

An Integrated School Improvement Plan for

West Central Middle School

West Central School District #235

July 1, 2009– June 30, 2010

**PROVIDING OPPORTUNITY,  
EXPECTING EXCELLENCE**



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# I. INTRODUCTION AND BACKGROUND

## 1.1 SCHOOL COMMUNITY

West Central Middle School is located at 215 West South Street in the town of Stronghurst, Illinois, and serves Grades 6, 7, and 8. Enrollment at the Middle School on August 27, 2008, was 247 students; of this, 130 are male and 117 are female. Sixth grade consists of 83 students; 7<sup>th</sup> grade consists of 76 students; and 8<sup>th</sup> grade consists of 88. All grades are currently divided into four sections. Thirty-eight students have Individualized Education Plans. One student receives speech services. Five students receive instruction from the resource room for at least 20% of the day. Students are served by Administration, faculty, and staff numbering 42: 1 administrator, 1 administrator assistant, 2 office personnel, 18 fulltime classroom teachers, 3 special education teachers, 1 library supervisor, 2 custodians, 3 kitchen staff, 1 Title One teacher, 5 paraprofessionals, 2 part-time psychologists, 1 part-time speech therapist, 1 part time social worker, and 1 part time behavior interventionist.

The academic program includes the core areas of English (subdivided into language arts and literature), mathematics, social studies, general science, and physical education. In addition to these areas, students have classes in computer technology, art, and music. There are also grade level exploratory classes offered that include life skills and music at 6<sup>th</sup> grade. Seventh grade is offered health and choices classes, and 8<sup>th</sup> grade has career exploration and math enrichment classes. The Middle School also has an on-sight behavior disability classroom, which services 6 students.

The school offers a wide range of extra-curricular activities. Some of these activities include basketball, baseball, track, football, volleyball, speech, science olympiad, scholastic bowl, art club, drama, cheerleading, an enrichment program and student council.

The majority of our students are from Henderson County with a small percentage coming from Warren and McDonough Counties. Two hundred forty of the students are Caucasian, three are multi-racial, one is Black, and three are Hispanic. Forty-five percent of the middle school students live below the poverty line.

West Central Middle School offers an after school tutorial program 2 nights per week for those students who benefit from extra instruction. An enrichment program is also offered on a weekly basis. The middle school faculty staffs these programs on a volunteer basis.

### School Strengths

- Students met AYP in all areas on the 2008 ISAT assessment.
- Four faculty members have a Master's Degree in their teaching area.
- The Regional Office of Education has recognized 100% of the teachers as highly qualified in their subject area.
- 82% of 6<sup>th</sup> grade students with an IEP met or exceeded AYP in reading.
- Use of the Middle School Concept which allows for daily collaboration between staff members on student and curriculum issues.
- Departmental meetings are held monthly.
- Certified staff members participate regularly in professional development activities focusing on identified areas of weakness.
- Introduction and use of differentiated teaching strategies continues.

- A productive RTI (Response to Intervention) team has been established for the past four years and consists of volunteer teachers.

### School Challenges

- One of the biggest challenges facing the school continues to be economic hardships in the area. Thirty-five and nine-tenths of the students live below the poverty line. The region has lost many factories, which has caused economic hardships on the residents and has increased some issues with student mobility.
- The district was affected by a record flood in the summer of 2008.
- Math scores in Special education did not meet AYP. (Table 4a)
- Reading scores in 7<sup>th</sup> grade special education subgroup did not meet AYP (29%).
- Reading scores do not show growth for the class of 2006 6<sup>th</sup> graders (81%) to 2008 8<sup>th</sup> graders (75%).
- Special education population is at 38 students in the 2008-09 school year.
- 

### 1.2 School Improvement Team

The School Improvement Team is seated on a voluntary basis. Their length of terms was decided in a full building meeting. Replacement team members are selected from volunteers.

**Table 1 School Improvement Team**

TEAM MEMBER	POSITION	ROL	LENGTH OF SERVICE	# OF YEARS ON TEAM
Jeff Nichols	Principal	Chairperson	Constant	4
Karen Rima	Administrator	Data Analysis	Constant	2
Jamie Farniok	Spec Ed Coordinator	Consultant	Constant	2
Jeanne Serven	Curriculum Coordinator	Consultant	Constant	3
Natalie Ensminger	Literature	Professional Development	2006-2009	3
Tammy Rankin	Science	Data Entry	2006-2010	3
Susan Pratt	Behavior Specialist	Data Collection	2007-2011	2
Nathan Kotleba	Spec Ed	Surveys	2007-2011	2
Jeanne Barber	Math	Assessments	2007-2011	2
Vicky Keever	Technology	Data Entry	2008-2012	1

### Observation

#### 2008-2009

- Every teacher in the middle school serves on a SIP sub-committee.
- The work on this plan is a collaboration of all middle school employees.
- Team members are scheduled for a three year rotation.

### **1.3 OTHER INFORMATION**

- Prior to the 2005 school year, our district was comprised of Southern Community School District for the southern part of Henderson County and Union Community School District that served the northern part of the county.
- West Central Middle School is a 6-8<sup>th</sup> grade school.
- At the beginning of the 2006-07 school year, we switched to a middle school.
- The school serves as the only middle school for the district.
- Students are bused to the campus by school provided buses.
- The facility was constructed in 1925, with an addition being built in 1955. It currently meets all life safety standards.
- The plumbing has been upgraded in the handicapped accessible restrooms.
- In June of 2008, our district was affected by major flooding. Twenty-seven thousand acres were flooded along with major highways and county roads that were unusable for an extended period time. Several communities in the district were affected by the flood, requiring evacuation and displacement of students and their families. Forty students lost their permanent residence and have been designated as homeless. Family and district income and economic status were directly impacted by the flood.
- The district provides transportation for students displaced by the flood from their temporary residence in Burlington, Iowa.

## **II. DATA COLLECTION, ORGANIZATION AND TRENDS**

### **2.1 Data Collection Methods**

We used a variety of sources to gather information that would give us the clearest indication of areas of

strength and weakness including surveys, ISAT scores, professional development, and demographic information. We also use Learnia testing as another indicator of student strengths and weaknesses for the 6<sup>th</sup> and 7<sup>th</sup> grade. EXPLORE testing is administered to 8<sup>th</sup> grade students to determine additional needs of students before they enter high school. However, because we are a relatively new district, we are still developing trends that continue to shape our plans.

**Table 2: Data Collection**

TYPE	TITLE	TIME FRAME	REPOSE RATE	PURPOSE
Survey	Parent Survey	Sept. 2007 August 2008	61% 39%	To identify parent concerns.
Survey	Student Survey	October 2007 August 2008	98% 92%	To identify student concerns.
Survey	Staff Survey	October 2007 August 2008	100%	To identify staff concerns.
Formal Assessment	ISAT Overall Scores	2004-2005 2005-2006 2006-2007 2007-2008	100% 100% 100% 100%	To identify strengths and areas of concern.
Formal Assessment	Learnia Tests	Nov. 2006 Sept. 2007 April 2008 Sept. 2008	100% 100% 100% 100%	To identify for strengths and weakness for Title 1 students.
Formal Assessment	EXPLORE Test	January 2007 Sept. 2007 April 2008 Sept. 2008	100% 100% 98.68% 100%	To identify high school readiness for 8 <sup>th</sup> grade students
Documents	Teacher Certificates	2005-2006 2006-2007 2007-2008 2008-2009	100% 100% 100% 100%	To determine that all teachers are certified and highly qualified to teach in their subject area
Documents	Fall Housing Report	2005-2006 2006-2007 2007-2008 2008-2009	NA	To identify individual students and special needs.
Documents	WCSD #235 Consolidation Demographic Document.	2005-2006 2006-2007 2007-2008 2008-2009	NA	To identify area demographics.

**Observations****2007-2008**

- The percentage of faculty who completed the survey is 100%.
- 61% of our parents completed a survey
- 98% of students completed surveys.
- 100% of students completed all formal assessments.

**Observations****2008-2009**

- The percentage of faculty who completed the survey is 100%.
- 39% of our parents, (95 parents out of 246 students), completed a survey.
- 92% of students completed surveys.
- 99.6 % of students completed all formal assessments.
- Staff and student surveys were given later in the 2008-2009 school year.
- 100% of students took ISAT
- 100% of students took the Learnia assessments in the fall of 2008.
- 98.68% of 8<sup>th</sup> grade students took EXPLORE in spring of 2008.

- 100% of 8<sup>th</sup> grade students took EXPLORE in the fall 2008.
- 100% of the teaching staff are considered “Highly Qualified” to teach in their assigned subject area.

## 2.2 ASSESSMENT DATA

**Table 3a District ISAT Data**

<b>ADEQUATE YEARLY PROGRESS DATA</b>						
<b>BASED ON ISAT &amp; PSAE MEETS and EXCEEDS</b>						
<b>AYP Goal</b>	<b>2005-2006 47.5%</b>	<b>2006-2007 55%</b>	<b>2007-2008 62.5%</b>	<b>2008-2009 70%</b>		
	<b>West Central 2006</b>	<b>State 2006</b>	<b>West Central 2007</b>	<b>State 2007</b>	<b>West Central 2008</b>	<b>State 2008</b>
<b>3rd Grade</b>						
Reading -All	65%	71%	62%	73%	69%	72%
Reading – Low Inc/Non	59%/70%	54%/82%	58%/65%	57%/84%	53%/82%	57%/85%
Reading – IEP/Non-IEP	17%/74%	40%/76%	43%/67%	43%/78%	23%/79%	43%/76%
Math – All	89%	86%	86%	87%	84%	85%
Math – Low Income/Non	84%/93%	74%/94%	84%/88%	76%/94%	78%/90%	75%/94%
Math – IEP/Non-IEP	58%/94%	67%/89%	71%/90%	70%/90%	46%/93%	68%/88%
<b>4<sup>th</sup> Grade</b>						
Reading - All	79%	73%	75%	74%	79%	73%
Reading – Low Inc/Non	63%/91%	58%/84%	73%/78%	58%/85%	79%/79%	59%/85%
Reading – IEP/Non-IEP	50%/86%	40%/79%	7%/89%	41%/79%	62%/83%	41%/78%
Math - All	91%	85%	91%	86%	96%	85%
Math – Low Inc/Non	84%/95%	74%/93%	95%/88%	76%/93%	93%/98%	75%/93%
Math – IEP/Non-IEP	56%/100%	62%/89%	54%/99%	65%/90%	77%/100%	64%/88%
Science - All	92%	80%	83%	80%	87%	76%
Science – Low Inc/Non	84%/98%	64%/91%	82%/85%	64%/91%	82%/91%	61%/89%
Science-IEP/Non-IEP	75%/97%	63%/83%	46%/91%	62%/83%	62%/93%	59%/79%
<b>5<sup>th</sup> Grade</b>						
Reading - All	74%	68%	79%	70%	79%	74%
Reading – Low Inc/Non	69%/78%	52%/81%	50%/98%	53%/82%	79%/78%	58%/86%
Reading – IEP/Non-IEP	32%/87%	31%/75%	33%/90%	34%/76%	14%/92%	39%/79%
Math - All	86%	79%	90%	83%	92%	81%
Math – Low Inc/Non	77%/92%	64%/89%	77%/98%	71%/91%	94%/90%	70%/91%
Math – IEP/Non-IEP	63%/93%	50%/83%	53%/98%	56%/87%	64%/97%	55%/86%
Writing			42%		43%	55%

