

An Integrated School Improvement Plan for

West Central Elementary
School District #235

July 1, 2023 – June 30, 2024

Board Approved on May 17, 2023



“Providing Opportunities, Expecting Excellence”

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I. Introduction and Background

I.1 School Community

Boundaries

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

School History

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

PreK - 5	Biggsville
6-8	Stronghurst
9-12	Biggsville

School Transportation

All of the elementary students are transported by district school buses. Some of the students spend just over an hour each way to school. Four shuttle buses are utilized to transport students from campus to campus before and after school. Seatbelts and safety harnesses are utilized as needed.

Facilities

West Central Elementary School was opened in the fall of 1991. It currently serves the students in grades Pre-K-5. West Central Elementary students share a common music room and library with the high school. New lighting and a new parking lot were installed during the summer of 2006. Improvements in the ventilation system were made in the fall of 2006. A new phone system with phones in each classroom was installed in the fall of 2006 and again in the fall of 2018. The former science lab was divided into two classrooms during the summer of 2007. Wireless capability for technological equipment was added during the summer of 2010. During the 2014-2015 school year, a fiber optic line was installed which significantly increased our overall bandwidth and provided many additional options for wireless devices. Repairs were made to the roof of the gymnasium. The district has hooked up to a main water line project to improve the overall outlook for the facility and to improve the district's ability to control a fire if one should ever occur on campus due to the recent addition of a fire hydrant nearby. During the 2015-2016 school year, there were new boilers installed in the elementary. Playground updates were also made, supported with funds from the PTC. During the 2016-2017 school year, a buzzer system was installed at the main entrance and all doors are locked throughout the school day. Some improvements have been made to the C-wing. The bathrooms have new flooring and updated equipment was installed within this area. The water fountains in C-wing were replaced as well. Wall fans were replaced in classrooms and

added to the cafeteria. During the summer of 2017, security cameras were installed in the hallways and the outside perimeter of the building to access videos of each parking lot and each exit area. During the summer of 2018, new phones were installed along with new infrastructure wiring for internet service was replaced. The district replaced the copy machines, which eliminates the need for printers throughout the building. New water fountains were installed in A-wing and B-wing in the elementary. During the summer of 2019, the elementary school received a new roof and improvements were made in the office/lounge area with new carpet and a fresh coat of paint. The intercom system was repaired to enable the office to clearly communicate information within the building. During the summer of 2020, some improvements were made to the A-wing. The bathrooms have new flooring and updated equipment was installed within that area. Two water fountains were replaced with water bottle filling stations. In addition, the air conditioning unit was replaced in the elementary office. During the summer of 2021, new windows were installed in the elementary as well as new blinds. Repairs were also made to the front parking lots and the south lot was replaced. During the summer of 2022, the HVAC system installation process began in the West Central C.U.S.D. Additional work will be done in the summer of 2023. In addition, security was improved with the installation of extra cameras in the hallways and the key fob system was installed. Key fob usage has resulted in all doors being kept locked until students exit the building at the end of the day.

School Community

Based on the 2022 Sixth Day Enrollment report, West Central Elementary School serves a total of 361 students. There are 196 male students and 165 female students. Pre-Kindergarten consists of 53 students, 43 Kindergarten students, 61 first graders, 44 second graders, 58 third graders, 50 fourth graders, and 52 fifth graders. The average classroom has 17 students. 49 students have an individual education plan. The individual education plan includes direct instruction, speech, hearing, occupational therapy, and tutorial services. 38 of the 49 students receive speech services. 37 students receive instruction from special education classroom teachers or have modified instructional plans. According to the September report for the elementary (not including PK), 56% of our students qualify for free or reduced lunch. Students are served by 21 classroom teachers, three full-time special education teachers, and three title I teachers. Fine arts instruction includes one art teacher (sub license and shared with high school), two music instructors (one with a sub license and both shared with the middle school and the high school), and three physical education instructors (one of these is shared with the high school). One librarian is shared district wide. One speech instructor serves district wide. One school psychologist and a full-time school nurse serve the needs of the district. One part-time social worker, one full-time district counselor, and physical/occupational therapists serve the needs of the district. There are fourteen full-time paraprofessionals and six part-time Title I paraprofessionals. Full-time paraprofessionals serve as one-on-one aides, interventionists, regular education classroom aides, special education classroom aides, pre-kindergarten aides, or library aides. There are two full-time custodians at the elementary (one position remains unfilled). One maintenance position is shared within the district. The district's technology needs are managed by two full time and one part time employee. Administrative services are provided by two full-time administrators and two secretaries. Food services are provided by nine full-time cooks and two part-time cooks, which serve the needs of the entire district.

I.2 School Improvement Team

School Improvement Team members are volunteers but a stipend is offered. Each member will be asked to serve a minimum of three years. Following the initial term, members may be replaced on a rotation schedule if others are willing to serve. New members will also be volunteers. All certified staff are encouraged to serve on either the SIP team or a sub-committee.

Table 1:**School Improvement Team**

Team Member	Position	Role	Length of service	# of years on team
Mrs. Kathy Lafary	Administrator	Team Member	Constant	10
Mr. Joe Peters	Administrator	Team Member	Constant	2
Mrs. Emily Klossing	2nd grade	Team Member	2009-2022	13
Mrs. Jessica Winters	5th grade	Team Member	2009-2022	13
Mrs. Julie Ricketts	Title I	Team Member	2010-2022	12
Ms. Laura Lewis	Title I	Team Member	2008-2011 2012-2022	13
Mrs. Kristi Lumbeck	Special Education	Team Member	2020-2022	3
Mrs. Patricia Thompson	1st grade	Team Member	2021-2022	2
Mrs. Jenny Ford	Kindergarten	Team Member	2021-2022	2

Sub-committees organized to support the School Improvement Leadership Team during the 2023-2024 school year:

- Staff survey - SIP team members with input from staff
- Parent survey - SIP team members with input from staff
- Pre-K Family Nights- Mrs. Burrell, Mrs. Young, Mrs. Harden
- K-1 parent program - Mrs. Ricketts, Mrs. Thompson, Ms. Griffin, Mrs. Keating, Mrs. Kelly, Ms. Lewis
- 2-3 parent program - Mrs. Ricketts, Ms. Lewis, Mrs. Kelly, Mrs. Allaman
- 4-5 parent program - Mrs. Ricketts, Ms. Lewis, Mrs. Kelly, Mrs. Johnston, Mrs. Kelly
- School Kick-off/Open House - Mrs. Mills, Mrs. Keating, Miss Forquer, Mrs. McVey, Mrs. Hennings, Mrs. Anderson
- Homework Assistance/Tutoring - Mrs. Winters, Ms. Wallace, Mrs. Anderson, Mrs. Johnson, Mrs. Hand, Mrs. Keating, Miss Forquer, Miss Fox
- Technology- Mrs. Johnston, Miss Griffin, Mrs. Anderson
- Response to Intervention Team- Mrs. Lafary, Ms. Lewis, Mrs. Kelly
- Teacher Assistant Team- Mrs. Lumbeck (team leader), Mrs. Klossing, Mr. Peters, Mrs. Ruebush

- PBIS Team- Mrs. Todd, Mrs. Ford, Mrs. Thompson, Mr. Peters, Mrs. Wolf, Ms. Wallace, Mrs. Kelly, Ms. Reathaford, Mrs. Mills, Mrs. Hennings, Mrs. Anderson
- PBIS Tier II- Mrs. Ricketts, Mrs. Wolf, Mrs. Ruebush
- Bullying Committee- Mrs. Ruebush, Mrs. Ford, Mrs. Young, Mrs. Todd, Mrs. Lafary, Mr. Peters
- District Evaluation Planning Committee- *Mrs. Ackermann, Mrs. Burrell, Mrs. Ricketts, *Ms. Ervin (*denotes Joint Committee members)
- Comprehensive ELA Curriculum investigation- Mrs. Winters, Mrs. Ricketts, Mrs. Kelly, Ms. Lewis, Mrs. Wolf, Ms. Wallace, Mrs. Bailey

II. Data Collection, Organization and Trends

II.1 Data Collection Methods

The school improvement team members surveyed parents and staff in order to assess their attitudes on a number of school issues. Both staff and parents were asked to complete the survey online during the 2022-2023 school year. Illinois At-A-Glance report card and the fall housing report were used to obtain data that had been reported to the state. STAR reading is used to assess instructional reading level in some grade levels. Exit outcomes for each grade level are used to guide instruction. IAR, the state assessment, is normally given in grades three, four, and five for math and ELA. Students in grade five also take the Illinois Science Assessment (ISA). Beginning with the 2018-2019 school year, all students at the elementary (K-5) participate in MAP testing for both reading and math. MAP is administered in the fall, winter and spring.

Table 2:

Data Collection Methods

TYPE	TITLE	TIME FRAME	TOTAL RESPONSE RATE	PURPOSE
Parent Survey	Parent	January 8 - February 6	142	To survey parent attitudes
Staff Survey	Staff	January 23 - February 22	58	To survey staff attitudes
Staff Observations	Observations based on tables	March 7	EL Teachers & Paraprofessionals	To interpret data
Documents	School Report Cards Fall Housing Report IIRC website	Fall	N/A	To compare school data
Formal Assessments	MAP IAR ISA	Fall/Winter/Spring Spring 2023 Spring 2023	100%	To assess academic progress

II.2 School Based Assessment Data

Table 3A: MAP Assessment - NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.

MAP Reading

MAP Reading (WC/Norm Fall Mean RIT)	Fall 2018 (8 weeks of instruction)	Winter 2018 (20 weeks of instruction)	Spring 2019 (32 weeks of instruction)
Kindergarten (146.8/143.8)	(32/52) 67%	(20/52) 39%	(14/53) 26%
1st grade (165.7/163.7)	(23/42) 55%	(18/43) 42%	(24/43) 56%
2nd grade (180.7/177.4)	(33/59) 56%	(29/59) 49%	(22/59) 37%
3rd grade (183.2/190.5)	(19/49) 39%	(15/48) 31%	(17/46) 37%
4th grade (198.7/199.8)	(33/60) 55%	(26/59) 44%	(24/59) 41%
5th grade (202.4/206.9)	(26/60) 43%	(22/61) 36%	(21/61) 34%

Total Number and Percent of Students At or Above Norm Grade Level Mean RIT

MAP Reading (NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

MAP Reading (WC/Norm Fall Mean RIT)	Fall 2019 (2 weeks of instruction)	Winter 2019 (16 weeks of instruction)	Spring 2020 (weeks of instruction)
Kindergarten (141.6/139.6)	(33/57) 58%	(33/57) 58%	Not available
1st grade (157.1/159.1)	(18/51) 35%	(20/51) 39%	Not available
2nd grade (175.2/173.3)	(27/44) 61%	(29/45) 64%	Not available
3rd grade (179.7/187.1)	(20/57) 35%	(22/58) 38%	Not available
4th grade (186.8/197.3)	(16/48) 33%	(20/49) 41%	Not available

5th grade (199.7/205)	(22/56) 39%	(30/55) 55%	Not available
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Total Number and Percent of Students At or Above Norm Grade Level Mean RIT

MAP Reading (*NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.*)

