	Principal	None	Exit Outcome

IMPROVEMENT Goal #5: To improve students' self esteem and increase student success during the 2010 - 2011 school year				
DATA SOURCE: Table 3A, Table 4A				
SPECIFIC ACTIONS: Provide training in intrinsic motivation and bullying prevention				
Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Find presenter for a school assembly on bullying prevention and set date	10 - 11	Social Worker	Presenter fee stipend \$1000 Title IV	Assembly held
Motivational Award Recognition	Weekly	Principal	Business Donations	Activity completed
Provide training for any new staff in OLWEUS	At beginning of school year	Social Worker	None	Training completed
Monitor progress of implementation and evaluate activities	10 - 11	OLWEUS Committee	None	Number and type of discipline infractions entered into the Student Data System

Table 16:

**Implementation of Activities Schedule
2010 - 2011**

Activity	Month Year	Grade Level	# of Anticipated Participant	School-wide Yes/No	Format
Provide time for teachers to review prompts and identify common expectations and compare for alignment and growth across grade levels	May 2010	K - 5		Yes	Grade Level Teams
Provide summer Read To/Read With programs at Henderson County Library in conjunction with WCHS Service Club	Summer 2010	K - 5		Yes	Henderson County Library Program
Provide open summer hours for the WC Library of 2 hrs on 7 days	Summer 2010	K - 5		Yes	Once a week for 7 weeks
Open House/School Kick Off	August 2010	K - 5	400	Yes	Evening
To collect data on summer reading use of the libraries, specifically 1 st and 2 nd Grade and compare Fall Star Reading results to overall class averages.	1 st Semester 2010 – 2011	1 - 2		Yes	Assessment
Provide OLWEUS training to new staff members	Summer 2010	K - 5	As needed	Yes	In-service
OLWEUS Anti-Bullying presenter	2010 - 2011	K - 5	Students	Yes	Assembly
AIMSweb/ISEL assessments	2010 – 2011	K - 5	Students	Yes	Assessment
Monitor use of Accelerated Math and Star Math software	2010 – 2011	K - 5		Yes	Reports
Purchase of additional supplies in technology	2010 – 2011	K - 5		Yes	Purchase Order
Provide time for staff to identify and work on areas identified for improvement from the ISAT	2010 – 2011	3 - 5		No	Schedule
Training in use of technology	2010 – 2011	K - 5		Yes	In-service
Order of Saxon Math books	Summer 2010	4 - 5		No	Purchase Order
Increase the percentage of parents that fill out an elementary parent survey at the fall Parent /Teacher Conference	Fall 2010	K - 5		Yes	Comparison to 09-10 school year
Muffins with Mom to discuss Reading Donuts with Dad to discuss Reading	Fall 2010	K - 2	Parents	No	Mornings
Family Movie Night	March 2011	K - 5	Families	Yes	Evening

Table 17:

**Professional Development Activities
2010 - 2011**

Activity	Month Year	Grade Level	# of Anticipated Participant	School- wide Yes/No	Format
AIMSweb Training	SIP Day August 2010	K - 5		Yes	In-service
In-service on providing small group instruction in specific skill areas for all students in 1st – 5th Grade, specifically Reading strategies: inferring, summarizing, predicting, questioning, visualizing, connecting, fix-up strategies, determining importance	Two per quarter at weekly staff meetings	K - 5		Yes	In-service
Gender Reading Workshop	October 2010	K - 5		Yes	In-service
Balanced Literacy Workshop	August 2010	K - 5		Yes	In-service
Writing Workshop	Summer 2010	K - 5		No	Workshop
Provide Teacher In-service on Accelerated Reading from Renaissance Learning	SIP Day August 2010	K - 5		Yes	Webinar
ISAT Reading and extended response	October 2010	K - 5		Yes	In-service
ISAT Math and extended response	January 2011	K - 5		Yes	In-service
ISAT Workshops through ROE	2010 - 2011	3 - 5		No	Workshops
Teaching strategies for low income students	September 2010	K - 5		Yes	In-service
In-service on use of technology in the classroom (SMARTBoard, Elmo, etc...)	2010 - 2011	K - 5		No	In-service
In-service staff on state assessment data results	October 2010	K - 5	All	Yes	In-service

V. REFLECTION, EVALUATION, REFINEMENT

V.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

- Will meet monthly on the first and third Monday of each month to discuss our progress.

V.2 MONITORING

- To monitor the progress on our goals throughout the year, we will utilize a quarterly progress report that has been created for this purpose. It includes a checklist to help us as we progress through the year.

V.3 COMMUNICATION PLAN

- Have copies of School Improvement Plan available at registration, plus a folder/flyer stating schools strengths and goals
- Regular conferences (one each semester) with students, teachers, and adult family members organized around a review of student work and academic progress
- Monthly newsletters
- Post School Improvement Plan and progress report on the school website