	West Central 2006	State 2006	West Central 2007	State 2007	West Central 2008	State 2008
<b>6<sup>th</sup> Grade –</b>						
Reading - All	81%	73%	75%	73%	95%	79%
Reading – Low Inc/Non	69%/89%	58%/84%	61%/86%	58%/85%	93%/96%	66%/89%
Reading – IEP/Non-IEP	40%/90%	33%/79%	20%/91%	34%/80%	82%/97%	43%/85%
Math - All	80%	79%	76%	81%	91%	83%
Math – Low Inc/Non	66%/89%	66%/89%	68%/82%	70%/90%	82%/96%	72%/91%
Math – IEP/Non-IEP	53%/87%	46%/85%	30%/90%	49%/87%	36%/100%	52%/87%
Writing					63%	60%
<b>7<sup>th</sup> Grade</b>						
Reading - All	68%	72%	76%	73%	76%	78%
Reading – Low Inc/Non	58%/77%	57%/82%	68%/81%	59%/84%	61%/85%	65%/87%
Reading – IEP/Non-IEP	25%/80%	30%/79%	53%/81%	32%/80%	29%/84%	38%/84%
Math - All	76%	76%	81%	79%	79%	80%
Math – Low Inc/Non	63%/88%	61%/86%	74%/85%	67%/89%	61%/91%	68%/89%
Math – IEP/Non-IEP	20%/92%	36%/83%	47%/89%	42%/86%	29%/89%	45%/86%
Science - All	81%	81%	91%	79%	85%	79%
Science – Low Inc/Non	70%/92%	68%/90%	87%/94%	65%/90%	79%/89%	65%/90%
Science – IEP/Non-IEP	50%/90%	49%/86%	73%/95%	48%/84%	43%/93%	49%/84%
<b>8<sup>th</sup> Grade</b>						
Reading - All	75%	79%	74%	82%	83%	81%
Reading – Low Inc/Non	81%/70%	67%/87%	58%/89%	72%/89%	65%/90%	70%/89%
Reading – IEP/Non-IEP	50%/83%	38%/86%	32%/86%	41%/89%	36%/91%	42%/87%
Math - All	65%	78%	65%	81%	75%	80%
Math – Low Inc/Non	61%/88%	64%/87%	51%/78%	69%/90%	63%/81%	68%/89%
Math – IEP/Non-IEP	20%/79%	38%/85%	11%/80%	42%/88%	42%/81%	43%/86%
Writing			61%		67%	63%
<b>11<sup>th</sup> Grade – All --PSAE</b>						
Reading	52%	58%	46%	54%	56%	53%
Reading – Low Inc/Non	29%/58%	35%/67%	19%/62%	31%/63%	43%/64%	29%/63%
Reading – IEP/Non-IEP	8%/62%	18%/64%	7%/54%	19%/59%	10%/66%	19%/58%
Math	36%	54%	31%	53%	37%	53%
Math – Low Inc/Non	7%/43%	28%/63%	10%/43%	27%/62%	24%/44%	27%/63%
Math – IEP/Non-IEP	8%/42%	13%/59%	0%/37%	15%/58%	0%/45%	13%/58%
Writing			54%		54%	
Science	42%	51%	45%	51%	47%	51%
Science – Low Inc/Non	27%/45%	23%/61%	23%/59%	25%/61%	38%/53%	24%/62%
Science – IEP/Non-IEP	8%/49%	13%/56%	0%/54%	14%/56%	10%/55%	13%/56%
<b>11<sup>th</sup> Grade – Percentage of Students Meeting College Readiness Standards</b>						
English	51%	60%	54%	60%	63%	60%
Mathematics	15%	34%	18%	37%	18%	37%
Reading	30%	43%	37%	42%	40%	43%
Science	13%	22%	14%	24%	14%	24%
Meeting all Four	9%	18%	10%	19%	9%	20%



	West Central 2006	State 2006	West Central 2007	State 2007	West Central 2008	State 2008
<b>ACT Summary</b>						
Composite	17.9	19.8	18.4	20.0	18.9	20.1
English	17.1	19.3	18.5	19.5	18.6	19.6
Math	17.5	19.8	17.3	20.2	17.7	20.3
Reading	18.0	19.7	18.5	19.8	19.3	20.0
Science Reasoning	18.5	19.7	18.8	19.9	19.0	20.1
Percent Tested on ACT	100%		100%		100%	
Number Tested	67	128,710	84	132,236	57	134,604

## Observations

### 2006-2007

- Overall, the Middle School IEP subgroup did not make AYP; however, both 6<sup>th</sup> and 8<sup>th</sup> grade IEP students did meet AYP in reading.
- Sixth grade math scores were below the state average.
- Math dropped between sixth and seventh grade by 3%.
- Math went up between the seventh and eighth grade by 2%.
- Seventh and eighth grade math and reading scores were above the state average.
- West Central science scores increased by 10 percentage points in the seventh grade by 10%.
- Eighth grade reading saw a small drop overall from 75% to 74%.
- Eighth grade saw a large drop in the reading scores for the low income from 81% to 58%.
- IEP students reading scores in the eighth grade dropped from 50 % to 32%.
- West Central science scores among IEP students were 22% lower than non-IEP students.

## Observations

### 2007-2008

- Overall math scores went down from 06-07 7<sup>th</sup> graders (81%) to 07-08 8<sup>th</sup> graders (75%).
- IEP reading scores went down from 06-07 6<sup>th</sup> graders (20%) to 07-08 7<sup>th</sup> graders (7%).
- IEP reading scores increased from 06-07 5<sup>th</sup> graders (33%) to 07-08 6<sup>th</sup> graders (82%).
- Low income met AYP at 62.7%.
- Overall reading scores went from 76% 06-07 7<sup>th</sup> graders to 07-08 8<sup>th</sup> graders scoring at 83%
- IEP reading scores from 06-07 7<sup>th</sup> graders to 07-08 8<sup>th</sup> graders dropped from 53% to 36% of the students meeting AYP.
- Overall, all three grades met AYP in all areas.
- Overall math scores for low income 7<sup>th</sup> (61%) was below AYP.
- Overall reading scores for low income 7<sup>th</sup> (61%) was below AYP.
- For the 2<sup>nd</sup> year overall math scores dropped 6 percentage points or more.

**Table 4a**

School ISAT Special Education Subgroup based on ISAT meets and exceeds: In 07-08 and in 08-09, special Education was not a designated subgroup for the middle school. This is due to the lower number of students enrolled in special education.

	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
AYP Goal	47.5%	55%	62.5%	70%
6 <sup>th</sup> Grade Reading	40%	20%	82%	
6 <sup>th</sup> Grade Math	53.3%	30%	36%	
7 <sup>th</sup> Grade Science	50%	73%	43%	
7 <sup>th</sup> Grade Reading	25%	53%	29%	
7 <sup>th</sup> Grade Math	20%	47%	29%	
8 <sup>th</sup> Grade Reading	50%	32%	36%	
8 <sup>th</sup> Grade Math	20.%	11%	42%	

**Observations****2006-2007**

- 6<sup>th</sup> grade special education reading scores (20%) did not meet AYP.
- 7<sup>th</sup> grade special education reading scores (53%) did not meet AYP.
- 8<sup>th</sup> grade special education reading scores (32%) did not meet AYP.
- 6<sup>th</sup> grade special education math scores (30%) did not meet AYP.
- 7<sup>th</sup> grade special education math scores (47%) did not meet AYP.
- 8<sup>th</sup> grade special education math scores (11%) did not meet AYP.
- 7<sup>th</sup> grade special education science scores (73%) met AYP.

**Observations****2007-2008**

- 6<sup>th</sup> grade special education reading scores (82%) did meet AYP.
- 7<sup>th</sup> grade special education reading scores (29%) did not meet AYP.
- 8<sup>th</sup> grade special education reading scores (36%) did not meet AYP.
- 6<sup>th</sup> grade special education math scores (36%) did not meet AYP.
- 7<sup>th</sup> grade special education math scores (29%) did not meet AYP.
- 8<sup>th</sup> grade special education math scores (42%) did not meet AYP.
- 7<sup>th</sup> grade special education science scores (43%) did not meet AYP.

**Table 4b ISAT Low Income Subgroup based on ISAT meets and exceeds:** In 07-08 the low income subgroup for 7<sup>th</sup> did not meet at 61% in both reading and math.

	Reading 05/06	Reading 06/07	Reading 07/08		Math 05/06	Math 06/07	Math 07/08		Science 05/06	Science 06/07	Science 07/08
<b>6<sup>th</sup></b>	69%	61%	93%		66%	68%	82%		NA	NA	NA
<b>7<sup>th</sup></b>	58%	68%	61%		63%	74%	61%		70%	87%	79%
<b>8<sup>th</sup></b>	81%	58%	65%		61%	51%	63%		NA	NA	NA

**Observations**

**2006-2007**

- In 2006-2007, 5 out of 6 areas met AYP.
- 8<sup>th</sup> grade math from low income subgroup did not meet AYP at 51%.

**Observations**

**2007-2008**

- The percentage of 6<sup>th</sup> grade students who met AYP increased in both reading (32%) and in math (14%) from 2007 to 2008 testing
- The percentage of 7<sup>th</sup> grade students who met AYP decreased in both reading and in math from 2007 to 2008 testing.
- The percentage of 8<sup>th</sup> grade students who met AYP increased in both reading (7%) and in math (8%) from 2007 to 2008 testing.

**Table 4c 2006-2007 ISAT Gender Subgroup Scores**

<b>ADEQUATE YEARLY PROGRESS DATA</b>												
<b>Data shows % of students who MEETS or EXCEEDS on ISAT &amp; PSAE</b>												
	<b>2006 WC Male</b>	<b>2006 WC Female</b>	<b>2006 State Male</b>	<b>2006 State Female</b>	<b>2007 WC Male</b>	<b>2007 WC Female</b>	<b>2007 State Male</b>	<b>2007 State Female</b>	<b>2008 WC Male</b>	<b>2008 WC Female</b>	<b>2008 State Male</b>	<b>2008 State Female</b>
<b>3<sup>rd</sup> Grade</b>												
Reading	53.5 %	78.4%	66.5%	75.1%	54.8%	67.5%	69%	86%	38%	79%		
Math	86%	91.9%	85%	86.3%	90.3%	82.5%	77%	87%	84%	79%		
<b>4<sup>th</sup> Grade</b>												
Reading	73%	84.2%	68.3%	77.8%	68.2%	82.4%	71%	77%	55%	78%		
Math	86.5 %	94.8%	84.1%	85.6%	90.1%	91.2%	86%	87%	97%	93%		
Science	86.5 %	97.4%	79.4%	80.3%	82.2%	85.3	80%	80%	90%	85%		
<b>5<sup>th</sup> Grade</b>												
Reading	73.3 %	75.7%	64.7%	72.4%	69.4%	87.8%	66%	74%	55%	80%		
Math	84.5 %	87.8%	78.2%	79%	81.1%	98.8%	81%	84%	82%	90%		
<b>6<sup>th</sup> Grade</b>												
Reading	76.9 %	86.1%	68.2%	77.5%	72.9%	76.9%	70%	77%	73%	93%		
Math	79.5 %	80.6%	77.6%	80.6%	77.1%	74.4%	80%	83%	79%	95%		
<b>7<sup>th</sup> grade</b>												
Reading	70.9 %	65.1%	68.2%	75.8%	73.8%	77.8%	69%	78%	58%	74%		
Math	72.9 %	79%	74.6%	77.6%	81.1%	81.1%	78%	81%	79%	79%		
Science	83.4 %	79.1%	79.7%	82.1%	90.5	92.2%	79%	80%	88%	82%		
<b>8<sup>th</sup> Grade</b>												
Reading	76.1 %	73%	76.1%	82.4%	70.5%	77.3%	78%	86%	73%	81%		
Math	60.8 %	70.3%	76.8%	79.8%	61.4%	68.2%	80%	83%	75%	75%		
<b>11<sup>th</sup> Grade</b>												
Reading	52.9 %	51.6%	55.7%	61.1%	37%	56%	51%	57%				
Math	47.1 %	24.2%	56.1%	51.3%	27%	35%	56%	50%				
Science	53%	30.3%	54.9%	46.8%	42%	49%	54%	48%				

**Observations**

**2006-2007**

- In nearly every area, female percentages are higher than males in grades 3-11.
- West Central seventh grade males and females percentages are higher than the 2007 state average in all areas.
- The 8<sup>th</sup> grade male and female percentages in reading and math are lower than the state average.
- According to this data, male and female subgroups in grades 4-8 met AYP in all areas.

**Observations**

**2007-2008**

- West Central male reading percentages are lower than female percentages across grade levels.
- All female subgroups met in math.
- 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 7<sup>th</sup> grade male subgroups did not meet AYP in reading.
- All male and female subgroups met AYP in math grades 3<sup>rd</sup>- 8<sup>th</sup>.
- Male percentages are higher in math than female through 4<sup>th</sup> grade.
- Female math percentages are higher than male percentages in 5<sup>th</sup> and 6<sup>th</sup> grade.
- Female and male math percentages for 7<sup>th</sup> and 8<sup>th</sup> grade are the same

**Table 4d: Percentage of student meeting or exceeding 70% on End of the Year Report Card Grade Average**

SY	Language Arts				Literature				Math				Science				Social Studies			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
6 <sup>th</sup>	84	99	99		81	97	100		73	100	100		89	95	100		90	94	100	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
7 <sup>th</sup>	77	95	85		79	88	89		70	94	93		93	99	83		81	91	87	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
8 <sup>th</sup>	81	96	97		80	93	99		69	93	84		83	99	99		79	98	99	

**Observations**

**2006-2007**

- End of the year report card grades are higher in 2006-2007 than they were in 2005-2006.
- Math shows the biggest improvement.