MAP Reading (WC/Norm Fall Mean RIT)	Fall 2020 (2 weeks of instruction)	Winter 2020 (17 weeks of instruction)	Spring 2021 (32 weeks of instruction)
Kindergarten (141.1/135.4)	35/44 (79.5%)	26/47 (55%)	16/43 (37.2%)
1st grade (152.7/154.5)	25/52 (48.1%)	21/56 (38%)	22/56 (39.3%)
2nd grade (169/171)	20/48 (41.7%)	17/46 (37%)	18/48 (37.5%)
3rd grade (184.7/185.5)	21/41 (51.2%)	16/42 (38%)	15/43 (34.9%)
4th grade (187.2/195.7)	16/56 (28.6%)	19/60 (32%)	21/61 (34.4%)
5th grade (195.5/203.7)	16/47 (34%)	16/48 (33%)	18/50 (36%)

Total Number and Percent of Students At or Above Norm Grade Level Mean RIT

MAP Reading (*NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.*)

MAP Reading (WC/Norm Fall Mean RIT)	Fall 2021 (2 weeks of instruction)	Winter 2021 (20 weeks of instruction) (reports note Winter term 2022)	Spring 2022 (32 weeks of instruction)
Kindergarten 136.2/135.4	28/56 (50%)	21/57 (36.8%)	25/56 (44.6%)
1st grade 155/154.5	21/41 (51.2%)	15/40 (37.5%)	24/42 (57.1%)
2nd grade 163.3/171	17/55 (30.9%)	18/55 (32.7%)	19/56 (33.9%)
3rd grade 175/185.5	13/47 (27.7%)	18/47 (38.3%)	16/47 (34.0%)
4th grade	17/48 (35.4%)	17/48 (35.4%)	21/49 (42.9%)

188.9/195.7			
5th grade 192/203.7	17/61 (27.9%)	18/63 (28.6%)	19/64 (29.7%)

Total Number and Percent of Students At or Above Norm Grade Level Mean RIT

MAP Reading (*NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.*)

MAP Reading (WC/Norm Fall Mean RIT)	Fall 2022 (1 week of instruction)	Winter 2022 (20 weeks of instruction) (reports note Winter term 2023)	Spring 2023 (weeks of instruction)
Kindergarten 138.9/134.8	32/43 (74%)	22/43 (51%)	
1st grade 152.8/153.8	28/58 (48%)	18/59 (31%)	
2nd grade 173/170.3	24/44 (55%)	18/45 (40%)	
3rd grade 175.1/184.9	19/52 (37%)	17/54 (32%)	
4th grade 184.7/195.2	15/48 (31%)	15/48 (31%)	
5th grade 197.6/203.3	19/50 (38%)	20/49 (41%)	

Total Number and Percent of Students At or Above Norm Grade Level Mean RIT

*Does not include the students in grades 3-5 who take the K-2 MAP Assessment.

Observations for 2019-2020:

- With four weeks less instruction, from winter 2018 to winter 2019, there was a higher percentage of students who scored at or above grade level for grades K, 2, 3, and 5.
- From fall 2018 to spring 2019, the number of first grade students who scored at or above grade level increased.
- In 2018, all grade levels decreased from Fall to Winter in reading. In 2019, all grade levels except one increased from Fall to Winter in reading. Kindergarten stayed the same.

Observations for 2020-2021:

- In the Fall of 2020, the Fall mean RIT score for West Central kindergarten students was above the Norm Mean RIT score.
- From fall to winter, the number of students taking the test changed for every grade level.
- In 2020, fourth grade students at or above the norm grade level mean RIT increased by 3.4% from Fall to Winter.
- In 2020, all grade levels decreased in the percent of students who were at or above the Norm grade level mean RIT from fall to winter except 4th grade.

Observations for 2021-2022:

- K-2 MAP assessments are read aloud to students whereas 3-5 assessments are read independently.
- There was an increase in the number of or percentage of students who scored at or above the norm grade level mean RIT from Fall 2021 to Winter 2021 for grades two (30.9% to 32.7%), three (27.7% to 38.3%) and five (27.9% to 28.6%) and fourth grade (35.4%) remained the same.

Observations for 2022-2023:

- The percentage of K-3 students at or above norm grade level mean RIT in reading decreased from Fall 2022 to Winter 2023. Kindergarten decreased from 74% to 51%, 1st grade decreased from 48% to 31%, 2nd grade decreased from 55% to 40% and 3rd grade decreased from 37% to 32%.
- The percentage of 4th grade students at or above norm grade level mean RIT in reading stayed the same from Fall 2022 to Winter 2023 at 31%.
- The percentage of 5th grade students at or above norm grade level mean RIT in reading increased from 38% to 41% from Fall 2022 to Winter 2023.

MAP Math (*NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.*)

MAP Math (WC/Norm Fall Mean RIT)	Fall 2018 (8 weeks of instruction)	Winter 2018 (20 weeks of instruction)	Spring 2019 (32 weeks of instruction)
Kindergarten (144.5/143.1)	(27/52) 52%	(20/53) 38%	(21/53) 40%
1st grade (163.7/165.5)	(19/42) 45%	(18/43) 42%	(22/43) 51%
2nd grade (181.4/179.5)	(29/59) 49%	(30/59) 51%	(37/59) 63%
3rd grade (182.8/192.4)	(13/49) 27%	(9/48) 19%	(12/47) 26%
4th grade (196.7/203.7)	(20/60) 33%	(17/59) 29%	(13/59) 22%
5th grade (202/212.9)	(11/60) 18%	(7/61) 12%	(7/61) 12%

Total Number and Percent of Students At or Above **Norm Grade Level Mean RIT**

MAP Math (*NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.*)

MAP Math (WC/Norm Fall Mean RIT)	Fall 2019 (2 weeks of instruction)	Winter 2019 (16 weeks of instruction)	Spring 2020 (weeks of instruction)
Kindergarten (140.5/138.5)	(36/57) 63%	(24/57) 42%	Not available
1st grade (154.9/160.8)	(20/51) 39%	(20/51) 39%	Not available
2nd grade (177.4/175.6)	(25/44) 57%	(31/45) 69%	Not available
3rd grade (179.6/189.4)	(14/57) 25%	(21/58) 36%	Not available
4th grade (188.6/201.1)	(10/48) 21%	(8/49) 16%	Not available

5th grade (202.5/210.7)	(15/56) 27%	(14/55) 25%	Not available
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Total Number and Percent of Students At or Above **Norm Grade Level Mean RIT**

MAP Math (NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

MAP Math (WC/Norm Fall Mean RIT)	Fall 2020 (2 weeks of instruction)	Winter 2020 (17 weeks of instruction)	Spring 2021 (32 weeks of instruction)
Kindergarten (143.9/138.1)	33/43 (76.7%)	27/47 (57%)	23/43 (53.5%)
1st grade (157.2/158.6)	27/52 (51.9%)	21/56 (38%)	27/56 (48.2%)
2nd grade (171.1/173.8)	19/49 (38.8%)	17/46 (37%)	25/48 (52.1%)
3rd grade (182.2/187.4)	15/43 (34.9%)	13/42 (31%)	13/43 (30.2%)
4th grade (189.2/198.7)	14/58 (24.1%)	13/60 (22%)	15/61 (24.6%)
5th grade (194.9/208.4)	5/47 (10.6%)	8/48 (17%)	15/50 (30%)

Total Number and Percent of Students At or Above **Norm Grade Level Mean RIT**

MAP Math (NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

MAP Math (WC/Norm Fall Mean RIT)	Fall 2021 (2 weeks of instruction)	Winter 2021 (20 weeks of instruction) (reports note Winter term 2022)	Spring 2022 (32 weeks of instruction)
Kindergarten 141.1/138.1	35/56 (62.5%)	24/57 (42.1%)	31/56 (55.4%)
1st grade 158.5/158.6	20/41 (48.8%)	22/40 (55%)	30/42 (71.4%)
2nd grade 169.7/173.8	23/55 (41.8%)	20/56 (35.7%)	35/56 (62.5%)
3rd grade 175.7/187.4	9/47 (19.1%)	7/47 (14.9%)	13/47 (27.7%)
4th grade 191.6/198.7	14/47 (29.8%)	12/48 (25%)	16/49 (32.7%)

5th grade 195.8/208.4	11/61 (18%)	7/63 (11.1%)	10/64 (15.6%)
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Total Number and Percent of Students At or Above **Norm Grade Level Mean RIT**

MAP Math (*NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.*)

MAP Math (WC/Norm Fall Mean RIT)	Fall 2022 (1 week of instruction)	Winter 2022 (20 weeks of instruction) (reports note Winter term 2023)	Spring 2023 (weeks of instruction)
Kindergarten 143.7/137.4	27/42 (64%)	21/43 (49%)	
1st grade 157.6/157.9	31/58 (53%)	25/59 (42%)	
2nd grade 177.8/173.1	28/44 (64%)	24/45 (53%)	
3rd grade 181.6/186.9	25/53 (47%)	14/54 (26%)	
4th grade 189/198.3	11/48 (23%)	8/48 (17%)	
5th grade 202/208.1	14/50 (28%)	8/49 (16%)	

Total Number and Percent of Students At or Above **Norm Grade Level Mean RIT**

*Does not include the students in grades 3-5 who take the K-2 MAP Assessment.

Observations for 2019-2020:

- Even with six weeks less instruction, there was a higher percentage of students who scored at or above grade level for grades K, 2, and 5. (from Fall 2018 to Fall 2019)
- From Winter 2018 to Winter 2019, there were four less weeks of instruction and students in grades K, 2, 3, and 5 had more students at or above grade level.
- The percentage of students in grades K, 3, 4, and 5 who were at or above grade level decreased from Fall 2018 to Spring 2019.
- The percentage of students in first and second grade who met or exceeded grade level expectations increased from Fall 2018 to Spring 2019.
- In the fall of 2018, students had eight weeks of instruction before taking the assessment; whereas in the fall of 2019, the assessment was given after only two weeks of instruction.
- In Winter 2018, students had twenty weeks of instruction before taking the assessment; whereas in Winter 2019, the assessment was given after only sixteen weeks of instruction.
- In 2018, only one grade level increased from Fall to Winter in math. In 2019, two grade levels increased and one grade level stayed the same from Fall to Winter in math.
- We implemented EngageNY Math in 2016-2017. The percentage of students at or above the norm grade level mean is greater in grades one and two than grades 3, 4, and 5.

Observations for 2020-2021:

- In the Fall of 2020, the Fall mean RIT score for West Central kindergarten students was above the Norm Mean RIT score.
- From fall to winter, the number of students taking the test changed for every grade level.
- Kindergarten decreased 19.7% in the number of students at or above norm grade level mean RIT from fall to winter.

- In 2020-2021, the percent of students who are at or above norm grade level RIT decreased from fall to winter in all grade levels except 5th grade.
- The percent of students at or above the norm grade level mean RIT decreases as the grades go higher in Fall and Winter.
- In 2020-2021, 5th grade increased the percentage of students at or above the grade level mean RIT by 6.4% from Fall to Winter.

Observations for 2021-2022:

- K-2 MAP assessments are read aloud to students whereas 3-5 assessments are read independently.
- There was a decrease in the number of or percentage of students who scored at or above the norm grade level mean RIT from Fall 2021 to Winter 2021 for all grades except 1st grade (48.8% to 55%). The following data supports this statement: Grade K (62.5% to 42.1%), 2nd grade (41.8% to 357%), 3rd grade (19.1% to 14.9%), 4th grade (29.8% to 25%), and 5th grade (18% to 11.1%).
- In the Fall of 2021, the Fall mean RIT score for West Central Kindergarten students was above the Norm Mean RIT score by 3 points.
- From Fall 2021 to Winter 2021, the number of students taking the test changed for every grade level except for third grade.
- Kindergarten decreased 20.4% in the number of students at or above the norm grade level mean RIT from Fall 2021 to Winter 2021.