**Observations**

**2007-2008**

- The percentage of students meeting or exceeding 70% on the end of the year report card grade average in 6<sup>th</sup> grade and in 8<sup>th</sup> grade is higher in all areas than in 2006-2007.
- 2007-08, 8<sup>th</sup> graders improved percentage who had 70% or better on end of the year report grades in every subject (except math) every year from 6<sup>th</sup> -8<sup>th</sup> grade.
- More students meet district benchmarks than meet state benchmarks..

**Table 4e EXPLORE Test (Administered to 8<sup>th</sup> grade only)**

	Target	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Results by Subject		Fall	Fall	Fall	Spring	Spring	Spring
English	13	NA	13.9	14.5	14.5	16.0	
Math	17	NA	15.3	15.3	15.4	16.8	
Reading	15	NA	14.8	15.1	14.7	16.9	
Science	20	NA	16.9	16.6	16.6	18.0	
Composite	15	NA	15.3	15.5	15.4	17.1	

- Target refers to benchmark scores set to determine that students are on track to succeed in college track courses.
- EXPLORE is based on college readiness standards not Illinois Learning Standards.
- The EXPLORE test is part one of a three test sequence. The other two tests are administered in the 10<sup>th</sup> grade (PLAN) and 11<sup>th</sup> grade (ACT). The purpose of the EXPLORE test is to determine student readiness for high school when considering college track coursework.
- Target scores are based on the spring test.

**Observations**

**2006-2007 (Spring)**

- 2006-07 was the first year the EXPLORE test was administered. It was given only once in the spring.
- Students met the target score in both English and overall composite.

**Observations**

**2007-2008**

- Student percentages improved in all areas from the fall testing to the spring testing.
- English, reading and composite scores were all above the target scores in the spring of 2007-2008 school year.
- Spring testing math percentages were .2 of a point below the target.
- Science percentages were 2 points below the target.

**Observations (Fall)**

**2008-2009**

- 8<sup>th</sup> grade students are below target scores in math and science based on end of year expectations.
- English is the area students scored the highest.
- The composite score is comparable to the previous year’s fall scores.

**Table 4f EXPLORE Test Results by Subject and Gender**

	TARGET	LOCAL		LOCAL		LOCAL		LOCAL		LOCAL	
		2007-2008		2008-2009		2006-2007		2007-2008		2008-2009	
		Fall		Fall		Spring		Spring		Spring	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
English	13	13.5	14.3	14.3	14.8	13.8	15.1	15.2	16.7		
Math	15	15.8	14.8	15.9	14.6	14.7	16.0	16.8	16.9		
Reading	17	14.9	14.6	15.1	15.0	14.1	15.0	17.2	16.7		
Science	20	16.9	16.9	16.5	16.7	16.3	17.0	18.2	17.8		
Composite	15	15.4	15.3	15.7	15.4	14.8	16.0	17.1	17.1		

**Observations**

**2006-2007**

- This is the first year to administer EXPLORE test. The test was given only in the spring.
- Females scored higher than males in all areas.

**Observations**

**2007-2008 Fall Testing**

- Males scored higher than females in math, reading and composite scores.
- Both males and females scored the same in science.
- Males met target in English and math.
- Females met target in English only.
- Both males and females reached the target composite scores.

**Observations**

**2007-2008 Spring Testing**

- Local gender group scores are comparable
- 2008 scores exceeded 2007 scores in all areas
- Females continue to score higher than males in English
- Females exceeded target scores in math, English and composite scores
- Males exceeded target scores in all subjects except Science

**Observations**

**2008-2009 Fall Testing**

- On average, males scored 1.3 points higher than females in math.
- Four of the areas show comparable scores between males and females.

**Table 4g EXPLORE Test: Special Education Subgroup**

Explore Test Results by Subject	Target Score		Fall 2007- 08	Fall 2008-09		Spring 2007-08	Spring 2008-09
English	13		10.3	10.52		11.18	
Math	15		10.3	8.88		13.45	
Reading	17		11.1	10.5		11.81	
Science	20		11.8	12.71		14.9	
Composite	15		11.0	10.86		13.0	

- Target refers to benchmark scores that have been set to determine that students are on track to develop necessary skills to succeed in college track courses.
- EXPLORE is based on college preparedness standards not Illinois Learning Standards.
- These local observations are based on the fall 2007 tests and are being compared to the national and target scores from spring tests.

**Observations**

**2006-2007 Special Education – EXPLORE Test**

- These scores were not separated from regular education.

**Observations**

**2007–2008 Fall Test - Special Education**

- Special Education students did not meet target scores in any areas.
- Special Education students came closest to meeting the target score in English, scoring 2.7 points below the target.

**Observations**

**2007–2008 Spring Test - Special Education**

- Special education students score below the target scores in all areas.

**Observations**

**2008–2009 Fall Test - Special Education**

- Special education students score below the target scores in all areas.



**Table 4h Learnia test scores should show a decrease in warning from fall to spring.**

<b>6<sup>th</sup> Grade Non-IEP Math</b>		2006-2007	2007-2008		2008-2009	
			Fall	Spring	Fall	Spring
	Exceed	0%	0%	10%	1%	
	Meet	8%	8%	41%	0%	
	Does Not Meet	92%	9%	23%	14%	
	Warning	0%	83%	26%	84%	
<b>6<sup>th</sup> Grade Non-IEP Reading</b>		2006-2007	2007-2008		2008-2009	
			Fall	Spring	Fall	Spring
	Exceed	15%	30%	33%	14%	
	Meet	45%	31%	40%	40%	
	Does Not Meet	40%	8%	6%	10%	
	Warning	0%	31%	21%	36%	
<b>7<sup>th</sup> Grade Non-IEP Math</b>		2006-2007	2007-2008		2008-2009	
			Fall	Spring	Fall	Spring
	Exceed	0%	0%	1%	0%	
	Meet	4%	1%	22%	8%	
	Does Not Meet	51%	12%	30%	25%	
	Warning	0%	87%	47%	67%	
<b>7<sup>th</sup> Grade Non-IEP Reading</b>		2006-2007	2007-2008		2008-2009	
			Fall	Spring	Fall	Spring
	Exceed	14%	9%	16%	21%	
	Meet	35%	37%	53%	41%	
	Does Not Meet	51%	16%	7%	12%	
	Warning	0%	38%	24%	25%	

**Observations**

**2006-2007**

- This is the first year Learnia has been used as an assessment tool.
- This was the first time students have taken a standardized test electronically.
- Learnia scores students on a straight percentage scale.
- Scores do not align with other data.
- Math shows the weakest area in all grades with no students scoring in the exceeds range.
- 6<sup>th</sup> grade math shows 92% of students did not meet standards.
- 6<sup>th</sup> grade reading shows 60% of students met or exceeded standards.

- 7<sup>th</sup> grade math show 96% of students failed to meet or exceed standards.
- 7<sup>th</sup> grade reading shows 49% of the students met or exceeded standards.
- 8<sup>th</sup> grade math shows 83% of students failed to meet or exceed standards.
- 8<sup>th</sup> grade reading shows 44% of students met or exceeded standards.

**Observations**

**2007-2008**

- The number of students meeting and exceeding increased in math in both grade levels from fall to spring.
- The number of students meeting and exceeding increased in reading in both grade levels from fall to spring.

**Table 4i Learnia test scores (IEP) should show a decrease in warning from fall to spring.**

<b>6<sup>th</sup> Grade IEP Math</b>		2006-2007	2007-2008		2008-2009	
			Fall	Spring	Fall	Spring
	Exceed	0%	0%	0%	0%	
	Meet	0%	8%	8%	0%	
	Does Not Meet	100%	0%	0%	0%	
	Warning	NA	92%	92%	100%	
<b>6<sup>th</sup> Grade IEP Reading</b>		2006-2007	2007-2008		2008-2009	
			Fall	Spring	Fall	Spring
	Exceed	0%	0%	0%	0%	
	Meet	16%	8%	0%	9%	
	Does Not Meet	79%	0%	0%	9%	
	Warning	NA	92%	92%	82%	
<b>7<sup>th</sup> Grade IEP Math</b>		2006-2007	2007-2008		2008-2009	
			Fall	Spring	Fall	Spring
	Exceed	0%	0%	0%	0%	
	Meet	0%	0%	0%	0%	
	Does Not Meet	100%	0%	19%	0%	
	Warning	NA	100%	81%	100%	
<b>7<sup>th</sup> Grade IEP Reading</b>		2006-2007	2007-2008		2008-2009	
			Fall	Spring	Fall	Spring
	Exceed	0%	0%	6%	0%	
	Meet	7%	11%	19%	0%	
	Does Not Meet	93%	0%	0%	0%	
	Warning	NA	89%	75%	100%	

## Observations

### 2006-2007

- The only area to show success in the exceeds range is 6<sup>th</sup> grade reading with 5% of the students scoring in this range.
- No special education students met or exceeded standards in math for any grade in the middle school.
- 33% of the middle school special education students met or exceeded standards in reading.

## Observations

### 2007-2008

- The number of IEP students in warning decreased in 7<sup>th</sup> grade math from fall to spring.
- The number of IEP students in warning decrease in reading in both grade levels from fall to spring.

**Table 4j Discipline Referrals by Type of Infraction**

	2005-2006			2006-2007			2007-2008		
	P	VA	PA	P	VA	PA	P	VA	PA
OP=passive aggressive VA=verbal aggressive PA=physical aggressive									
Bus	0	8	29	1	7	11	20	16	21
Class room	53	46	14	83	74	34	121	37	59
Playground	0	0	3	0	0	2	1	0	5
Cafeteria	0	4	0	0	7	4	3	1	3
Reported incidents of bullying	NA	NA	NA	NA	NA	NA	0	6	17
Confirmed incidents of bullying	NA	NA	NA	NA	NA	NA	0	6	15
Other	6	16	4	1	6	18	9	4	11
Total infractions per category	59	74	60	85	94	69	154	70	131
Total infractions per year			193			248			355

- These numbers are totals for 6-8 grades.
- Passive aggressive is defined as a student who repeatedly refuses to do what is asked when asked. They resent responsibility, are intentionally inefficient and will do their work incorrectly to show their anger at being told what to do.

## Observations

### 2005-2006

- No comparison can be drawn on 6<sup>th</sup> grade conduct this year over last year as those records are not available.

### 2006-2007

- When comparing the same class from last year to this year, this year's 7<sup>th</sup> grade students showed a 25% increase in referrals.
- No comparison can be made about this year's 6<sup>th</sup> grade because their 5<sup>th</sup> grade referral numbers are not available.

**2007-2008**

- First semester discipline referrals indicate that infractions of both verbal aggression and physical aggression were reduced during the previous year.
- First semester discipline referrals indicate that infractions of passive aggressive behaviors, (refusal to work, etc.) have increased from last year.
- Since the inception of the Olweus Anti-bullying Program in November 2007, reports of bullying are monitored separately and specific offenses are recorded.

**2008-2009**

- Most offenses take place in the classroom
- There have been 11 confirmed incidents of bullying during 1<sup>st</sup> semester.

**Table 4k Discipline Referral Totals by Grade and Gender**

	05-06 Males	06-07 Males	07-08 Males	08-09 Males		05-06 Females	06-07 Females	07-08 Females	08-09 Females
6 <sup>th</sup>	51	57	13			2	42	11	
7 <sup>th</sup>	24	75	136			12	11	47	
8 <sup>th</sup>	66	38	92			16	17	22	

- OLWEUS implemented November 7, 2007. Identification methods differ from earlier data.
- 

**Observations**

**2006-2007**

- Referrals increased from 05-06 to 06-07 across the board.
- Disciplinary referral numbers show an increase at the 2006-2007 7<sup>th</sup> grade level from their 05-06 sixth grade year.
- Female referrals in the sixth grade increased form 05-06 to 06-07.