Observations for 2022-2023:

- The percentage of K-5 students at or above norm grade level mean RIT in math decreased from Fall 2022 to Winter 2023. Kindergarten decreased from 64% to 49%, 1st grade 53% to 42%, 2nd grade 64% to 53%, 3rd grade 47% to 26%, 4th grade 23% to 17% and 5th grade from 28% to 16%.
- When comparing the 2021-22 Winter MAP Math data of the same students from the previous year, three grade levels decreased the percentage of students who reached norm grade level mean RIT, one grade level stayed the same and one increased as they had the previous year. 1st grade stayed the same as they had the previous year and 4th grade increased by 2 percentage points from the previous year.

Table 3B: MAP Assessment *(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)*

Simple Growth (at least one point growth) from Fall 2019 to Winter 2019

(Current Grade Placement 2019-2020)

(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

READING			
Grade Level	Males	Females	Total
K	29/35 (83%)	18/21 (86%)	47/56 (84%)
1	21/25 (84%)	24/25 (96%)	45/50 (90%)
2	16/17 (94%)	24/25 (96%)	40/42 (95%)
3	25/27 (93%)	22/25 (88%)	47/52 (90%)
4	29/32 (91%)	12/16 (75%)	41/48 (85%)
5	25/27 (93%)	21/27 (77%)	46/54 (85%)
Total	145/163 (89%)	121/139 (87%)	266/302 (88%)

Simple Growth (at least one point growth) from Fall 2020 to Winter 2020

(Current Grade Placement 2020-2021)

(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

READING			
Grade Level	Males	Females	Total
K	19	15	34/43 (79%)
1	26	17	43/51 (84%)
2	17	20	37/46 (80%)
3	11	16	27/40 (68%)
4	24	18	42/54 (78%)
5	16	13	29/43 (67%)
Total			212/277 (76%)

Simple Growth (at least one point growth) from Fall 2021 to Winter 2021

(Current Grade Placement 2021-2022)

(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

READING			
Grade Level	Males	Females	Total
K	27/31 (87%)	19/24 (79%)	46/55 (84%)
1	18/20 (90%)	17/20 (85%)	35/40 (88%)
2	32/34 (94%)	18/20 (90%)	50/54 (93%)
3	13/19 (68%)	25/26 (96%)	38/45 (84%)
4	15/21 (71%)	18/24 (75%)	33/45 (73%)
5	22/31 (71%)	22/26 (85%)	44/57 (77%)
Total	127/156 (81%)	119/140 (85%)	246/296 (83%)

Simple Growth (at least one point growth) from Fall 2022 to Winter 2022

(Current Grade Placement 2022-2023)

(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

READING			
Grade Level	Males	Females	Total
K	26/28 (93%)	11/14 (79%)	37/42 (88%)

1	27/31 (87%)	25/25 (100%)	52/56 (93%)
2	16/23 (70%)	20/21 (95%)	36/44 (82%)
3	28/37 (76%)	15/21 (71%)	43/58 (74%)
4	20/22 (91%)	24/26 (92%)	44/48 (92%)
5	15/22 (68%)	17/26 (65%)	32/48 (67%)
Total	132/163 (81%)	112/133 (84%)	244/296 (82%)

Simple Growth (at least one point growth) from Fall 2019 to Winter 2019

(Current Grade Placement 2019-2020)

(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

MATH			
Grade Level	Males	Females	Total
K	24/35 (67%)	18/21 (86%)	42/56 (75%)
1	24/25 (96%)	25/25 (100%)	49/50 (98%)
2	16/17 (94%)	24/25 (96%)	40/42 (95%)
3	25/27 (93%)	19/25 (76%)	44/52 (85%)
4	26/32 (81%)	12/16 (75%)	38/48 (79%)
5	26/27 (96%)	24/27 (89%)	50/54 (93%)
Total	141/163 (87%)	122/139 (88%)	263/302 (87%)

Simple Growth (at least one point growth) from Fall 2020 to Winter 2020

(Current Grade Placement 2020-2021)

(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

MATH			
Grade Level	Males	Females	Total
K	20	13	33/42 (79%)
1	26	16	42/51 (82%)
2	19	22	41/46 (89%)
3	14	22	36/41 (88%)

4	23	19	42/56 (75%)
5	20	18	38/44 (86%)
Total			232/280 (83%)

Simple Growth (at least one point growth) from Fall 2021 to Winter 2021

(Current Grade Placement 2021-2022)

(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

MATH			
Grade Level	Males	Females	Total
K	28/31 (90%)	20/24 (83%)	48/55 (87%)
1	20/20 (100%)	19/20 (95%)	39/40 (98%)
2	32/34 (94%)	18/19 (95%)	50/53 (94%)
3	16/19 (84%)	25/26 (96%)	41/45 (91%)
4	17/21 (81%)	19/24 (79%)	36/45 (80%)
5	26/31 (84%)	19/26 (73%)	45/57 (79%)
Total	139/156 (89%)	120/139 (86%)	259/295 (88%)

Simple Growth (at least one point growth) from Fall 2022 to Winter 2022

(Current Grade Placement 2022-2023)

(NWEA recommends that scores for MAP Growth K-2 tests before July 24, 2020 should not be compared to scores obtained after that date.)

MATH			
Grade Level	Males	Females	Total
K	24/28 (86%)	13/14 (93%)	37/42 (88%)
1	30/31 (97%)	25/25 (100%)	55/56 (98%)
2	19/23 (83%)	18/21 (86%)	37/44 (84%)
3	28/37 (76%)	17/21 (81%)	45/58 (78%)
4	21/22 (95%)	21/26 (81%)	42/48 (88%)
5	14/22 (64%)	19/26 (73%)	33/48 (69%)
Total	136/163 (83%)	113/133 (85%)	249/296 (84%)

Observations for 2019-2020:

- In reading, all grade levels, with the exception of 5th grade, had 84% or more students make simple growth.
- In math, grades 1, 2, 4, and 5 had 85% of students make simple growth.
- In math and reading, a greater percentage of males than females made simple growth in grades 3, 4, and 5.

Observations for 2020-2021:

- In reading, 84% of the 1st grade students showed simple growth from Fall 2020 to Winter 2020.
- In math, all grade levels had at least 75% of their students who grew by at least one point, which showed simple growth.
- In reading, at least 79% of students grew by one point in K-2nd.
- Overall, more students showed simple growth in math (83.2% average K-5) than in reading (76% average K-5).
- In reading, all grade levels, with the exception of 3rd and 5th grades, had 78% or more students show growth.
- The percentages of students who grew dropped off in grades 3-5, compared to K-2 in Reading. The same drop was not noted in Math.
- More students in grades 2, 3, and 5 showed improvement in math, whereas more students in grades 1 and 4 showed improvement in reading. Kindergarten had the same percentage in both math and reading.

Observations for 2021-2022:

- The Fall to Winter simple growth for Math increased for students enrolled in kindergarten in the Fall of 2019 each year. In the Fall of 2019, 75% of kindergarten students showed at least a one point increase. In 2020, 82% of these same students in first grade showed simple growth followed by 94% of these students in second grade showing simple growth from Fall 2021 to Winter 2021.
- The Fall to Winter simple growth for Math decreased for students enrolled in second grade in the Fall of 2019 each year. In the Fall of 2019, 95% of second grade students showed at least a one point increase. In 2020, 88% of these same students in third grade showed simple growth followed by 80% of these students in fourth grade showing simple growth from Fall 2021 to Winter 2021.
- In reading, the current second grade class increased or stayed the same in the percentage of students who showed simple growth from fall to winter in 2019 (kindergarten students 84%), 2020 (first grade students 84%, and 2021 (second grade students 93%).
- Overall, more students showed simple growth in math from fall 2021 to winter 2021 (88% average K-5) than reading (83% average K-5).
- From Fall 2021 to Winter 2021, there were more male students in Kindergarten (87% males to 79% females), grade 1 (90% males to 85% females) and grade 2 (95% males to 90% females) who achieved simple growth in reading whereas more female students in grades 3 (96% females to 68% males), 4 (75% females to 71% males), and 5 (85% females to 71% males) achieved simple growth in reading.
- From Fall 2021 to Winter 2021, there were more males in Kindergarten (90% males to 83% females), grade 1 ((100% males to 95% females), grade 4 (81% males to 79% females), and grade 5 (84% males to 73% females) who achieved simple growth in math whereas more female students in grade 2 (95% females to 94% males), and grade 3 (96% females to 84% males) achieved simple growth in math.

Observations for 2022-2023:

- In MAP Reading, from Fall 2022 to Winter 2022, 100% of 1st grade female students showed simple growth.
- According to MAP reading data, in 5th grade, 3 boys and 3 girls, 6 students in all, who scored at or above norm in the Fall dropped in the Winter. Had they not, 79% of 5th graders and 84% of all elementary students would have shown simple growth. (Data collected from grade level charts and are not included in this plan.)
- According to MAP math data, in 5th grade, 5 boys and 5 girls, 10 students in all, who scored at or above norm in the Fall dropped in the Winter. Had they not, 90% of 5th graders and 88% of all elementary students would have shown simple growth. (Data collected from grade level charts and are not included in this plan.)
- From Fall to Winter 2022, 82% of students (K-5), showed simple growth in MAP Reading.
- Compared to the 2021-2022 MAP Reading data of the same students, from Fall to Winter 2022-2023, three grade levels decreased the percentage of students who reached simple growth and two increased. This year's 1st graders increased with 93% of students showing simple growth while only 84% of the same students did as kindergarteners. This year's second graders decreased with 82% of students showing simple growth while 88% did in 1st grade. This year's third graders decreased the most, with only 74% showing simple growth compared to 93% while in 2nd grade. This year's fourth graders increased by 8 percentage points from their year as 3rd graders, from 84 to 92%. This year's fifth graders decreased with 67% of students showing simple growth, compared to 73% of the same students in 4th grade.
- From Fall to Winter 2022, 84% of all elementary students showed simple growth in MAP Math. This compares to 88% in MAP Math for Fall to Winter 2021 and 82% in Reading on MAP Fall to Winter 2022.
- Over the last four years, the total number of elementary students who showed simple growth in Math stayed relatively consistent with an average of 86%.
- From Fall to Winter 2022, the percentage of females attaining simple growth outperformed male students in Math in all grades except 4th grade.
- Compared to 2021-2022 MAP Math data of the same students, from Fall to Winter 2022-2023, four grade levels decreased the percentage of students who reached simple growth and one increased. This year's 1st graders increased with 98% of students showing simple growth while only 87% of the same students did as

kindergarteners. This year's second graders decreased with 84% reaching simple growth compared to last year's 1st graders where 98% showed simple growth. Third graders in 2022-2023 had 78% attain simple growth from Fall to Winter while the same students in second grade last year had 94% show growth. Fourth graders decreased with 88% making simple growth while 91% of the same students showed growth in 3rd grade. Fifth graders in 2022-2023 MAP Math decreased to 69% of students showing simple growth when 80% of the same students showed growth the previous year.

Table 3C: MAP Assessment - Student Growth Projection

MAP ELA (Fall 2021 to Winter 2021) (NWEA data charts note Winter 2022 term)

Grade Level	Number of students who met projected growth/Number of students with a growth projection from fall 2021 to winter 2021	Percentage of students who met projected growth from fall 2021 to winter 2021
Kindergarten	22/55	40%
1st Grade	16/40	40%
2nd Grade	18/54	33%
3rd Grade	25/47	53%
4th Grade	21/45	47%
5th Grade	37/59	63%

MAP ELA (Fall 2022 to Winter 2022) (NWEA data charts note Winter 2023 term)

NWEA Map Growth Chart - Student Growth Summary Report

Grade Level	Number of students who met projected growth/Number of students with a growth projection from fall 2022 to winter 2022 (chart says winter 2023)	Percentage of students who met projected growth from fall 2022 to winter 2022 (chart says winter 2023)
Kindergarten	21/42	50%
1st Grade	22/57	39%
2nd Grade	15/44	34%
3rd Grade	21/58	36%
4th Grade	28/47	60%
5th Grade	22/50	44%

MAP Math

Grade Level	Number of students who met projected growth/Number of	Percentage of students who met projected growth from fall 2021 to
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	students with a growth projection from fall 2021 to winter 2021	winter 2021
Kindergarten	18/55	33%
1st Grade	18/40	45%
2nd Grade	22/55	40%
3rd Grade	23/47	49%
4th Grade	24/45	53%
5th Grade	31/59	53%

MAP Math (Fall 2022 to Winter 2022) (NWEA data charts note Winter 2023 term)
NWEA Map Growth Chart - Student Growth Summary Report

Grade Level	Number of students who met projected growth/Number of students with a growth projection from fall 2022 to winter 2022	Percentage of students who met projected growth from fall 2022 to winter 2022
Kindergarten	12/41	29%
1st Grade	22/57	39%
2nd Grade	16/44	36%
3rd Grade	21/59	36%
4th Grade	16/47	34%
5th Grade	13/50	26%

Observations for 2021-2022:

- From Fall 2021 to Winter 2021, grade three (53% of students) and grade five (63% of students) had over 50% of their students meet their projected growth in reading.
- From Fall 2021 to Winter 2021, grade four (53% of students) and grade five (53% of students) had over 50% of their students meet their projected growth in math.
- When comparing the percentage of students in the same grade level who met their projected growth from Fall 2021 to Winter 2021 in reading compared to math, the following grade levels had a higher percentage of students who met their projected growth in reading: kindergarten (40% reading to 33% math), grade 3 (53% in reading to 49% in math), and grade 5 (63% in reading to 53% in math). Thus, the following grade levels had a higher percentage of students who met their projected growth in math: grade 1 (45% in math to 40% in reading), grade 2 (40% in math to 33% in reading), and grade 4 (53% in math to 47% in reading).

Observations for 2022-2023:

- On MAP ELA, students in Kindergarten and 4th grade had 50% or more meet the projected growth from Fall 2022 to Winter 2022.
- The percentage of this year's 3rd and 4th graders who met ELA projected growth increased from the percentages of the same students last year when they were in 2nd and 3rd.
- Students in Kindergarten, 4th and 5th had a higher percentage of meeting projected growth in ELA than in Math.
- Except for this year's 1st graders, all grades had fewer percent of students meet the Math protected growth than the same students the year before.

Table 3D: IAR State Assessment**IAR Assessment Scores 2018-2019**

Illinois Assessment of Readiness

3rd - 5th Grade Scores – WC percentage is given first and state's percentage is listed second per performance distribution

	Did not yet meet	Partially met	Approached	Met	Exceeded	Average overall score
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/State
3rd Grade ELA	41/23	24/19	24/23	11/33	0/4	711/734
3rd Grade Math	39/15	22/20	26/25	13/33	0/8	712/739
4th Grade ELA	28/17	25/20	32/26	13/29	2/7	720/736
4th Grade Math	27/17	25/21	35/29	13/31	0/3	719/734
5th Grade ELA	21/13	28/21	30/27	21/34	0/4	722/738
5th Grade Math	20/14	46/30	28/27	7/25	0/5	716/733

Note - State averages obtained on "School Performance Level Summary" report on Pearson Access Next in October 2019.

The IAR was not given during the 2019/2020 school year. No data is available for comparison.

IAR Assessment Scores 2020-2021

Illinois Assessment of Readiness

3rd - 5th Grade Scores – WC percentage is given first and state's percentage is listed second per performance distribution

	Did not yet meet	Partially met	Approached	Met	Exceeded	>= Level 4 Met or Exceeded Expectations
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/State
3rd Grade ELA	33/30	33/21	24/21	10/26	0/2	10/28
3rd Grade Math	41/24	21/23	19/23	19/25	0/6	19/31
4th Grade ELA	39/24	27/22	29/26	5/24	0/4	5/28
4th Grade Math	34/26	36/26	23/24	5/21	2/2	7/23
5th Grade ELA	25/20	50/25	17/27	8/27	0/2	8/29
5th Grade Math	33/24	35/31	23/22	8/20	0/4	8/24

IAR Assessment Scores 2021-2022

Illinois Assessment of Readiness

3rd - 5th Grade Scores – WC percentage is given first and state's percentage is listed second per performance distribution. Results have been obtained from the 2021-2022 Illinois Report Card.

	Did not yet meet	Partially met	Approached	Met	Exceeded	>= Level 4 Met or Exceeded Expectations
	WC%/State%	WC%/State%	WC%/State%	WC%/State%	WC%/State%	WC%/State%
3rd Grade ELA	44/31	21/19	25/23	10/25	0/2	10/27
3rd Grade Math	35/21	31/22	19/23	15/27	0/7	15/34
4th Grade ELA	27/24	25/20	35/24	14/27	0/5	14/32
4th Grade Math	33/22	35/28	27/24	6/23	0/3	6/26
5th Grade ELA	30/22	30/22	30/27	11/28	0/3	11/31
5th Grade Math	30/24	47/27	19/25	5/21	0/3	5/24

Observations of 2018-19:

- West Central overall scores were lower than the state average in all grade levels in the 2015-2016 school year and the 2017-2018 school year. No data is available for 2016-2017.
- In comparing 2017-2018 scores with 2015-2016 scores, 3rd grade average overall scores increased. 4th and 5th grades went down in both reading and math.
- 3rd grade had two exceeds in ELA and 3 in Math.

Observations of 2019-20:

- West Central overall average scores were lower than the state average in all grade levels in the 2017-2018, and 2018-2019. No data available for 2016-2017.
- In 2018-2019, 4th grade had two students earn an exceeds in ELA.
- Overall score in 4th grade math and 5th grade ELA increased when comparing 2017-2018 to 2018-2019 scores.
- 4th grade math, 5th grade ELA and 5th grade math has fewer students in the “does not yet meet” category when comparing 2017-2018 to 2018-2019.
- When comparing the scores of the same class from 2017-2018 to their scores in 2018-2019, there was an increase in students who fell into the “does not yet meet” category in both 4th and 5th grade ELA and 4th grade math. No comparison data available for 3rd grade.
- In 2018-2019, the West Central percentage was higher than the state in the “Approached” category for all grade levels.

No additional data available for the 2019-2020 school year due to the COVID-19 state mandated school closure. The federal government waived the requirement for state testing. The students did not take the IAR during the spring of 2020.

Observations of 2021-22:

- In 2021, WC had zero percent (0) of their students earn a Level 5 - Exceeded Expectations rating in the area of ELA.
- In 2021, two percent of the students (one student) in fourth grade earned a Level 5 - Exceeded Expectations rating in the area of math.
- The percentage of third grade students in 2018-2019 who met or exceeded decreased when that same group of students tested in 5th grade by 3% in ELA (11% met/exceeded in 3rd and 8% met/exceeded in 5th) and 5% in Math (13% met/exceeded in 3rd and 8% met/exceeded in 5th).

- West Central scored below state average in both ELA and Math in grades 3-5 when comparing the percentage of students who earned either a Level 4 (met) or Level 5 (exceeded) on the 2020-2021 IAR assessment.

Observations of 2022-23:

- In 2022, WC had zero percent (0) of their students earn a Level 5 - Exceeded Expectations rating in the area of ELA or Math.
- West Central scored below state average in both ELA and Math in grades 3-5 when comparing the percentage of students who earned a Level 5 (exceeded) or Level 4 (met) on the 2021-2022 IAR assessment.
- The percentage of third grade students in 2020-2021 who met or exceeded decreased when that same group of students tested in 4th grade by 13% in Math (19% met/exceeded in 2020-2021 and 6% met/exceeded in 4th grade in 2021-2022).
- The percentage of third grade students in 2020-2021 who met or exceeded increased when that same group of students tested in 4th grade by 4% in ELA (10% met/exceeded in 2020-2021 and 14% met/exceeded in 4th grade in 2021-2022).
- The percentage of fourth grade students in 2020-2021 who met or exceeded decreased when that same group of students tested in 5th grade by 2% in Math (7% met/exceeded in 2020-2021 and 5% met/exceeded in 4th grade in 2021-2022).
- The percentage of fourth grade students in 2020-2021 who met or exceeded increased when that same group of students tested in 5th grade by 6% in ELA (5% met/exceeded in 2020-2021 and 11% met/exceeded in 4th grade in 2021-2022).
- When comparing West Central averages to the state averages for Level 1 (did not yet meet), West Central averages are higher for grades 3-5 in both ELA and Math.

Table 3E:

Illinois Science Assessment (Data is reported as % proficient)

Year	All	Male/Female	IEP	Free/Reduced	Average Scale Score WC/State
2017	63.4	52.9/70.8			
2018	46	38.5/54.2	27.3	43.8	297/299
2019	49.2	50/48.4	23.1	42.5	N/A
2020	N/A	N/A	N/A	N/A	N/A

Observations on 2018-2019:

- 63.4% of our 2017 5th graders scored proficient compared to 46% of our 2018 5th graders.
- During both testing years, the percentage of male students who scored at a proficient level was lower than the percentage of female students scoring at a proficient level.

Observations on 2019-2020:

- The percentage of students who are proficient went up from 46% (2018) to 49.2% (2019).
- More males were proficient than females.
- The percent of students with IEP's who were proficient in 2018 (27.3%) went down in 2019 (23.1%).
- The percent of proficient students with free/reduced status went down from 43.8% (2018) to 42.5% (2019).
- In 2018, the average scale score of West Central was only two points lower than the average scale score of the state.

No additional data available for the 2019-2020 school year due to the COVID-19 state mandated school closure. The federal government waived the requirement for state testing. The students did not take the ISA during the spring of 2020.

Illinois Science Assessment

(Data received from irc.isbe.net and is reported as % proficient, which includes both proficient and exemplary scores)

Year	All	Male	Female	IEP	Low Income
2021 (released in June 2022)	35.5%	33.4%	38.9%	No data available for groups of less than 10 students	62.9%
2022 WC % (State %)	50% (50.7%)	48.5% (50.9%)	51.7% (50.5%)	10% (21.4%)	38.9% (33.3%)

*ISBE states, "The data from your 2021 ISA and 2022 ISA will not be comparable data. The 2022 ISA data will be comparable to future exams.