**Observations**

**2007-2008**

- Males in all grade levels were referred to the office for disciplinary reasons more frequently then the females during first semester.
- Seventh grade males had a significantly larger number of referrals than other students.
- 08-09 eighth grade males have had a high number of referrals over the 3 year period covered by the chart.

## 2.3 DEMOGRAPHIC DATA

**Table 5 General School Data – Based on End of Year Report**

	WEST CENTRAL 2005-2006		WEST CENTRAL 2006-2007		WEST CENTRAL 2007-2008		WEST CENTRAL 2008-2009	
Total School Population	259	100%	256	100%	236	100%		
Attendance	248	96%	243	95%	232	95%		
Truancy Rate	13.5	5.2%	5	2.0	2	.9%		
Mobility Rate	20.2	7.8%	20	7.8	20	8.5%		
Suspension Rate	1	.38%	6	2.0	8	3.4%		
Expulsion Rate	1	.38	0	0	0	0%		
Transfers/Withdrawal	23	8.9%	12	4.7	16	7%		
Promotion Rate	99	256	255	99.6	235	99.6%		
Retention Rate	.38%	1	1	.4	1	.4%		
Gender	F- 124	M - 135	F - 121	M - 135	F - 113	M - 123		
Caucasian	99.1%	99%	99%	99%	233	98.7%		
African-American	.9%	0	0	0	0	0		
Hispanic	0	1	1	.003%	2	.9%		
Other (American Indian)	0	1	1	.003%	0	0		
Multi	0	1	1	.003%	1	.4%		

### Observations

#### 2006-2007

- The enrollment numbers remained constant.
- Ethnic composition has remained constant.
- Attendance rate is 95%.

### Observations

#### 2007-2008

- Total school population is down by 20 students.
- Attendance rate is 95%.
- Truancy rate is lower than 2 previous years.
- Suspension rate has increased from the 2 previous years.
- Mobility rate increased from 2006-2007 to 2007-2008.

**Table 6 Enrollment Data**

	WEST CENTRAL 2005-06		WEST CENTRAL 2006-07		WEST CENTRAL 2007-08		WEST CENTRAL 2008-09	
Grade Levels in the school, e.g., K-6, 7-8, 9-12	6-8		6-8		6-8		6-8	
	#	%	#	%	#	%	#	%
School Population	259	100	256	100	243	100	246	100
Grade 6	79	31%	88	35%	77	32%	83	34%
Grade 7	92	36%	77	30%	91	37%	75	30%
Grade 8	84	33%	91	35%	75	31%	88	36%

**Observations****2006-2007**

- Overall, middle school enrollment has decreased three students from the previous year.
- The number of sixth grade students has increased eleven students.
- The number of seventh grade students has decreased from the previous year's seventh grade 15 students.
- The number of eighth grade students has increased seven students over the previous year's eighth grade class.

**Observations****2007-2008**

- Overall middle school enrollment has decreased by 19 students from the previous year.
- The number of sixth grade students has decreased by 11 students.
- The number of seventh grade students has increased from the previous year's seventh grade by 14 students.
- The number of eighth grade students increased 16 students over the previous year's eighth grade class.

**Observations****2008-2009**

- Overall middle school enrollment has increased from 07-08.
- Our current sixth grade enrollment increased by 6 students.
- The current 7<sup>th</sup> grade enrollment decreased by 16 students from the previous year's seventh grade class.
- The number of eighth grade students increased 13 students over the previous year's eighth grade class.

**Table 7 Student IEP Subgroup Enrollment**

	2005-2006	%	2006-2007	%	2007-2008	%	2008-2009	%
Total <b>Building</b> Population	259	100%	256	100%	243	100%	246	100%
Total Special Education*	51	20%	60	23%	41	17%	38	16.3%
Cognitive Disability	5	2.0%	7	3.0%	6	2.5%	6	2.4%.
Hearing Impaired	1	.4%	0	0	2	.82%	1	.4%
Speech/Language Impairment	3	1.0%	4	2.0%	5	2.0%	1	.4%
Visual Impairment	0	0	0	0	0	0	0	0
Emotionally Disturbed	4	2.0%	5	2.0%	2	2.0%	2	.8%
Orthopedic	0	0	0	0	1	.41%	0	0
Other Health Impairment	7	3.0%	10	4.0%	7	.28%	5	2%
Specific Learning Disability (see LI)	27	0.4%	34	13%	20	8.0%	23	9.3%
Multiple Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Deaf/Blindness	0	0	0	0	0	0	0	0
Autism							1	.4%

- Students with IEPs; Numbers submitted by Special Education.
- Percentage based on total building population.

**Observations****2005-2006**

- The total special education numbers are 20% of the total student body.

**Observations****2006-2007**

- The total special education numbers are 23% of the total student body.
- Special education numbers increased overall going from 51 last year to 60 this year.
- Of those identified as special education, 34 are identified with specific learning disabilities.
- None of our students is identified as having physical disabilities.

**Observations****2007-2008**

- The total special education numbers are 17% of the total student body.
- Special education numbers decreased overall from 60 last year to 41.
- Of those identified as Special education, 20 are identified with specific learning disabilities as their primary disability.

**Observations****2008-2009**

- Number of students in each category remains consistent with the exception of Speech/Language impairment. There were 4 fewer students in that category.
- One student is identified in the Autism category for 08-09.
- Special education percentages of the total population has decreased the past 2 years.

## Demographic Comparisons and Trends

Most of our demographic data has remained constant from last year to this year. We had an increase in numbers in grades six and eight, and a decrease in grade seven. Special education enrollment has decreased from last year.

## 2.4 PROGRAM DATA

**Table 8 Educator Data \*Includes all Middle School Staff**

	2005-06	2006-07	2007-08	2008-09
Total Full Time Classroom Teachers	17	22	21	19
Average Years Teaching	14.9	14.8	14.15	16
# Teachers New to Building	15	3	5	1
# First Year Teachers	1	2	4	1
% with B.A./B.S. Degree	90%	86%	69.2%	79%
% with M.A. & Above	10%	14%	36.8%	20%
# with Emergency/Provisional Cert.	0	0	0	0
# Teachers Working Out of Field	0	0	0	0
% Teacher Attendance	95%	94.8%	95.5%	
% Caucasian Teachers	100%	100%	100%	100%
% Male Teachers	18%	14%	14%	12%
% Female Teachers	82%	86%	86%	83%
% Highly qualified Teachers	100%	100%	100%	100%
# Total Paraprofessionals	5	4	5	5
# Associates Paraprofessionals	3	2	2	3
# Under-qualified Paraprofessionals	0	0	0	0
# Total Counselors	.20	.20	.20	.20
# Total Librarians	As needed	1	1	1
# Total Social Workers/Psychologists	.40	.40	.40	.40
# Total Other Staff	4	10	10	9

- Out-of-field means that a teacher is teaching a class for which he/she has no certification, 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.
- Teachers that are not in the building only half-day are not counted as full time classroom teachers in this building.

### Observations

#### 2005-2006

- We have an experienced staff.
- We have an experienced staff
- A counselor is only on campus 2 half days per week.
- Attendance rate is 95%



## **Observations**

### **2006-2007**

- Teachers with Master's degrees have increased by 4%.
- The number of male teachers has decreased.
- 100% of the teachers are identified as highly qualified according to NCLB standards.
- The middle school does not employ a full-time social worker/psychologist.
- The middle school does not employ a full-time counselor.

## **Observations**

### **2007-2008**

- 100% of staff is highly qualified.
- The percent of teachers with a bachelor's degree decreased from 86% in 2006-2007 to 69% in 2007-2008.
- The percent of teachers with a master's rose from 14% in 2006-2007 to 37% in 2007-2008.

## **Observations**

### **2008-2009**

- 100% of staff is highly qualified.
- The total number of full time classroom teachers has decreased since the 2006-2007 school year.

**Table 9 2006-2007 Professional Growth Data**

<b>Topics</b>	<b>Mo/Years</b>	<b>Grade Level</b>	<b># of Participants</b>	<b>School Wide</b>	<b>Formats</b>
AIMS Summer Splash Conference	June 27-28, 2006	6-8	16	Yes	Presentation/Interactive workshop
Exploring the Middle School Concept	February. 2006	6-8	17	Yes	Presentation
Drug Awareness –Drug Task Force	February. 2006	PreK-12	17	Yes	Presentation
Intro to Digital Photography	March 7, 2006	PreK-12	1	Yes	Interactive Workshop
Preparing Digital Images	March 9, 2006	PreK-12	1	Yes	Interactive Workshop
Web Design using Word	March 14 & 16 2006	PreK-12	2	Yes	Interactive Workshop
Middle School Planning	May 24 & 26 2006	6-8	17, 10	Yes	Interactive Work Session
CRISS Training	May 25-26 2006	4-12	17	Yes	Interactive Presentation
Incorporating Math Strategies Across Curriculum	August. 14 2006	6-12	5	Yes	Interactive Session
SAC Training	August 15, 2006	6-12	9	Yes	Interactive Presentation
CPR & Defib Training	August 16	PreK-12	5	Yes	Interactive Presentation
Middle School Teaming	August 16	6-8	17	Yes	Presentation
CRISS Review	August 17	6-12	17	Yes	Interactive Presentation
PBIS Overview	September. 19	PreK-8	17	Yes	Presentation
SIP Leaders Training	August-May 2006-07	PreK-12	5	No	Interactive Presentations
District Reading Task Force	September , November, February, April	PreK-12	3	No	Interactive Presentations
Illinois Music Educators Assoc. State Convention	January. 06	K-12	2	No	Presentation
ISAT workshop	November 06	3-8	4	No	Presentation
Reference	Summer 2005	K-12	1	No	Distance Learn
SAC Training	May/June 2005	K-12	6	Yes	Interactive/Lecture
Information Professions	Spring 2004	Course Work	1	No	Class
Information Storage and Retrieval	Summer 2004	Course Work	1	No	Class
Technical Services	Summer 2004	Course Work	1	No	Class
Librarians as instructional Partners	Fall 2004	Course Work	1	No	Class
Children’s & Young Adult Literature	Spring 2005	Course Work	1	No	Class

**Table 9 2007-2008 Professional Growth Data**

<b>Topic</b>	<b>Mo/Year</b>	<b>Grade Level</b>	<b># of Participants from MS</b>	<b>School Wide</b>	<b>Format</b>
School Imp.: Planning & Curriculum Development	May 29, 2007	K-12	All District Staff	Yes	Presentation
Cyber Camp	June 15-15, 2007	6-8	4	No	Workshop
2007 Summer Experience "A Technology Paradise"	July 25 & 26, 2007	K - 12	2	No	Workshop
Walking Through Transition and Summary Performance	July 24, 2007	6-12	1	No	Interactive Workshop
Skyward Training	July 26, 2007	K-12	2	No	Interactive Workshop
RTI Training: Problem Solving	July 27, 2007	6-12	5	Yes	Workshop
Plan To Do Better: Helping Teachers Help Their Students Change Their Behavior	July 30, 2007	6-12	1	No	Workshop
Microbiology (Class)	Summer 2007	NA	1	No	Class
SIP Core Team Training	August. 6-8, 2007	6-8	8	No	Interactive Workshop
CRISS Training	August. 13 & 14, 2007	6-8	4	Yes	Presentation/ Interactive workshop
Differentiated Instruction	August. 13, 2007	6-8	14	No	Presentation
Technology Training	August. 13, 2007	6-8	14	No	Interactive Workshop
Olweus Anti-Bullying	August. 14, 2007	6-8	7	No	Presentation
Classroom Management & Student Discipline	August. 14, 2007	6-8	14	No	Interactive Workshop
Middle School Teaming	August.14, 2007	6-8	22	No	Interactive Work Session
Olweus Bullying Prevention Core Team Training	August. 14, 2007	K-8	8 & 7	No	Interactive Presentation
Integrating Art into Classroom Lessons	August. 15, 2007	6-8	17	Yes	Presentation
CPR & Defib Training	August. 15, 2007	6-8	4	Yes	Interactive Presentation
Middle School Teaming	August. 16, 2007	6-8	17	Yes	Presentation
Skyward Training	August. 16, 2007	6-8	22	Yes	Interactive Presentation
ISAT workshop	August. 16, 2007	6-8	22	No	Interactive Presentation
RTI Training	August. 17, 2007	6-8	22	No	Presentation
TAT Training	August. 17, 2007	6-8	22	No	Interactive Presentations
Understanding the New District Webpage	August. 17, 2007	6-8	22	Yes	Interactive Presentation
IESA Fall Speech Workshop	September. 14, 2007	6-8	1	No	Conference