Observations on 2022-2023:

- The percentage of West Central students who were reported to be proficient (including proficient and exemplary) on the 2022 test was 50% whereas the state average was 50.7%.
- The percentage of male students who earned a proficient score was 48.5%. The percentage of female students who earned a proficient score was 51.7%, which was 1.2% higher than the state average.
- The percentage of students with IEP's who earned a proficient score was 10%, which was 11.4% lower than the state average of 21.4%.
- The percentage of students identified as low income who scored a proficient score was 38.9%, which was 5.6% higher than the state average of 33.3%.

Overall Assessment Observations

Observations of 2018-2019:

On the PARCC, West Central Elementary scored below state average in both ELA and Math in all tested grade levels. The Illinois Science Assessment (ISA) results indicate that 63.4% of our students were proficient on the 2017 test; whereas 46% of our students scored a proficient rating on the 2018 assessment.

Observations of 2019-2020:

On the IAR, West Central Elementary scored below state average in both ELA and Math in all tested grade levels based on the average overall score. The Illinois Science Assessment (ISA) results indicate that 63.4% of our students were proficient on the 2017 test; whereas 46% of our students scored a proficient rating on the 2018 assessment and 49.2% of the students were proficient on the 2019 test.

Observations of 2020-2021:

No additional data available for the 2019-2020 school year due to the COVID-19 state mandated school closure. The federal government waived the requirement for state testing. The students did not take the IAR or the ISA during the spring of 2020.

Observations of 2020-2021:

On the IAR, West Central Elementary scored below state average in both ELA and Math in all tested grade levels based on the percentage of WC students who earned a meets/exceeds rating compared to the percentage of students at the state level who earned a meets/exceeds rating. The Illinois Science Assessment (ISA) results indicate that 35.5% of our students were proficient on the 2021 test compared to 49.2% in 2019, 46% in 2018 and 63.4% in 2017.

Observations of 2021-2022:

On the IAR, West Central Elementary scored below state average in both ELA and Math in all tested grade levels based on the percentage of WC students who earned a meets/exceeds rating compared to the percentage of students at the state level who earned a meets/exceeds rating. The Illinois Science Assessment (ISA) results indicate that 50% of our students were proficient on the 2022 test compared to the percentage of students at the state level who were proficient, which was 50.7%

II.3 Demographic Data

Table 4a:

**General School Data
Provided by School Report Card
(Data released after 10-31-2022)**

	17-18		18-19		19-20 ~Note below		20-21 ~Note below		21-22	
	#	%	#	%	#	%	#	%	#	%
Enrollment/ Attendance (K-5)	333	95%	325	95%	312	97%	304	97.5%	313	94.8%
*Truancy Rate	40	12%	20	6%	0	0%		6.6%		4.1%
**Chronic Absenteeism		16%		9%		4%		6.1%		9.3%
Students with IEP's				13%		12%	38	12.5%	54	17.3%
English Learners		0%		1%		0%	0	0%	0	0%
Homeless		0%		2%		2%	4	1.3%	~N/A	
Mobility Rate	23	7%		5%		5%		7.5%		7.3%
Low Income Rate		59%		60%		58%	169	55.6%	174	55.6%
White		92%		91%	294	94%	281	92.4%	291	93%
Black		0%		0%	1	0.3%	3	1%	~N/A	
Hispanic		3%		3%	7	2%	6	2%	~N/A	
American Indian		0%		0%	0	0%	1	0.3%	~N/A	
Two or More Races		5%		6%	10	3%	13	4.3%	10	3.2%
Pacific Islander		0%		0%	0	0%	0	0%	~N/A	

*Truancy rate (2017-2018 Report Card) refers to Chronically Truant students, which denotes students who miss 5% or more of the school days per year without a valid excuse.

**Chronic Absenteeism (2017-2018 Report Card) refers to the number of students who miss 10% or more of the school days per year with or without a valid excuse.

NOTE: Use caution when interpreting results and trends as data may have been affected by the suspension of in-person instruction during the 2019-2020 school year.

~ Groups of less than 10 are not reported on the Illinois Report Card. District data is available for some but school data is not available.

Observations for 2017-2018:

- The truancy rate increased from 8% (2015-2016) to 9% (2016-2017), which equates to an additional 4 students.
- 91% of our students are white, which continues to decrease.
- Our number of Hispanic (4.1%) and multiracial (5%) students has increased.

Observations for 2018-2019:

- The total percentage of students identified with a disability is on a downward trend.
- The total percentage of low income students reported has decreased from 62% in 2016-2017 to 59% in 2017-2018.
- The mobility rate has decreased from 8% in 2016-2017 to 7% in 2018-2019.
- Our enrollment dropped from 341 students in 2016/2017 to 333 students in 2017-2018.
- The truancy rate continues to increase. It was 3.4% in 2014-2015, 8% in 2015-2016, 9% in 2016-2017 and 12% in 2017-2018.

Observations for 2019-2020:

- Truancy rate decreased by 6 percentage points from 2017-2018 (12%) to 2018-2019 (6%).
- Chronic absenteeism decreased from 2017-2018 (16%) to 2018-2019 (9%).
- Enrollment declined by 8 students in 2017-2018 and again in 2018-2019.
- Mobility rate continued to go down each year - 10% in 2015-2016, 8% in 2016-2017, 7% in 2017-2018, and

5% in 2018-2019.

- Low income increased by 1% from 2017-2018 to 2018-2019.
- Homeless increased 2% from 2017-2018 to 2018-2019.

Observations for 2020-2021:

- Enrollment continues to trend down over the last three years, decreasing by 13 students in 2019-2020.
- Chronic absenteeism went down to 4% in 2019-20 from 9% in 2018-2019.
- The percentage of students with IEPs decreased 1% from 2018-2019 to 2019-2020.
- The mobility rate has decreased 5% since 2015-2016.
- The low income rate decreased 4% since 2015-2016.

Observations for 2021-2022:

- Enrollment continues to trend down over the last four years, decreasing by 8 students in the 2020-2021 school year compared to 2019-2020.
- Overall, our enrollment has decreased by 37 students since the 2016-2017 school report card data was collected.
- The Homeless rate has decreased from 2% in 2019-2020 to 1.3% in 2020-2021.
- The Low Income rate has decreased a total of 2.4% based on the data that shows 58% in 2019-2020 and 55.6% in 2020-2021 with the highest low income rate being 62% in 2016-2017. Meals are free to all students at this time, which has decreased the need to complete the paperwork to receive these benefits.
- Chronic absenteeism has decreased each year (with the exception of the 2019-2020 school year) from 16% in 2017-2018 to 9% in 2018-2019, and 6.6% in 2020-2021.
- The Mobility rate is the highest it has been since the 2016-2017 school year, which was 8%. The current mobility rate is 7.5% compared to 5% in both 2018-2019 and the 2019-2020.
- Our percentage of students with IEP's has fluctuated slightly from 13% in 2018-2019 to 12% in 2019-2020 to 12.5% in 2020-2021.

Observations for 2022-2023:

- Our overall enrollment has increased by 9 students from the 2020-2021 school year (304 students) to the 2021-2022 school year (313 students).
- Our percentage of students with IEP's has increased 4.8% from the 2020-2021 school year (38 students) to the 2021-2022 school year (54 students).
- Our low income rate of 55.6% has remained the same the last two years.
- Our truancy rate decreased from 6.6% in 2020-2021 to 4.1% in 2021-2022. This is the lowest percentage since 2017-2018 (excluding 2019-2020).
- Our chronic absenteeism rate has increased 3.2% from the previous year (6.1% in 2020-2021 to 9.3% in 2021-2022).

Table 4b:

General School Data
Provided by School Report Card
(Data released after October 31st of the current year)
Chronic Absenteeism by Demographics

*Chronic Absenteeism by Group	17-18	18-19	19-20 ~Note below	20-21	21-22
All	16%	9%	4%	6%	9.3%
White	16%	9%	5%	6%	9.6%
Two or More Races	9%	15%	8%	0%	0%
Low Income	23%	15%	7%	9%	13.6%
Students with Disabilities	NA	17%	13%	12%	24.3%
Students with IEPs	23%	18%	14%	13%	26.5%
Male	16%	10%	6%	6%	10.6%
Female	16%	9%	3%	6%	7.9%

*Chronic Absenteeism (2017-2018 Report Card) refers to the percentage of students who miss 10% or more of the school days per year with or without a valid excuse.

~NOTE: Use caution when interpreting results and trends as data may have been affected by the suspension of in-person instruction during the 2019-2020 school year.

Observations for 2018-2019:

- In 2017-2018, 16% of our students meet the criteria for chronic absenteeism.

Observations for 2019-2020:

- In 2018-2019, 9% of the students that meet the criteria for chronic absenteeism decreased by 7% from 16% in 2017-2018.
- The chronic absenteeism rate for students with IEP's dropped from 23% in 2017-2018 to 18% in 2018-2019.

Observations for 2020-2021:

- Chronic absenteeism decreased by 5% overall from 9% in 2018-19 to 4% in 2019-2020.
- The rate of chronic absenteeism of low income students is at its lowest since 2017-2018, by 16%.
- In all demographics the percentage of chronic absenteeism decreased from 2018-2019 to 2019-2020.
- Chronic absenteeism rate has dropped from 16% to 4% over the last three years.

Observations for 2021-2022:

- The overall chronic absenteeism rate decreased by 10% since the 2017-2018 school year as compared to 2020-2021.
- The chronic absenteeism rate for students with IEP's decreased 10% since 2017-2018 as compared to 2020-2021
- The chronic absenteeism rate for students with IEP's has decreased each year since 2017-2018 with a rate of 23% in 2017-2018, 18% in 2018-2019, 14% in 2019-2020, and 13% in 2020-2021.
- Students with IEP's has the highest percentage of chronic absenteeism of all subgroups every year since 2018-2019 but this percentage has decreased each year since 2017-2018.

Observations for 2022-2023:

- The chronic absenteeism rate for students with IEP's increased from 13% in 2020-2021 to 26.5% in 2021-2022, which is more than double from the previous year.
- The chronic absenteeism rate for low income students increased from 9% in 2020-2021 to 13.6% in 2021-2022.
- The absenteeism rate for males has increased from 6% in 2020-2021 to 10.6% in 2021-2022. It is higher than the female rate of absenteeism, which is 7.9% in 2021-2022.

Table 5:

Enrollment Data
Fall Housing Report (Data collected on the 6th Day of Enrollment)

	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Grade Levels in School	Pk-5		Pk-5		Pk-5		Pk-5		Pk-5	
	#	%	#	%	#	%	#	%	#	%
School Pop.	387		374		362		369		361	
Male	210	54	205	55	194	53.6%	200	54.2%	196	54.3%
Female	177	46	169	45	168	46.4%	169	45.8%	165	45.7%
PK	58	14.9	59	15.8	56	15.5%	54	14.6%	53	14.7%
Grade K	54	13.9	57	15.2	48	13.3%	60	16.3%	43	11.9%
Grade 1	44	11.4	52	13.9	54	14.9%	41	11.1%	61	16.9%
Grade 2	60	15.5	46	12.3	50	13.8%	55	14.9%	44	12.2%
Grade 3	50	12.9	57	15.2	45	12.4%	49	13.3%	58	16.1%
Grade 4	60	15.5	49	13.1	61	16.9%	48	13.0%	50	13.9%
Grade 5	61	15.7	54	14.4	48	13.3%	62	16.8%	52	14.4%

Observations of 2018-2019:

- The overall school population decreased by ten students from the previous year.
- Our percentage of male students has been above 50% since the 2015 data collection period.

Observations of 2019-2020:

- The overall school population decreased again this year by 13 students. This is at least four consecutive years where the enrollment has decreased.
- The male population continues to be higher than females.
- From 2018-2019 to 2019-2020, the PK - 2nd grade enrollment only decreased by 2 students while grades

3-5 decreased by 11 students.

Observations of 2020-2021:

- The school population went down each year from 2016-2017 through 2020-2021.
- Since 2016-2017, there is a higher percentage of male students than females including 2020-2021 with 53.6% male and 46.4% female..
- The overall school population decreased again in 2020-2021 resulting in 12 fewer students from the previous year.
- The number of Pre-K students has gone down since last year by 3 students.
- During the transition from 3rd grade (2019-2020) to 4th grade (2020-2021), there was an increase in 4 students, and every other student cohort decreased in number of students year after year.

Observations for 2021-2022:

- The overall school population increased by seven students, which is the first increase in enrollment in at least four years.
- There have been more males than females in the total population since 2017-2018.
- The current first grade class is the smallest class with 41 total students in the 2021-2022 school year and the enrollment has decreased from last year when the enrollment was 48 students in 2020-2021. However, there were four students who were retained this year to complete a second year of kindergarten.
- Our total enrollment increased by seven students during the 2021-2022 school year by adding six male students and one female student.
- The overall population is 369 students with 54.2% being male and 45.8% being female.
- The number of students enrolled in PK has decreased the last two years from 59 students in 2019-2020 to 56 students in 2020-2021 to 54 students in 2021-2022.
- Our percentage of male students has been above 50% since the 2017-2018 collection period.
- The enrollment from Kindergarten to first decreased by seven students, from second to third decreased by one student whereas all other grade transitions increased by at least one student.

Observations for 2022-2023:

- The overall school population decreased by eight students from the previous year.
- There have been more males than females in the total population since the 2018-2019 school year. The total population is 361 students with 54.3% being male and 45.7% being female.
- The number of students is 361, which is the lowest number of students in the last five years.
- The number of students enrolled in PK has decreased the past few years from 59 in 2019-2020 to 56 in 2020-2021 to 54 in 2021-2022 to 53 in 2022-2023. Additional students often join the program later in the school year.

Table 6a:

Special Education Student Subgroup Enrollment

*Students with IEPs; Data provided by the school psychologist based on Embrace enrollment as of December 31 of the current year.. Students may receive services in more than one area but each student is identified by their primary eligibility criteria only except for Speech/Language numbers. This number does not include the students being served within an out of district program but these numbers are recorded in a separate category. However, it does include PK students. Students with 504 Plans are listed separately. Speech/Language numbers include both primary and secondary eligibility to show the number of students receiving services from the SLP.

	18-19	19-20	20-21	21-22	22-23
	#	#	#	#	#
Total Special Education*	40	40	47	51	49
Intellectual Disability	1	3	2	1	1
Speech or Language Imp (includes primary/secondary elig)	24	28	21	20	38
Visual Impairment	0	0	0	0	0
Emotional Disability	3	0	1	1	1
Orthopedic	0	0	0	0	0
Other Health Impairment	3	2	4	2	2
Specific Learning Disability	14	10	14	13	14
Autism	0	1	4	7	6
Development	14	11	9	12	10

Delay					
Deaf/Blindness	0	0	0	0	0
Hearing Impairment	0	0	0	1	2
504 Plan	0	3	1	3	5
Out of District	# not available	# not available	6	3	4

Observations 2018-2019:

- From 2017-2018 to 2018-2019, the total number of special education students has decreased by five.
- The total number of students identified as developmentally delayed continues to increase From 7 in 2014-2015 to 14 in 2018-2019.
- The total number of students identified as speech/language impaired has decreased since the 2015-2016 school year.

Observations 2019-2020:

- The total number of special education students has decreased by 12 over the last 4 years, remaining the same as last year.
- There are no students identified to have an Emotional Disability down from 3 last year.
- Speech and Language students increased by 4 from last year to this year. This is the first time in 4 years that there was an increase.
- There is an increase of 2 students identified as having an Intellectual Disability from 2018-2019 to 2019-2020.

Observations 2020-2021:

- In 2020-2021, the number of students in the special education program increased by 7 students.
- The total number of special education students increased for the first time since 2016-2017.
- In 2020-2021, students receiving speech or language services decreased by 7 students, which is the lowest number since 2016-2017.
- The number of 504 plans decreased by 2 in 2020-2021.
- The number of students with a primary eligibility of autism increased from 1 student to 4 students from the 2019-2020 school year to the 2020-2021 school year.
- The number of students with a primary eligibility of specific learning disability went from 10 to 14 this year.

Observations for 2021-2022:

- The total number of special education students increased by four students bringing the total to 51, which is the highest number it has been in five years.
- The number of students with an Autism diagnosis has increased from four to seven, which is the highest number in at least five years.
- The number of students with speech services is at the lowest in five years at a total of twenty students. This number has decreased every year for the last three years.
- There is a decrease in the number of students with an eligibility of OHI from four students in 2020-2021 to two students in 2021-2022.
- There is an increase of two students (one to three students) with a 504 Plan from 2020-2021 to 2021-2022.
- There is an increase of three students with an eligibility of Developmental Delay from nine students in 2020-2021 to twelve students in 2021-2022.
- The total number of special education students has increased every year for the last three years.

Observations for 2022-2023:

- The number of students receiving speech and language services has increased from 20 in 2021-2022 to 38 in 2022-2023. These numbers do not include the students who are receiving speech services online with Lewis University (5 students).
- The number of students who have a 504 Plan has increased from 3 in 2021-2022 to 5 in 2022-2023.
- The total number for special education has decreased slightly from 51 in 2021-2022 to 49 in 2022-2023.

Table 6b:

Special Education Student Grade Level Enrollment

Grade Level during the 2020-2021 school year.	Number of students with IEPs being served in the special education classrooms. These numbers do not include a primary eligibility of Speech/Language.	Number of students with IEPs being served outside the district in specialized programs.
Pre-K	4	0

Kindergarten	1	1
1st Grade	2	1
2nd Grade	6	2
3rd Grade	2	2
4th Grade	9	0
5th Grade	10	1

Grade Level during the 2021-2022 school year.	Number of students with IEPs being served in the special education classrooms. These numbers do not include a primary eligibility of Speech/Language.	Number of students with IEPs being served outside the district in specialized programs.
Pre-K	5	0
Kindergarten	5	0
1st Grade	1	0
2nd Grade	6	0
3rd Grade	8	2
4th Grade	2	1
5th Grade	11	0

Grade Level during the 2022-2023 school year.	Number of students with IEPs being served in the special education classrooms. These numbers do not include a primary eligibility of Speech/Language.	Number of students with IEPs being served outside the district in specialized programs.
Pre-K	2	0
Kindergarten	3	0
1st Grade	6	0
2nd Grade	1	0
3rd Grade	9	0
4th Grade	13	2
5th Grade	3	1

Observations for 2020-2021:

- 4th and 5th grade have the most students identified with a disability and being served with an IEP.
- 2nd grade has 6 students in special education

Observations for 2021-2022:

- The number of students with an IEP being served out of district went from six in 2020-2021 to three in 2021-2022, which equates to a decrease from 18% to 8% of our students with IEP's.
- The number of PK/Kindergarten students with an IEP went from five in 2020-2021 to ten in 2021-2022.
- Every grade level group has increased or stayed the same, except grade 3 in 2020-2021, from 2020-2021 to 2021-2022 when comparing the same group of students as they progress through the grade levels. (Ex. PK in 2020-2021 to Kindergarten in 2021-2022)

- The total number of students with IEP's served within and outside the district has increased by one student from 2020-2021 (40 students) to 2021-2022 (41 students).
- The fifth grade class has the highest number of students identified with a disability and being served with an IEP.

Observations for 2022-2023:

- The number of 1st grade students in 2020-2021 receiving special education was 2. This increased to 6 in 2021-2022, which increased to 9 in 2022-2023.
- The number of 2nd grade students in 2020-2021 receiving special education was 6. This increased to 8 in 2021-2022, which increased to 13 in 2022-2023.
- The number of students receiving services in PK has decreased from 5 in 2021-2022 to 2 in 2022-2023.

Demographic Comparison and Trends

Based on data from Table 5 - Enrollment Data (Fall Housing Report)

The enrollment for 2018-2019 is 387 students, including Pre-K. When comparing enrollment using previous data collection model, there are ten less students from the previous year. There are 21 classrooms, including Pre-K and the average class size is 18 students. All grade levels have three sections each.

The enrollment for 2019-2020 is 374 students, including Pre-K. When comparing enrollment using previous data collection model, there are thirteen less students from the previous year. There are 21 classrooms, including Pre-K and the average class size is 18 students. All grade levels have three sections each.

The enrollment for 2020-2021 is 362 students, including Pre-K. When comparing enrollment using previous data collection model, there are twelve less students from the previous year. There are 21 classrooms, including Pre-K and the average class size is 17 students. All grade levels have three sections each.

The enrollment for 2021-2022 is 369 students, including Pre-K. When comparing enrollment using previous data collection model, there are seven more students from the previous year. There are 21 classrooms, including Pre-K and the average class size is 18 students. All grade levels have three sections each.

The enrollment for 2022-2023 is 361 students, including Pre-K. When comparing enrollment using previous data collection model, there are eight fewer students from the previous year. There are 21 classrooms, including Pre-K and the average class size is 17. All grade levels have three sections each.

II.4 Program Data

Table 7:

Educator Data					
	18-19	19-20	20-21	21-22	22-23
Total Full Time Classroom Teachers	32	32	33	32	30*
Average Years Teaching	12	12.65	12.73	12.78	13.5
# Teachers New to Building	2	3	2	3	1
# First Year Teachers	2	2	2	0	1
# with B. A. Degree	31	32	33	32	30
# with M.A. & Above	10	11	11	10	11
# with Emergency or Provisional Certificates	0	1	1	1	1
# Teachers Working Out of Field	0	0	0	0	0
% Caucasian Teachers	100%	97%	97%	97%	97%

# Male Teachers	3	2	4	4	3
# Female Teachers	29	30	29	28	27
# Full-time Paraprofessionals	11	14	11	13	14
# Part-time Paraprofessionals	6	6	5	6	6
# Total Counselors	0	0	0	.45	.45
# Total Librarians	.5	.5	.5	.5	.5
# Total Social Workers/Psychologist	1	1	1	.55	.55
# Total Other Staff	6	6	6	6	5
# Speech Pathologist	.85	.85	.85	.85	.72
# National Board Certified Teacher	4	4	4	4	4

- Out-of-field means that a teacher is teaching a class for which he/she has no certification in academic major or endorsement with sufficient credit hours in the content area taught.
- Social Worker, counselor, psychologist, librarian and speech pathologist are shared with the rest of the district.
- * Does not include one full-time teacher in the Retiree Return to Work program and one full-time substitute teacher working under a sub license.

Observations 2018-2019:

- We have zero counselors at the elementary.
- 2 first year teachers were hired for the 2018-2019 school year.

Observations 2019-2020:

- Since 2016-2017, our average years of teaching has increased 1.25 years.
- We still have zero counselors at the elementary.
- Two first year teachers were hired for the 2019-2020 school year.
- We have 32 full-time classroom teachers.
- For the first time in four years, we have a teacher with an emergency/provisional license.
- There are 3 more full time paraprofessionals in 2019-2020 than 2018-2019.