Professional Book Study	September, - May 2007-2008	6-8	6	Yes	Interactive Presentations
ISAT Math Achievement Prep.	October. 12, 2007	3-8	3	No	Workshop
ISAT Writing Workshop	October. 24, 2007	3-8	1	No	Workshop
Illinois Education & Technology Conference	November. 14- 16, 2007	K-12	1	No	Conference

**Table 9 2008 - 2009 Professional Growth Data**

<b>Topic</b>	<b>Mo/Year</b>	<b>Grade Level</b>	<b># of Participants</b>	<b>School Wide</b>	<b>Format</b>
Elementary & Secondary Book Study Groups	September – April 2007 - 2008	K-12	7	Yes	Discussion Groups
SOCS Training for Website	January. 2008	K-12	3	Yes	Interactive Workshop
Adv. SOCS Training	February. 2008	K-12	1	Yes	Interactive Workshop
SOCS Training for Website	February. 2008	K-12	3	Yes	Interactive Workshop
Science, Math, LA = Achievement	March, 2008	6-12	1	No	Interactive Workshop
Autism and Apergers Training	April, 2008	K-12	1	No	Interactive Workshop
MS PD Collaborative Sharing Sessions	April & May 2008	6-8	20	Yes (Bldg)	Collaborative Discussions
Writing Workshop	May 2008	K - 12	3	Yes	Interactive Discussion
Reading – Masters Program	June 2008 – May 2009	K-12	1	No	Graduate Classes
Cyber Camp	June 2008	K-12	3	No	Interactive Workshop
Archery Instruction	June 2008	K-12	1	No	Interactive Workshop
Technology Camp Nebraska	June 2008	6-8	1	No	Interactive Workshop
NEH Lincoln workshop	June 2008	K-12	1	No	Interactive Workshop
NEH Underground Railroad	July 2008	k-12	1	No	Interactive Workshop
RTI - WCISCC	July 2008	K-12	1	No	Interactive Workshop
SIP Leaders Training	August. 5 <sup>th</sup> and 6 <sup>th</sup> 2008	K - 12	7	No	Interactive Work Sessions
New Teacher Training	August. 15, 2008	K - 12	1	No	Interactive Discussions
Poverty Simulation	August. 18, 2007	K - 12	20	Yes	Simulation Exercise
Archery Instruction	August 2008	K-12	1	No	Interactive Workshop
Educational Administrator	August.2008- May 2009	K-12	1	No	College Courses
SOCS Software Training Session	October. 2008	6 - 8	1	No	Interactive Workshop
MS/HS PD Collaborative Sharing Sessions	October 2008	6-12	20	No	Collaborative Discussions
Science, Math, LA = Achievement	November. 2008	6-12	1	No	Interactive Workshop

<b>Topic</b>	<b>Mo/Year</b>	<b>Grade Level</b>	<b># of Participants</b>	<b>School Wide</b>	<b>Format</b>
Mentoring Training (ROE)	November. - December. 2008	K-12	3	No	Interactive Workshop
ESL/ELL The Diverse Learner	November 2008	K-12	1	No	Interactive Workshop
SIP Team Leader Training	January. 2009	K - 12	6	No	Demonstration & Interactive
SMARTBoard Training	January. 2009	K - 12	2	Yes	Demonstration & Interactive
SMARTBoard Training	February. 2009	K - 12	1	Yes	Demonstration & Interactive
Chemical safety and Disposal	February 2008	6-12	1	No	Demonstration and Interactive
M.S. SOCS Training	January. 2009	6-8	20	Yes (Bldg)	Demonstration & Interactive
Writing Follow-up Workshop	January. 2009	6-12	3	Yes	Interactive Workshop
Improving ISAT Scores	February. 2009	K-8	2	No	Interactive Workshop
Cooperative Learning	February 2009	K-12	1	Yes	Interactive Workshop
Motivating Algebra Students	November 2008	6-12	1	No	Interactive Workshop
Photoshop cs3 Level 1	February 2009	K-12	2	No	College Course

## **Professional Growth**

### **Observations**

#### **2006-2007**

- 75% of the professional development opportunities were offered to the entire staff.
- Out of 29 reported professional developments, only one was focused on math at the middle school level.
- No curricular areas reported individual professional development opportunities except one ISAT workshop.

### **Observations**

#### **2007-2008**

- 100% of the teachers continue to take advantage of professional development opportunities provided by the district as well as through the ROE, Special Ed. Coop., and ISBE.
- 75% of the math teachers attended the 2007-2008 ISAT training workshop.
- Three of the five grade level writing teachers have attended the ISAT training workshop.
- All staff have had training in CRISS strategies.
- As of January 8, 2008, professional development opportunities were offered to improve special needs students' achievement.

### **Observations**

#### **2008-2009**

- 100% of the teachers continue to take advantage of professional development opportunities provided by the district as well as through the ROE, Special Ed. Coop., and ISBE.
- Staff continues to advance their knowledge in technology and technology instruction.
- The staff continues to collaborate at monthly departmental meetings.

## **Curriculum Implementation Data**

This is our fourth year of existence and our third year with the Middle School concept. The curriculum, schedule, course offering and room arrangements have been adjusted to meet the total needs of the students. This concept provides a daily common planning time for grade level teachers to meet and discuss strengths and needs of individual students. To address student needs outside of the curriculum, we have implemented a homeroom/advisory period to begin each day. We provide common grade level tutorial times where students can receive individual assistance. Student needs, based on grades and behavior, are used to determine the assigned tutorial. A free after school tutoring program is offered two days a week for additional help. Following tutoring, shuttle buses return children to three of the towns serviced by the district.

The school offers the following programs: regular education, special education, and behavioral disability education. The school is departmentalized in the following areas: fine arts (band, chorus, and art), language arts, literature, mathematics, physical education, science, social studies, and technology. Students are divided into academic teams for instruction in the core courses with 22 teachers and 13 support staff. The schedule consists of a five-day school week with 8 period days of 40 minutes each and includes a set time for silent sustained reading each day. All students have access to two state of the art computer labs supervised by a certified teacher.

Each subject area's philosophy is based on the premise that all children have the ability to acquire the knowledge, skills, and values necessary to become productive members of our society. Although a text is identified in some content areas, teachers are focusing more on the standards and assessment information to guide instructional planning. In the past, the text served as a basis of the curriculum; now it is viewed as a resource, along with a variety of other supplemental printed and electronic materials to provide support for the academic standards being addressed.

The sixth, seventh and eighth grade students are taught by a core team of teachers. The curriculum is aligned to Illinois Learning Standards, and we continue to work toward vertical alignment across grades. All subject areas have developed and implemented sixteen exit outcomes in order to assess students' progress.

To promote reading strategies, the middle school continues to use CRISS Strategies. The CRISS Strategies to be used are determined by departments and administration and implemented in each classroom. Examples of each of the strategies are posted and student work demonstrates their understanding of the strategies.

### **2005-2006**

This is West Central Junior High's 1st year of existence and next year we will become a middle school.

### **2006-2007**

After assessing the data, our switch to the middle school concept has shown positive outcomes. The data confirms that the schedule changes and the development of teaching teams are having a positive impact on student achievement. 7<sup>th</sup> grade is the only grade experiencing decreases in both academic progress and behavior. Only the 7<sup>th</sup> grade lacks a core team in major content areas.

### **2007-2008**

Information gathered from surveys show parents and students believe the change to the middle school concept has been beneficial. Beginning with the 07-08 school year we have all three grades into four sections. Prior to this year the seventh grade only had three sections. Our teaching staff has fewer years of experience with the addition of four teachers starting their careers in education.

## **2008-2009**

Fewer parents responded to the survey in 2008-2009 than in previous years. Of parents responding, a large majority felt their child was successful in school. Parents and students continue to express positive feelings about the change to the middle school concept. A majority of our staff feels the district is providing adequate and appropriate professional development opportunities.

## **Social Studies**

### **2008-2009**

The seventh and eighth grade social studies department covers American History using the text book *Creating America*. Eighth grade students also study government, including the Federal and Illinois constitutions. The sixth grade focus is on World History and geography.

## **English**

### **2008-2009**

English is broken down into two content areas: language arts and literature. Language Arts focuses on grammar and writing skills. Teachers draw from a variety of sources that focus on strengthening student skills that are evaluated on ISAT. We have aligned our curriculum to emphasize writing skills and teach grammar and the mechanics of writing through writing practices. We focus primarily on persuasive and narrative essays.

The middle school literature curriculum is aligned to the Illinois State Standards. Teachers use both the Glencoe textbook and novel-based instruction. The main focuses are on vocabulary, literary elements, and comprehension skills.

Students identified as needing help with reading are provided supplemental assistance through our Title I program. These students are provided specific instruction to address their individual needs and are taught strategies to help them improve their comprehension skills as well as fluency.

A new approach to writing, gained from Writers' Workshop, was implemented in the 2008-2009 school year,

## **Science**

### **2008-2009**

The Science curriculum is departmentalized into three disciplines: sixth grade earth science, seventh grade physical science and eighth grade life science. This sequence will better prepare them for the standardized tests in science. The department's focus is on experiential and inquiry-based activities, using the Glencoe textbook series as a supplement to labs.

## **Math**

### **2008-2009**

Sixth, seventh and eighth grade regular math classes utilize the *Mastering Math* program with other sources such as Accelerated Math. Toward the end of fourth quarter, sixth grade students take a placement test for the following year. Depending on test scores, class grades, and teacher recommendation, students will be placed in either regular math or pre-algebra their seventh grade year. The pre-algebra class is for more advanced seventh graders and utilizes a Glencoe textbook. The eighth graders, who have successfully completed pre-algebra may take algebra using a McDougall textbook. The sixth and eighth grade also has a quarter long real-math/ISAT preparation math exploratory class.

We do not provide Title I assistance to students with math deficiencies due to unavailability of staff but do offer after school tutoring.

### **Middle School-Parent Compact 2008-2009**

The middle school-parent compact is distributed at registration as part of the Student Handbook. The compact can be used to verify student and parent knowledge of the school's expectations. The document can be used if disciplinary action is necessary.

### **Program Comparisons and Trends**

#### **2005-2006**

As this is our first year of existence, we are currently using data from the former districts to find trends and we are closely monitoring the new districts trends to see what changes have occurred because of the recent consolidation.

2006-2007 SY: After a year to evaluate data and monitor student needs, we have changed to middle school philosophy and added curricular choices to expand the students' learning experience and meet their needs. Curriculum alignment is nearing completion and paired with set quarterly exit outcomes in every content area, they have become the driving force behind our teaching.

#### **2007-2008**

After collecting and analyzing two years worth of data from the West Central district we can begin looking for possible trends. It should be noted that trends cannot be verified after only two years but can be used to develop a baseline.

#### **2008-2009**

We now have three years of data collected from the West Central District and can compare previously collected data to current data to see trends. From this analysis we can adjust our curriculum and teaching strategies to address areas of concern.



**Table 14 After school Tutoring Program**

School Year	Avg. total student population	Total number of tutoring sessions	Total number of student participation	Percent of participation based on total student population
2007/08	247	68	21	8.5%
2008/09	247	24	25	10%

**After school tutoring Program Regular Education Students**

School Year	Regular education student population	Total number of tutoring sessions attended by regular ed. students	Total number of regular education students participation	Percent of regular ed. students participation based on total regular ed. population
2007/08	206	53	15	7.3%
2008/09	209	24	19	9.1%

**After school Tutoring Program Special Education Students**

School Year	IEP student population	Total number of tutoring sessions attended by IEP students	Total number of students with IEP's participation	Percent of IEP student participation based on total IEP population
2007/08	41	15	6	14.6%
2008/09	38	15	6	15.8%

**Observations****2007-2008**

- Participation in the after school tutoring program is low.
- Students with IEPs are taking advantage of the program more frequently than regular education students.

**Observations****2008-2009**

- Overall participation in the after school tutoring program increased from the previous year.
- Participation for regular education students increased 1.8% from the previous year.
- Participation for student with IEPs increased 1.2% from the previous year.