Observations 2020-2021:

- There is one additional full time teacher in 2020-2021 from 2019-2020.
- There has been no counselor in the last 5 years.
- We have 3 less full time paraprofessionals and one less part time paraprofessional from 2019-2020 to 2020-2021.
- We have the highest number of classroom teachers in the last 5 years.
- The average years of teaching continue to climb.
- The number of male teachers has increased by 2, which is the highest number in the last 5 years.
- The number of teachers with Masters has not increased in 5 years.

Observations 2021-2022:

- We have a district counselor available to our students approximately 0.45 this year.
- There are no first year teachers in our building although we have three new teachers in our building.
- The average years of teaching has increased each year since 2017-2018 (11.6 years) to 2021-2022 (12.78 years).
- As of the 2021-2022 school year, we still have 4 teachers who have earned National Board recognition.
- We have four male teachers working with elementary students.
- We have added two full time paraprofessionals this year.
- In the 2021-2022 school year, 31% of our thirty-two teachers hold a master's degree.

Observations 2022-2023:

- There is one first year teacher in the building.
- We have added one full time paraprofessional this year.
- The number of male teachers has decreased by one for the 2022-2023 school year.
- The average number of years of teaching continues to increase slightly each year.
- As of March 1, 2023, the Title Department is fully staffed with three full time reading teachers and six part time paraprofessionals.

Table 8:

Student Discipline Data

Number of Referrals Per Grade Level Who Have Received 1 or More Referrals (Bus

and School)

	S1 18-19	S2 18-19	YEAR 18-19	S1 19-20	S2 19-20	Year 19-20	S1 20-21	S2 20-21	Year 20-21	S1 21-22	S2 21-22	Year 21-22
Kind	1	17	18	0	0	0	0	0	0	0	1	1
1 st grade	1	7	8	21	2	23	0	1	1	1	2	3
2 nd grade	5	17	22	1	0	1	7	0	7	2	2	4
3 rd grade	15	39	54	3	8	11	0	4	4	5	13	18
4 th grade	15	55	70	29	19	48	2	8	10	0	9	9
5 th grade	73	139	212	30	13	43	2	15	17	15	14	29
Total Referrals	110	274	384	84	42	126	11	28	39	23	41	64

*Some students exhibiting significant behaviors throughout the day are not issued written referrals. A Google form is used to record the behaviors during the school day to enable staff to better track the data. This may cause a discrepancy in the total referral count each year.

Types of Behavior as Reported on All Referrals (Bus and School)

	S1 18-19	S2 18-19	YEAR 18-19	S1 19-20	S2 19-20	YEAR 19-20	S1 20-21	S2 20-21	Year 20-21	S1 21-22	S2 21-22	Year 21-22
Disruption	23	29	52	13	0	13	1	1	2	0	1	1
Aggression	35	95	130	43	29	72	7	12	19	11	15	26
Fighting	4	3	7	0	2	2	0	0	0	0	4	4
Disrespect/ Insubordination/ Non-compliance	32	101	133	24	5	29	2	6	8	2	10	12
Harassment/ Bullying	6	15	21	1	0	1	0	0	0	0	1	1
Inapp. Language	6	15	21	2	3	5	1	5	6	6	8	14
Property damage/ Vandalism	0	0	0	0	0	0	0	0	0	1	0	1
Other	4	10	14	1	3	4	0	4	4	3	2	5
Total	110	274	384	84	42	126	11	28	39	23	41	64

"Other" includes: technology violation and possession of inappropriate material.

Suspensions

	S1 18-19	S2 18-19	YEAR 18-19	S1 19-20	S2 19-20	YEAR 19-20	S1 20-21	S2 20-21	Year 20-21	S1 21-22	S2 21-22	Year 21-22
OSS	0	8.0 days	8.0 days	4.0 days	2.0 days	6.0 days	0.5 days	0 days	0.5 days	5 days	0 days	5 days
ISS	1.5 days	4 days	5.5 days	3.5 days	3.0 days	6.5 days	0 days	1.5 days	1.5 days	5 days	1.5 days	6.5 days
Bus	0 days	3.5 days	3.5 days	2.0 days	0 days	2.0 days	0 days	0 days	0 days	7.5 days	3.5 days	11 days

Locations with the Most Significant Referral Data
(Recorded as Number of Referrals)

	S1 18-19 Total #100	S2 18-19 Total #265	YEAR 18-19 Total #365	S1 19-20 Total #84	S2 19-20 Total #42	YEAR 19-20 Total #126	S1 20-21 Total # 11	S2 20-21 Total # 28	Year 20-21 Total # 39	S1 21-22	S2 21-22	Year 21-22 Total # 64
Bus	17 (17%)	29 (11%)	46 (13%)	7 (8%)	2 (4%)	9 (7%)	2 (18%)	6 (21%)	8 (21%)	7 (11%)	9 (14%)	16 (25%)
Classroom (Includes PE)	45 (45%)	137 (52%)	182 (50%)	59 (70%)	23 (55%)	82 (65%)	8 (73%)	20 (71%)	28 (72%)	11 (17%)	18 (28%)	29 (45%)

Hallway	6 (6%)	19 (7%)	25 (7%)	5 (6%)	3 (7%)	8 (6%)	0 (0%)	2 (7%)	2 (5%)	1 (2%)	2 (3%)	3 (5%)
Recess Area	9 (9%)	11 (4%)	20 (5%)	7 (8%)	11 (26%)	18 (14%)	0 (0%)	0 (0%)	0 (0%)	3 (5%)	12 (19%)	15 (23%)
Cafeteria	5 (5%)	16 (6%)	21 (6%)	1 (1%)	2 (5%)	3 (2%)	0 (0%)	0 (0%)	0 (0%)	N/A	N/A	NA
Restroom	NA	NA	NA	NA	NA	NA	NA	NA	NA	1 (2%)	0 (0%)	1 (2%)
Total Referrals in Top 5 Locations (total # includes these locations only)	100	265	365	79	41	120	10	28	38	23	41	64

*As of 2019-2020, classroom data includes P.E. class. Previously, P.E. data was included with the recess data within the gymnasium.

*Through 2018-2019, the Recess Area included only the playground. As of 2019-2020, the Recess Area is defined as indoor recess (in the gymnasium) and outdoor recess (on the playground).

Observations in 2018-2019:

- Each year, the number of referrals consistently increases from 1st semester to 2nd semester.
- During the 2017-2018 school year, the percentage of referrals for the classroom and hallway were the lowest when compared to previous years in those locations.
- From 2016-2017 to 2017-2018 out of school suspensions decreased from 25.5 days to 15.25 days.
- From 2016-2017 to 2017-2018 in-school suspensions have increased from 3.5 days to 13.5 days.

Observations in 2019-2020:

- Each year, the number of referrals increases from 1st semester to second semester.
- There was an increase in referrals each year from 2015-2016 to 2018-2019.
- There were 132 more total referrals from 2017-2018 to 2018-2019.
- In 2018-2019, physical aggression (34%) and disrespect/noncompliance (35%) were the two highest types of behaviors.
- Physical aggression referrals have more than doubled since 2015-2016.
- Both OSS and ISS were reduced by half from 2017-2018 to 2018-2019.
- Classroom referrals account for 50% of referrals in the top 5 locations.
- During the 2018-2019 school year, the grade level with the lowest % of referrals was 1st (2%) and the highest was 5th grade (55%).
- Total referrals increased from 210 in 2016-2017 to 384 in 2018-2019, which is an overall increase of 174 referrals.
- The number of bus referrals was 37 in 2017-2018 and there were 46 bus referrals in 2018-2019. However, when comparing the number of bus referrals to the total number of referrals, the percentage in 2017-2018 was 16% whereas they accounted for only 13% in 2018-2019.
- The total number of referrals has increased every year since the 2015-2016 school year.
- Out of school suspensions have decreased each year beginning with the 2016-2017 school year.

Observations on 2020-2021:

- There was a decrease of 258 total referrals from 2018-2019 to 2019-2020.
- Bus referrals decreased by 37 from 2018-2019 to 2019-2020.
- Total referrals in Top 5 Locations decreased by 245 from 2018-2019 to 2019-2020.
- Students were not in attendance starting March 16, 2020 which would account for about one fourth of the 2019-2020 school year.
- In 2019-2020, physical aggression decreased by 58 referrals from 2018-2019.
- The out of school suspensions decreased each year since 2016-17 from 25.5 days to 6 days in 2019-2020.
- Physical Aggression and Defiance/Disrespect are the two highest types of behaviors which account for about 80% of the total referrals.
- A majority of referrals (65%) during the 2019-2020 school year occurred in the classroom.
- The number of referrals for 4th graders went from 70 in 2018-2019 to 43 in 2019-2020, when they were 5th graders.

Observations in 2021-2022:

- There were a total of 39 referrals during the 2020-2021 school year, which is the lowest number of referrals in the last four years.
- Aggression is consistently one of the highest areas of behavior noted on referrals.
- There is a 7% increase in the percentage of referrals issued in the classroom setting, which was 65% in 2019-2020 to 72% in 2020-2021.
- There was a decrease of 82 total referrals from 2019-2020 to 2020-2021.
- Of the total referrals, 93% of them took place in the classroom or on the bus.
- There were 1.5 days of ISS in 2020-2021 whereas there were 6.5 days of ISS in 2019-2020.
- There were 0.5 days of OSS in 2020-2021 whereas there were 6 days of OSS in 2019-2020.

- There were 0 bus suspensions in 2020-2021 and 2 days in 2019-2020.

Observations in 2022-2023:

- There has been an increase of suspensions in the last year. Out of school went from .5 days to 5 days, in-school went from 1.5 days to 6.5 days, and bus suspensions went from 0 days to 11 days.
- There has also been an increase in referrals. Recess went from 0 to 15, bus from 8 to 16, and restroom from 0 to 1.
- Referrals are increasing again since Covid, but still only half of what they were in 2019-2020.
- Aggression referrals increased from 19 in the 2020-2021 school year to 26 in the 2021-2022 school year and inappropriate language increased from 6 to 14 in those same years.

Table 9a: Students Participating in Support Programs

Number of students participating in support programs divided into male/female groups and total numbers.

2019-2020	K (M/F)	1 (M/F)	2 (M/F)	3 (M/F)	4 (M/F)	5 (M/F)	Total (M/F)
CICO Check in-Check out	2/1 (3)	4/3 (7)	2/3 (5)	0/0 (0)	8/0 (8)	4/0 (4)	27 (20/7)
TAT Teacher Assistant Team	0/0 (0)	0/2 (2)	0/0 (0)	0/0 (0)	2/0 (2)	0/0 (0)	4 (2/2)
RtI Response to Intervention	2/3 (5)	5/2 (7)	3/2 (5)	1/0 (1)	2/0 (2)	0/1 (1)	21 (13/8)

*Data collected as of 3/1/2020 for the 2019-2020 school year.

2020-2021	K (M/F)	1 (M/F)	2 (M/F)	3 (M/F)	4 (M/F)	5 (M/F)	Total (M/F)
CICO Check in-Check out	0/0 (0)	1/0 (1)	1/2 (3)	0/1 (1)	1/0 (1)	2/1 (3)	9 (5/4)
TAT Teacher Assistant Team	0/0 (0)	0/0 (0)	0/0 (0)	0/0 (0)	0/1 (1)	0/0 (0)	1 (0/1)
RtI Response to Intervention	3/3 (6)	8/5 (13)	4/5 (9)	2/2 (4)	2/0 (2)	2/1 (3)	37 (21/16)

*Data collected as of 3/1/2021 for 2020-2021 school year.