**Table 15 Attendance Record Based on 248 Students.**

SY	Overall average attend rate for year.	Overall average absence rate for year.	Number & Percent of Reg. Ed. Students	Reg. Ed Students Attend Rate	Reg. Ed. Students Absence Rate.	Number And Percent of IEP Students	IEP Students attend .rate	IEP students absence rate
2007 2008	94.9%	5.1%	Reg. Ed. #210 81%	Reg. Ed. 85.5%	Reg. Ed. 14.5 %	IEP # 41 19%	IEP 85.5%	IEP 21.5%
2008 2009								

**Observations:**

**2007-2008**

- 19 % of the total student population has an IEP.
- 21.5% of absences are attributed to students within the special education sub-group.

**2.5 PERCEPTION DATA**

**Student Survey**

**2007-2008**

Of the 241 students:

- 230 prefer working in pairs or in small groups as opposed to working individually.
- 169 prefer interactive hands-on activities, and 157 prefer oral presentations and 194 students feel pencil/paper assignments benefit them the most.
- 194 students feel more individual help from teachers would help them become a more successful student.
- 208 believe they would be more successful if they developed better study skills.
- 21 students reported they do not feel safe.
- 281 students report feeling comfortable approaching an adult when they have a problem and 19 students report not feeling comfortable approaching a teacher with a problem.

**Staff Survey**

**2007-2008**

Of the 22 middle school staff members who completed the survey:

- 20 understand job related expectations.
- 18 feel they are a valued member of the staff.
- 19 believe they have adequate curriculum based resources.
- 19 believe they are provided adequate staff development opportunities.
- 15 feel there are opportunities for staff collaboration.
- 20 feel they address the needs of Title 1 students in their classroom.
- Teachers report that Communication with administration (17), other staff members (17) and parents (20) is open.
- 21 believe that the availability of technology is very important in terms of improving instruction.

## **Parent Survey**

### **2007-2008**

Of the 149 responses we got from our survey:

- 108 stated that their child averages less than 1 hour of homework per night.
- 132 believe the implementation of the Middle School Concept has had a positive impact on student success.
- 136 feel that the school is meeting the educational needs of their child.
- 141 believe that their child is safe at school and at school related activities.
- 128 believe that the school provides adequate opportunities for use of technology.

## **Summary**

Surveys for students and staff members were given on-line resulting in 100% participation. Parent surveys were offered both on-line during conferences in October and also sent home to parents who were unable to attend conferences to be completed and returned. Results showed that the majority of stakeholders' surveyed were positive about the changes and educational opportunities now being provided at West Central Middle School.

## **Student Survey**

### **2008-2009**

- Two hundred twenty five students responded to the survey.
- 88% of these students feel safe at school and school related activities.
- 88% said they would be more successful if they had more classroom time on assignments.
- 92% believe that having an approachable teacher makes them more successful.
- 79% stated they would like more one on one help from teachers.
- 90% said that they needed to know how to study to be more successful.
- 94% being more organized would help.
- 92% believe that regular attendance is important.
- 93% stated that being prepared and on time to class was important for success.
- 86% stated that students need to feel safe at school.
- 84% thought that eating properly was helpful in being a successful student.
- 68% believe that CRISS strategies used in classrooms helps them to be successful.
- 70% felt that there is an adult that they feel comfortable going to when they have a problem.
- Students feel the following types of assignments benefit them the most. 82% believe paper and pencil, 75% believe products, and 64% believe oral presentations.
- 45% of those responding said they would use peer tutoring.
- 69% said they would use an after school tutoring program if they needed it.
- When students were asked what they believe they would benefit most from their responses were: 78% working individually, 93% working in pairs, 78% working in small groups and 52% working in large groups.
- Students were asked how they learn best: 85% by listening, 94% by seeing and 90% by doing,
- 77% of students believe teachers use enough technology for teaching.

## **Staff Survey 2008-2009**

Thirty four staff members responded to the survey.

- 94% stated that they understand their job responsibilities.
- 82% feel they are a valued member of the staff.
- 91% believe that the rules provide an atmosphere for learning.
- 91% believe that they have adequate curriculum based resources in the building.
- 91% feel that there are adequate staff development opportunities.
- 79% believe that there opportunities for staff to collaborate.
- 96% stated that they address the needs of the Title I students in their classroom.
- 100% feel comfortable providing accommodations for identified IEP students.
- Rating importance, in terms of improving instruction, staff responses were as follows: 85% - Overall atmosphere, 97% - Resources, 71% - Availability of technology, and 88% Professional development opportunities.
- Rating communication, staff responses were as follows:  
62% - Administration, 88% - Fellow staff members, 97% - Parents.

## **Parent Survey 2008-2009**

- Ninety four parents responded to the survey.
- 98% of these parents strongly agree/agree that their child feels successful in the classroom
- 66% say that their child spends less than an hour on daily homework, while 30% reported that their child spends between one and two hours on homework.
- 90% of parents responding are confident that they can help their child with homework.
- 88% of these parents expressed interest in sending their child to after school tutoring if the child needs it.
- 93% of their children have access to a home computer. 89% of these homes have internet access.
- 100% of survey respondents feel that their child has enough access to technology at school.
- The best ways to communicate with parents, 315 reported home phone calls, 27% through e-mail 20% through letters, 12% the school web page and 10% by their work phone. Note: This survey was taken prior to the implementation of Connect-Ed.
- 87% of these respondents believe that the OLWEUS program has had a positive impact on their child.
- 99% of these parents believe that the school is meeting the educational needs of their children.
- 99% feel that their child is safe at school and school related activities.

## **Summary**

Surveys for students and staff members were given on-line resulting in 100% participation. Parent surveys were offered both on-line during conferences in October and also sent home to parents who were unable to attend conferences to be completed and returned. Parent response rate was low.

Table 10 Patterns of Strengths and Challenges

<b>Patterns of Strengths</b>	<b>Data</b>
The 2007-2008 7th grade science ISAT scores show 85% of our students meeting or exceeding AYP.	Table 3a
The 2007-2008 6th grade math students met or exceeded AYP at 91%.	Table 3a
The 2007-2008 6th grade reading students met or exceeded AYP at 95%.	Table 3a
100% of the middle school teachers are highly qualified	Table 8 and Summary
On the 2007-08 ISAT, Special Education students met/exceeded AYP in 6th grade reading with 82%.	Table 3a
On the 2007-2008 ISAT, school wide reading scores met AYP by 76% or more.	Table 3a
On the fall of 2008 EXPLORE test, our 8th graders scored higher than the national average in 5 out of 5 subject areas.	Table 4f
Special education numbers have gone from 41 in 2007 to 38 in 2008.	Table 7
99% of parents completing the survey feel that their child is safe at school and school-related activities.	Parent Survey
99% of parents completing the survey feel the school is meeting the educational needs of their child.	Parent Survey
87% of parents completing the survey feel that the anti-bullying program has had a positive impact on their child.	Parent Survey
On the 2007-2008 ISAT, 6th & 8th grade low income students met AYP in both reading and math	Table 4b
West Central Middle School enrollment consistently remains at approximately 250 students.	Table 6
6th and 8th graders' final report card grades improved in 2007-2008 from the previous school year.	Table 4d
7th graders' math and science final report card grades improved in 2007-2008 from the previous school year.	Table 4d
<b>Patterns of Challenges</b>	<b>Data</b>
5 out of 6 IEP groups failed to meet AYP in reading and math.	Table 4a
12% of students reported not feeling safe at school.	Student Survey summary
In 2007-2008, report card grades consistently showed more students meeting our benchmarks than those making AYP on state assessments.	Table 4d
In 2007-2008, the majority of discipline referrals continue to be for misconduct in the classroom.	Table 4j
On the 2007-2008 ISAT, 7th grade low income subgroup didn't meet AYP in Math or Reading	Table 4b
An inadequate amount of technological equipment is available for use in classroom instruction. (Student computers, Elmos, Smartboards, etc.)	Technology Inventory, Program descriptions
Manipulatives, along with teacher & associate training for incorporating them into instruction, are needed.	Math & Special Ed Audit
Professional development is needed for implementing higher order thinking skills in all classrooms.	Math & Special Ed Audit
A low numbers of IEP students stay for after school homework assistance.	Project Stay-In attendance sheet
Staff development is needed in cooperative/collaborative learning and student engagement.	English Audit

### III. Problem Statements and Hypotheses

**Table 11 Problem Statements, Hypotheses, and Data Source**

<b>Problem Statement 1 (Math)</b>				
2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 0% of the current 7 <sup>th</sup> graders and 11% of the current 8 <sup>th</sup> graders did not meet or exceed state math standards. In our IEP population, 36% of the current 6th graders, 64% of the current 7 <sup>th</sup> graders and 71% of the current 8 <sup>th</sup> graders did not or meet or exceed state math standards.				
Hypothesis	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Students lack support in remediating math areas of deficit.	Reject due to support provided by special ed teachers & associates	Master Schedule	Students' Individual Educational Plans	Grades Test Results: ISAT, Explore and Learnia
Resource math curriculum does not parallel general ed curriculum.	Accept	Teacher curriculum	Students' Individual Educational Plans	Test results: ISAT Explore test Learnia test
Students lack study skills.	Reject for lack of credible data	Parent and student survey	Insufficient Data	Insufficient Data
IEP students don't receive Title I assistance outside the special ed classroom.	Accept	Title I schedule	Students' Individual Educational Plans	Classroom schedule
IEP students fail to take advantage of after school homework assistance.	Accept	After school tutoring attendance sheet	Students' grades	Record of individual missing assignments
A high percentage of IEP students lack oral reading fluency which affects written response in math.	Accept	Fluency test results	Students' grades	Test results: ISAT Explore test Learnia test
Staff had not been adequately trained to provide accommodations for IEP students.	Accept	Table 9	Certification Records	Teacher Survey

**Problem Statement 2 (Reading)**

2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 3% of the current 7<sup>th</sup> graders and 16% of the current 8<sup>th</sup> graders did not meet or exceed state reading standards. In our IEP population, 86% of the current 6th graders, 18% of the current 7<sup>th</sup> graders and 71% of the current 8<sup>th</sup> graders did not or meet or exceed state reading standards

Hypothesis	Accept/Reject	Data Source #1	Data Source #2	Data Source #3
Staff had not been adequately trained to provide accommodations for IEP students.	Accept	Table 9	Certification Records	Teacher Survey
Inclusion instruction was not offered for all IEP students in reading.	Accept	Master Schedule	Students' Individual Educational Plans	Students' schedules
Students lack support in remedial reading areas of deficit..	Reject due to support provided by special ed teachers & associates	Master Schedule	Students' Individual Educational Plans	Grades Test Results: ISAT, Explore and Learnia
Special Ed reading curriculum does not parallel general ed curriculum.	Reject due to realignment of curriculum exit outcomes	Teacher curriculum	Students' Individual Educational Plans	Test results: ISAT Explore test Learnia test
Students lack study skills.	Reject for lack of credible data	Parent and student survey	Students' grades	Test results: ISAT Explore test Learnia test
IEP students don't receive Title I assistance outside the special ed. classroom.	Accept	Title I schedule	Students' Individual Educational Plans	Classroom schedule
IEP students fail to take advantage of after school homework assistance.	Accept	After school tutoring attendance sheet	Students' grades	Record of individual missing assignments
High percentage IEP students lack oral reading fluency.	Accept	Fluency Test results	Students' grades	Test results: ISAT Explore test Learnia test

**Problem Statement 3 (Writing)**

2007-2008 ISAT scores show that 57% of the current 6th graders, and 37% of the current 7<sup>th</sup> graders did not meet or exceed the state writing goal.

Hypothesis	Accept/Reject	Data Source #1	Data Source #2	Data Source #3
Staff has not been adequately trained to incorporate extended response writing criteria into content area classes.	Accept	Professional Development Log	Teacher Curriculum	Observations
Writing has not been emphasized due to absence of testing on ISAT	Accept	ISAT test Schedule	Teacher Curriculum	Content area exit outcomes
The district writing curriculum has not been implemented at the middle school level.	Accept	Professional Development Log	Teacher Curriculum	Lesson plans

**Problem Statement 4 (Bullying)**

63.8% students stated that student intervention is rare in bullying incidents.

Hypothesis	Accept/Reject	Data Source #1	Data Source #2	Data Source #3
Students do not recognize their role in preventing cases of bullying taking place.	Accept	Student Olweus Surveys	Class discussion	Conferences with administrators/social worker
Students do not practice the skills to deal with bullies.	Accept	Student Olweus Surveys	Class discussion	Conferences with administrators/social worker



**Problem Statement 5 (Low Income Achievement)**

Based on the 2007-2008 ISAT scores, low income students' scores are lower than non-low income students in all areas.

Hypothesis	Accept/ Reject	Data Source #1	Data Source #2	Data Source #3
Staff has not been adequately trained to address the needs of low income students.	Accept	Table 9	Staff discussion	NA
Low income students do not have the same cultural experiences as non-low income students.	Reject for lack of credible data	NA	NA	NA
Low income students have lower attendance rate than non-low income students.	Accept	School Records	NA	NA
Low income students are not targeted for additional assistance.	Accept	School Records	NA	NA

## IV. Goals, strategies, and Integrated Action Plan

**Table 12 Strategies, Baseline Data, Annual Targets and Documentation**

<p><b>Improvement Goal 1a (Math)</b>            The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT math test will increase to the AYP of 77.5% or Safe Harbor.</p>				
<p><b>Current Conditions and Data Sources</b>            2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 0% of the current 7<sup>th</sup> graders and 11% of the current 8<sup>th</sup> graders did not meet or exceed state math standards. In our IEP population, 36% of the current 6th graders, 64% of the current 7<sup>th</sup> graders and 71% of the current 8<sup>th</sup> graders did not or meet or exceed state math standards.</p>				
<p><b>Specific Action 1</b>            We will incorporate the use of higher order thinking skills in all content areas.</p>				
Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
We will offer a school wide training for faculty and staff.	Aug 2009	Administration Curriculum Director	\$500 Title I	Lesson plans/administrative walk-about
Develop and use a checklist to monitor use in the classroom	Aug 2009	Administration Staff	None	completed instrument
Provide opportunity for follow-up dialogue among staff	Sept 2009	Administration	None	meeting minutes
We will increase the availability and use of technology in special education classrooms.	Aug 2009	Technology Coordinator Spec. Ed. Teachers	\$1000 Tech Grant	Lesson plans/administrative walk-about
We will increase the use of algebraic manipulatives in special education classrooms and for IEP students in general ed.	Aug 2009	Special Education Teachers	\$6000 Illinois State Textbook Funds FY09	Lesson plans/administrative walk-about

**Improvement Goal 1b (Math)**

The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT math test will increase to the AYP of 77.5% or Safe Harbor.

**Current Conditions and Data Sources**

2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 0% of the current 7<sup>th</sup> graders and 11% of the current 8<sup>th</sup> graders did not meet or exceed state math standards. In our IEP population, 36% of the current 6th graders, 64% of the current 7<sup>th</sup> graders and 71% of the current 8<sup>th</sup> graders did not or meet or exceed state math standards.

**Specific Action 2**

We will provide additional math activities for all students, especially IEP students

Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
We will continue our third year of the spiraling math curriculum with Scan Tron used for data analysis.	August. 2009 May 2010	Math Department	\$800.00	Lesson plans/Student Evaluations
We will revise Math Wednesday to parallel ISAT and real world math.	August. 2009	Math Department	\$150 Title I (Stipend)	Math Wed revised curriculum distributed to staff.
Identify student weaknesses on ISAT and provide after school tutoring emphasizing math.	August. 2009	SIP Team Administration Math Teachers	\$1800 Tutoring (21 <sup>st</sup> Century)	List of weaknesses
Continue providing practice with calculators.	August. 2009 May 2010	Math and Special Ed Teachers	\$300 Title I	Lesson plans/administrative walk-about
Math lab offered one day a week during tutorial as needed.	August. 2009 May 2010	Math Department	0	Attendance sheet
Continue CRISS strategies/differentiated instruction to enhance student learning	August.2009 May 2010	Math and Special Ed Teachers	0	Lesson plans/administrative walk- abouts
Teachers will participate in Algebra Manipulative workshop.	June 2009	Math and Special Ed Teachers	\$2000 Title I or II	Evaluation sheets
Teachers will attend a ICTM conference.	October 2009	Math Team	\$500 Title I	Dissemination of information to staff
Teachers will attend a NCLB conference	February 2010	SIP Team	\$500 Title I	Dissemination of information to staff
Meet with all students to review previous year's test	September 2009	Administration	0	Checklist of students

**Improvement Goal 1c (Math)**

The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT math test will increase to the AYP of 77.5% or Safe Harbor.

**Current Conditions and Data Sources**

2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 0% of the current 7<sup>th</sup> graders and 11% of the current 8<sup>th</sup> graders did not meet or exceed state math standards. In our IEP population, 36% of the current 6th graders, 64% of the current 7<sup>th</sup> graders and 71% of the current 8<sup>th</sup> graders did not or meet or exceed state math standards.

**Specific Action 3**

We will continue to identify IEP students who will benefit from time in the general education classroom with assistance from special education staff.

Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation:
Provide professional development to all staff for inclusion of students with disabilities in the general education classroom.	August 2009	Special Education Coordinator	\$500/ local funds	Sign in sheets
Provide release time for special education teachers to work on improvement of IEP goals and curriculum for transition.	Spring 2009	Special Education Coordinator	\$960/State funding	Completed IEP's
The master schedule will be examined to determine placement of IEP students.	August 2009	Special Education Teachers Administration	0	Completed master schedule
The need for additional special education staff will be determined.	August 2009	Administration Special Ed Coordinator	0	Student numbers will be set, and the schedule will reflect the need for additional staff.
Core teachers will sign off on the accommodations sheet given to them by the Special education teachers.	August 2009	Core Teachers/Special Education Teachers	0	The verification sheets will be signed.

**Improvement Goal 1d (Math)**

The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT math test will increase to the AYP of 77.5% or Safe Harbor.

**Current Conditions and Data Sources**

2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 0% of the current 7<sup>th</sup> graders and 11% of the current 8<sup>th</sup> graders did not meet or exceed state math standards. In our IEP population, 36% of the current 6th graders, 64% of the current 7<sup>th</sup> graders and 71% of the current 8<sup>th</sup> graders did not meet or exceed state math standards.

**Specific Action 4**

We will continue working to increase communication with parents and provide them with ideas and information on developing skills through participation in a Family Math and Science Night and an ISAT Math Night.

Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
We will develop and publish a Middle School newspaper.	August 2009	Administration/ staff	\$600-supplies 21 <sup>st</sup> Century 1000-stipend	Finished product
We will plan details, determine activities and acquire needed materials for the Family Math and Science Night.	September 2009	Math, Science, and Special Ed Departments.	\$250 Title I	The receipts for expenditures will be filed.
We will set a specific night for the ISAT Math Night.	January	Math and Special Ed Departments.	0	The date will be added to the district calendar.
We will determine activities, acquire needed materials, and obtain a speaker.	January	Math and Special Ed Departments.	\$250 Title I	The expenditure receipts will be filed.

**Improvement Goal 2a (Reading)**

The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT reading test will increase to the AYP of 77.5% or Safe Harbor.

**Current Conditions and Data Sources**

2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 3% of the current 7<sup>th</sup> graders and 16% of the current 8<sup>th</sup> graders did not meet or exceed state reading standards. In our IEP population, 86% of the current 6th graders, 18% of the current 7<sup>th</sup> graders and 71% of the current 8<sup>th</sup> graders did not or meet or exceed state reading standards.

**Specific Action 1**

We will provide specific activities to increase student performance in reading.

Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
We will test students' reading fluency 3 times per school year	Sept., Jan., and April 2009-2010	School Psychologist or trained grade level teachers	0	Scores will be documented
Teachers will continue the use of CRISS strategies	On-going	Administration	0	Check list
We will host a literature night for the community.	February 2010	Language Arts Department	\$300 Title I	Sign in sheets
Title I reading services will be provided to students based on standardized test scores and teacher recommendation.	On-going	Title I Teacher	0	Different strategies will be incorporated until individual skill mastery is evident.
Meet with all students to review previous years test	September 2010	Administration	0	Checklist of students
We will implement a student book club within the school day on a weekly basis.	September 2009	Language Arts Department	\$300 Title I	Sign in sheets

**Improvement Goal 2b (Reading)**

The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT reading test will increase to the AYP of 77.5% or Safe Harbor.

**Current Conditions and Data Sources**

2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 3% of the current 7<sup>th</sup> graders and 16% of the current 8<sup>th</sup> graders did not meet or exceed state reading standards. In our IEP population, 86% of the current 6th graders, 18% of the current 7<sup>th</sup> graders and 71% of the current 8<sup>th</sup> graders did not or meet or exceed state reading standards.

**Specific Action 2**

We will strive to insure that every IEP student is receiving proper placement, with the intent of continuing to implement inclusion time in the general education classroom when appropriate.

Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Provide release time for special education teachers to work on improvement of IEP goals and curriculum.	Spring 2009	Special education coordinator	\$960/State funding	Completed IEP's
A schedule for inclusion will be developed.	August 2009	Special education teachers and administration	0	Evaluation of individual students will determine those who no longer qualify or want services.
Students will be placed in the appropriate classroom for their individual needs.	August 2009	Special education coordinator and teachers	0	Enrollment will show that this was completed.
Core teachers will sign off on the accommodations sheet given to them by the Special education teachers.	August 2009	Core teachers/special education department	0	The verification sheets will be signed.
Review IEP student ISAT scores for individual progress.	September 2009	Special Ed Teachers	0	Summary report
ISAT test results with individual IEP students and their parents will be communicated.	September 2009	Special Ed Teachers	0	Contact checklist

<b>Improvement Goal 2b (Reading)</b>				
The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT reading test will increase to the AYP of 77.5% or Safe Harbor.				
<b>Current Conditions and Data Sources</b>				
2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 3% of the current 7 <sup>th</sup> graders and 16% of the current 8 <sup>th</sup> graders did not meet or exceed state reading standards. In our IEP population, 86% of the current 6th graders, 18% of the current 7 <sup>th</sup> graders and 71% of the current 8 <sup>th</sup> graders did not or meet or exceed state reading standards.				
<b>Specific Action 3</b>				
We will increase teacher knowledge and skills in providing reading instruction across the curriculum for all students.				
Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Using the information received from the Special Ed Consultant, revisions will be made to the professional development schedule	May/June 2009	SIP Team and special ed coordinator	0	A revised schedule
Using ISAT, LEARNIA test results, and exit outcomes which reflect reading progress, we will identify standards to emphasize.	August, January, March, April, June 2009-2010	Departmental teachers and administration	0	Weaknesses will be addressed in the curriculum and a list will be shared with staff
We will provide professional development for staff on using reading strategies across the curriculum.	September 2009	SIT, Administration, Curriculum Coordinator	0	Teachers will have certificates of completion for attended workshops
We will provide professional development for staff on including IEP students in the general education classroom.	May 2009	Curriculum Coordinator	0	Professional development opportunities will be made available
Schedule school-wide implementation of selected professional development strategies	August 2009	Administration	0	Round table discussion among faculty on the implemented strategies
Using exit outcome reports, fluency test data, Explore (8 <sup>th</sup> grade) and LEARNIA test results, we will evaluate student reading progress.	August, January, April 2009-2010	Departmental Teachers	0	Student scores will be available
Teachers will attend Illinois reading conference	March 2010	SIP Team	\$750 Title I	Dissemination of information to staff
Teachers will attend the NCLB conference	February 2010	SIP Team	\$1000 Title I	Dissemination of information to staff



District Book Study will be offered for teacher participation.	September-April 2009-2010	Curriculum Director	\$400 Title II	Evaluation Instrument and sharing with staff
We will provide teachers with training in the best practices for assisting low income students.	June 3, 2009	Curriculum Director	Homeless grant	Workshop attendance sheets
We will provide teachers with follow-up training in the best practices for assisting low income students.	August 18, 2009	Curriculum Director	Homeless grant	Workshop attendance sheets

<b>Improvement Goal 2c (Reading)</b>				
The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT reading test will increase to the AYP of 77.5% or Safe Harbor.				
<b>Current Conditions and Data Sources</b>				
2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 3% of the current 7 <sup>th</sup> graders and 16% of the current 8 <sup>th</sup> graders did not meet or exceed state reading standards. In our IEP population, 86% of the current 6th graders, 18% of the current 7 <sup>th</sup> graders and 71% of the current 8 <sup>th</sup> graders did not or meet or exceed state reading standards.				
<b>Specific Action 4</b>				
We will utilize human resources (speakers, presenters, volunteers) to enrich our reading programs.				
Specific Steps	Timeline	Person/group responsible	Cost & Funding Source	Evaluation
We will acquire volunteers by contacting local organizations and businesses	August – October 2009	Grade Level Teams Administration	0	SOCS articles and Volunteer log
Guest speakers from nearby colleges will be invited to school as storytellers.	August-May 2009-2010	Grade Level Teams Administration	\$100 Building Funds	SOCS articles and volunteer/guest log
We will implement a parent/student after school book club.	September-April 2009-	Literature Department	\$600 Stipend \$300 Books 21 <sup>st</sup> Century & Title I	Attendance sheets

**Improvement Goal 2d (Reading)**

The percentage of all students, including those with disabilities, meeting and exceeding standards on the 2010 ISAT reading test will increase to the AYP of 77.5% or Safe Harbor.

**Current Conditions and Data Sources**

2007-2008 ISAT scores show that within our Non-IEP population, 8 % of the current 6th graders, 3% of the current 7<sup>th</sup> graders and 16% of the current 8<sup>th</sup> graders did not meet or exceed state reading standards. In our IEP population, 86% of the current 6th graders, 18% of the current 7<sup>th</sup> graders and 71% of the current 8<sup>th</sup> graders did not or meet or exceed state reading standards.

**Specific Action 5**

We will improve communication within the school community for all students.

Specific Steps	Timeline	Person/group responsible	Cost & Funding Source	Evaluation
Promote parent participation through the use of student planners, e-mail, phone conversations, parent/teacher conferences, school newspaper and Connect-Ed.	August-May 2009-2010	Teachers Administration	\$900	Website hits, logs and sign in sheets
Inform families of assignments and student progress	August-May 2009-2010	Teachers and Administration	0	Skyward and Homework Hotline
Inform the community of school activities	August-May 2009-2010	Teachers and Administration	0	District website and newsletters
Provide staff with opportunities to collaborate	August-May 2009-2010	Administration	\$1280 Title II	Monthly departmental meetings for curriculum alignment and grade level team meetings

<b>Improvement Goal 3a (Writing)</b>				
Improve student performance on ISAT Writing Test and in Extended Response portions of the ISAT test.				
<b>Current Condition and Data Sources</b>				
2007-2008 ISAT scores show that 57% of the current 6th graders, and 37% of the current 7 <sup>th</sup> graders did not meet or exceed the state writing goal.				
<b>Specific Action 1</b>				
We will analyze data and identify areas of concern.				
Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Gather and analyze data from ISAT and Learnia assessments	August 2009	Administration/Classroom Teachers	0	Data analysis report
Identify areas to be addressed.	April 2009	Administrators/Curriculum Coordinator, Curriculum Auditor	0	Data analysis report
Review current exit outcome assessments for writing in the content areas.	April 2009	Curriculum Coordinator/ Classroom Teachers	0	Exit outcome reports

<b>Improvement Goal 3b (Writing)</b>				
Improve student performance on ISAT Writing Test and in Extended Response portions of the ISAT test.				
<b>Current Conditions and Data Sources</b>				
2007-2008 ISAT scores show that 57% of the current 6th graders, and 37% of the current 7 <sup>th</sup> graders did not meet or exceed the state writing goal.				
<b>Specific Action 2</b>				
We will provide staff development to address the areas of concern.				
Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Participate in writing workshop offered by English Curriculum Auditor	March 2009	Curriculum Coordinator/English Auditor	RESPRO	Attendance sheet
Train one staff as teacher leader in Illinois Writing Project	July 2009	Curriculum Director	\$50 Title II	Writing Project Evaluation
Train staff on identified curriculum improvements	August 2009	Administration	0	Attendance sheet
Review implementation of strategies and share successes and/or challenges.	November 2009	Administration Sip Team	0	Participation checklist
All language arts teachers will collaborate to implement the aligned district writing curriculum.	August 2009	Curriculum Coordinator	0	Alignment and implementation of curriculum

<b>Improvement Goal 4a (Anti-bullying)</b>				
We will continue to work to eliminate bullying from the social climate of the middle school.				
<b>Current Conditions and Data Sources</b>				
According to student and teacher surveys along with disciplinary referrals, bullying continues to be a concern in the middle school.				
<b>Specific Action 1</b>				
We will continue to implement and monitor progress on the anti-bullying program.				
Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
We will provide an orientation (Jumpstart Program) for incoming sixth graders and students new to the middle school.	August 2009	Administration and Staff	\$100 Title IV	Attendance Record
We will detail the program in student handbooks	August 2009	Handbook Committee	0	The program will be inserted in the student handbooks
We will alert the parents of the continuation of the program.	August 2009	Building Administrator	\$50 Title IV	Letters will be given out at registration
We will hold a school-wide/ community program to promote Olweus activities.	September 2009	Olweus Committee	\$500 Title IV	Student will demonstrate knowledge of the aspects and consequences of bullying
We will provide caps or shirts for student unity.	September 2009	Olweus Committee	\$1500	Student participation in wearing
We will have student drawings for participation in weekly activities.	September – May 2009-2010	Olweus Committee	Office Funds	Monitoring of weekly participation by teachers
The four anti-bullying rules will be included in future student planners.	Spring 2010-2011	Administration	\$200 Title IV	2010-2011 Planners will contain the rules

<b>Improvement Goal 4b (Anti-bullying)</b>				
We will continue to eliminate bullying from the social climate of the Middle School				
<b>Current Conditions and Data Sources</b>				
According to student and teacher surveys along with disciplinary referrals, bullying continues to be a concern in the middle school				
<b>Specific Action 2</b>				
We will provide training for teacher recognition and intervention when bullying occurs.				
Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
We will offer anti-bullying training for new faculty and staff and cyber-bullying education to all building staff	August 2009	Administration, Anti-bullying Committee, SIP Team	0	Employees will get a certificate of completion after attending the training
We will record the number of referrals per quarter related to bullying.	Quarterly	Administration	0	We will monitor for a decrease in referrals

<b>Improvement Goal 4c (Anti-bullying)</b>				
We will continue to eliminate bullying from the social climate of the middle school.				
<b>Current Conditions and Data Sources</b>				
According to student and teacher surveys, along with disciplinary referrals, bullying continues to be a concern in the middle school.				
<b>Specific Action 3</b>				
We will educate students about bullying and the consequences of bullying.				
Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
We will provide weekly student Olweus anti-bullying activities.	September - May 2009-2010	Classroom Teachers	0	Teacher activity logs
We will schedule presenters for school-wide assemblies.	September -May 2009-2010	Anti-bullying Committee, SIP Team, & Administration	\$1000 Title IV	Presenters will be contacted, and assemblies will be scheduled
We will provide cyber-bullying education for students and families.	August 2010	Technology Coordinator	\$500 Title IV	Evaluation form

**Table 13: Professional Development Schedule 2009-2010**

TOPIC	DAY/MO./YEAR	GRADE LEVELS	FORMAT
Including IEP students in the general education classroom	May 2009	6-8	Workshop
Best practices to assisting low-income students and family	June 3, 2009	6-8	Workshop
Algebra Manipulative workshop for math and special ed teachers	June 2009	6-8	Workshop
Higher order thinking skills for faculty and staff	August 2009	6-8	Workshop
Follow-up training in the best practices for assisting low income students	August 18 2009	6-8	Workshop
Provide monthly departmental meetings for curriculum discussions	September-April 2009-2010	6-8	Collaborative discussions
Department meeting follow-up for higher order thinking skills	Sept 2009	6-8	Workshop
Review 2009 ISAT Data and SIP Activities for FY10	September 2009	6-8	SIP Day
District book study will be offered to staff	September-April 2009-2010	6-8	Workshop
Reading strategies across the curriculum	October 2009	6-8	SIP Day
Math teachers attend ICTM conference	October 2009	6-8	Conference
Inclusion of students with disabilities in the general education classroom	November 2009	6-8	SIP Day
Collaboration on School Improvement Plan	January 2010	6-8	SIP Day
Teachers attend NCLB conference	February 2010	6-8	Conference
Participate in District Institute Day	February 2010	6-8	Institute
Staff Development based on ISAT areas of concern	February 2010	6-8	SIP Day
Teachers will attend Illinois Reading Conference	March 2010	6-8	Conference
SIP day discussions			
Participate in District Institute Day	May 2010	6-8	Institute

## V. REFLECTION, EVALUATION, REFINEMENT

### 5.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

- The School Improvement Team will meet twice each month during the academic year.
- Sub-committees that will provide support for the SIP consist of faculty and staff will meet quarterly to evaluate assigned programs and report progress on implementation of the School Improvement Plan activities.

### 5.2 MONITORING

The School Improvement Team will:

- Monitor progress toward results, goals, and activities of the plan monthly.
- Evaluate the implementation of the school's plan based on students' assessment (ISAT, Learnia, EXPLORE, mid-term reports, and report card grades)
- Review and revise School Improvement Plan monthly. Review district and school tests to determine progress of students.
- Monitor current programs for effectiveness.
- Review the strategies/actions of the SIP quarterly.
- Analyze annual surveys conducted at the school.
- Continue to adhere to effective meeting management guidelines.

**Table 16 Monitoring Schedule**

Monitoring	Responsible	Monthly	Quarterly	Semi-annually	Annually
Monitoring goals and activities	teachers, school coordinators, SIT	April-March			
Evaluation, implementation	SIT teachers, coaches		September, December, April, June		
Evaluate students' results	teachers, SIT		September, December, April, June		
Review School Improvement Plan (SIP)	SIT, teachers, support staff parents	April-March			
Revise School Improvement Plan (SIP)	SIT	April-March			
Review tests	counselors, SIT, teachers, coaches			May, September	



Monitor programs	SIT		September, December, April, June		
Report to stakeholders	SIT				June
Review strategies/actions	SIT, teachers		September, December, April, June		
Analyze surveys of stakeholders	SIT		September, December, April, June		
Adhere to effective meeting guidelines	SIT	August-June			

\*SIP-School Improvement Plan

\*SIT-School Improvement Team

### 5.3 COMMUNICATION PLAN

The West Central Middle School believes that the success of the School Improvement Plan is contingent upon efforts of the all members of the community. The community includes school employees, students, community partners, and the entire West Central School District community. In order for the improvement plan to have a positive impact on the students' achievement, timely communication of the plan and its components needs to be established.

These methods have been described below:

- Students:**
- What is Reported?** Achievement test scores, ISAT, Learnia, EXPLORE, and report card averages.
  - How Reported?** Individual Test Report, Progress Report, Report Card, Honor Roll recognition, and meetings with Teacher Teams.
  - When Reported?** Quarterly, Mid-marking period, beginning and ending of school year.
  - Who is Responsible?** District, teachers, counselors, school personnel and administrative/office staff.
- Staff:**
- What is Reported?** Achievement test scores, ISAT, Learnia, EXPLORE, learning standards, upcoming school activities, demographic data outcomes, and SIP.
  - How Reported?** Individual test reports, grade level meetings, school team meetings, and faculty meetings.
  - When Reported?** As achievement data becomes available.
  - Who is Responsible?** Principal, district coordinators, and school committee.
- Parents:**
- What is Reported?** Achievement test scores, ISAT, Learnia, EXPLORE, upcoming school activities, end-of-the-year averages, learning standards, and student expectations.
  - How is it Reported?** Yearly progress reports, report cards, Parent/teacher conferences, open house, school publications, local media, PTC meetings, and assemblies.
  - When Reported?** PTC meetings, marking periods, Open House, and Parent/Teacher conferences.
  - Who is Responsible?** School Personnel, Principal, Administration/office staff, school staff, and PTC officers.

**Media:**           **What is Reported?** Achievement Data and Demographics  
**How Reported?** Newspapers, school publications, school board minutes.

**West Central Community/Families:**

**What is Reported?** Demographics, School programs/activities, Student Achievement Data, and School Safety Assessments.  
**How Reported?** Media, newspapers, school publications, and PTC meetings.  
**When Reported?** Throughout the school year.  
**Who is Responsible?** Administration, staff, and SIP

**Community Partners:**

**What is Reported?** Achievement Data and SIP  
**How Reported?** Monthly joint meetings and media, newspapers and school publications, and PTC meetings.  
**When Reported?** Monthly and throughout the school year.  
**Who is Responsible?** Administration and SIP.