2021-2022	K (M/F)	1 (M/F)	2 (M/F)	3 (M/F)	4 (M/F)	5 (M/F)	Total (M/F)
CICO Check in-Check out	0/0 (0)	0/0 (0)	4/0 (4)	2/1 (3)	4/0 (4)	3/1 (4)	15 (13/2)
TAT Teacher Assistant Team	2/0 (2)	0/0 (0)	0/0 (0)	0/0 (0)	0/0 (0)	0/1 (1)	3 (2/1)
RtI Response to Intervention	6/6 (12)	4/2 (6)	9/4 (13)	1/3 (4)	3/3 (6)	0/0 (0)	41 (23/18)
Counseling	2/1 (3)	3/1 (4)	4/2 (6)	4/0 (4)	6/2 (8)	8/4 (12)	38 (27/11)

*Data collected as of 3/1/2022 for the 2021-2022 school year.

2022-2023	K (M/F)	1 (M/F)	2 (M/F)	3 (M/F)	4 (M/F)	5 (M/F)	Total (M/F)
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CICO Check in-Check out	1/0 (1)	0/0 (0)	0/0 (0)	6/0 (6)	5/1 (6)	5/0 (5)	18 (17/1)
TAT Teacher Assistant Team	0/0 (0)	0/0 (0)	0/0 (0)	0/0 (0)	1/0 (1)	0/0 (0)	1 (1/0)
Rtl Response to Intervention	2/6 (8)	6/2 (8)	4/3 (7)	6/1 (7)	2/1 (3)	0/0 (0)	33 (20/13)
Counseling	4/2 (6)	2/1 (3)	1/0 (1)	6/5 (11)	5/6 (11)	6/5 (11)	24/19 (43)

*Data collected as of 3/1/2023 for the 2022-2023 school year. These numbers do not include PK.

Observations in 2019-2020:

- More males than females were referred for support through both CICO and Rtl.
- First grade students are receiving the most assistance through these support programs.
- Of these three support services, CICO has the most students participating.

Observations in 2020-2021:

- There was an increase of 8 Rtl students from Kindergarten to 1st grade from 2019-2020 to 2020-2021.
- The total number of students in CICO and TAT are both down from the previous year, but Rtl numbers have increased.
- The number of students participating in CICO decreased from 27 to 9 in 2020-2021, resulting in a decrease of 18 students.
- The number of students participating in Rtl increased from 21 to 37 in 2020-2021, resulting in an increase of 16 students.
- The number of students participating in TAT decreased from 4 to 1 in 2020-2021, resulting in a decrease of 3 students.
- First grade students are receiving the most assistance through support programs for 2 years in a row.
- More males than females were referred for support in both CICO and RTI during both the 2019-2020 and 2020-2021 school years.

Observations in 2021-2022:

- The number of students in the Rtl process has risen from 21 students in 2019-2020 to 37 students in 2020-2021 to 41 students in 2021-2022.
- More males than females are receiving support from Rtl and CICO, which has been a pattern since 2019-2020.
- In 2021-2022, thirteen out of the fifteen students in CICO are male, which is 87%.
- The number of students in the current second grade class who are receiving supportive services has increased over the past three years as 8 kindergarten students received services in 2019-2020, 14 first graders in 2020-2021 and now 17 second graders in 2021-2022.

Observations in 2022-2023: (Counseling data was collected differently from 2021-2022 to 2022-2023, which makes it difficult to compare their numbers.)

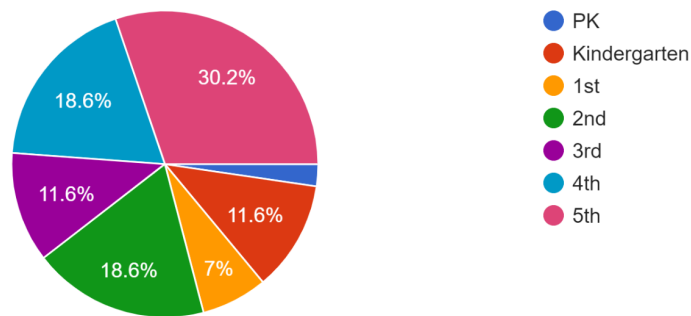
- The number of students participating in TAT decreased from 3 during the 2021-2022 school year to 1 during the 2022-2023 school year.
- More males than females are receiving support from Rtl, CICO, TAT, and Counseling during the 2021-2022 and the 2022-2023 school year.
- Some students are seeking counseling outside the school district and these numbers are not included in the chart.
- The number of students participating in CICO has increased by 3 students from the previous year (from 15 in 2021-2022 to 18 in 2022-2023). Prior to that, only 9 students participated in the CICO program in the 2020-2021 school year.

Table 9b: Counseling Services

2021-02/24/2022 Counseling Data

Grade of Student

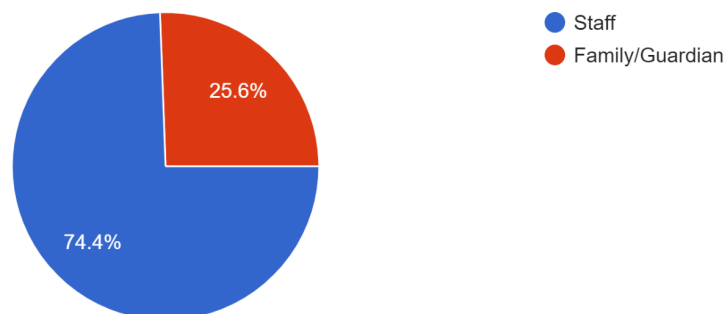
43 responses



PK - 1, Kindergarten - 5 (11.6%), 1st grade - 3 (7%), 2nd grade - 8 (18.6%), 3rd grade - 5 (11.6%), 4th grade - 8 (18.6%), and 5th grade - 13 (30.2%).

Person making the referral

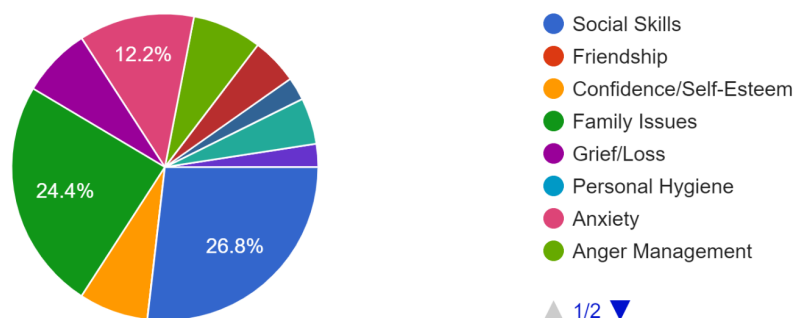
43 responses



Staff - 32 (74.4%) and Family/Guardian - 11 (25.6%)

Reason for Social/Emotional Referral

41 responses

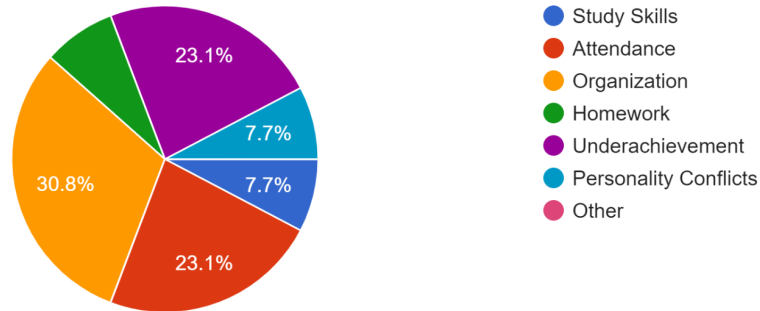


Social Skills - 11 (26.8%), Friendship - 0, Confidence/Self-Esteem - 3 (7.3%), Family Issues - 10

(24.4%), Grief/Loss - 3 (7.3%), Personal Hygiene - 0, Anxiety - 5 (12.2%), Anger Management - 3 (7.3%), Multiple - 2 (4.9%), Competitive - 1 (2.4%), Depression/Sad - 0, Risky Behavior/Choices - 2 (4.9%), Bully - 0, and Suicidal Ideation/Attempt - 1 (2.4%).

Reason for Academic Referral

13 responses



Study Skills - 1 (7.7%), Attendance - 3 (23.1%), Organization - 4 (30.8%), Homework - 1 (7.7%), Underachievement - 3 (23.1%), Personality Conflicts - 1 (7.7%), and Other - 0.

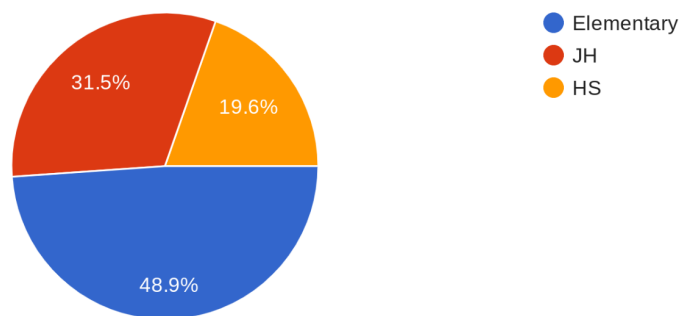
Observations in 2021-2022:

- 30% of students identified as in need of elementary counseling were 5th graders, which is the highest percentage of referrals at the elementary.
- Only one Pre-k student was identified in need of elementary counseling.
- Students in 4th and 5th grade make up 48.8% of the total counseling referrals in the elementary.

2022-02/24/2023 Counseling Data

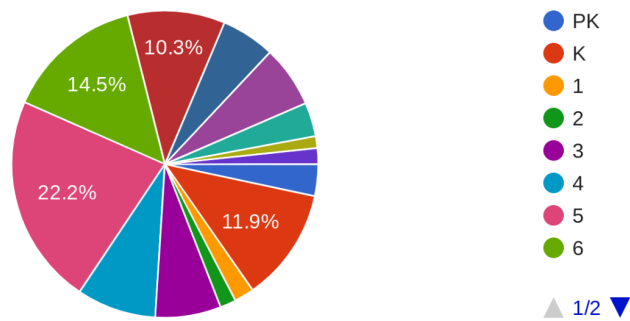
Building of student

591 responses



Grade of student

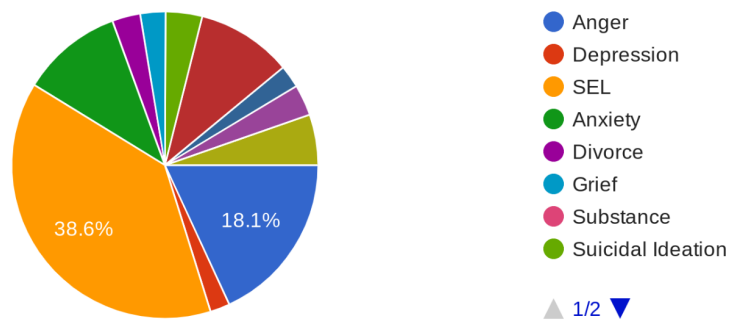
477 responses



PK: 3.4% - K: 11.9% - 1st: 2.1% - 2nd: 1.7% - 3rd: 6.9% - 4th: 8.4% - 5th: 22.2%

Reason For Referral

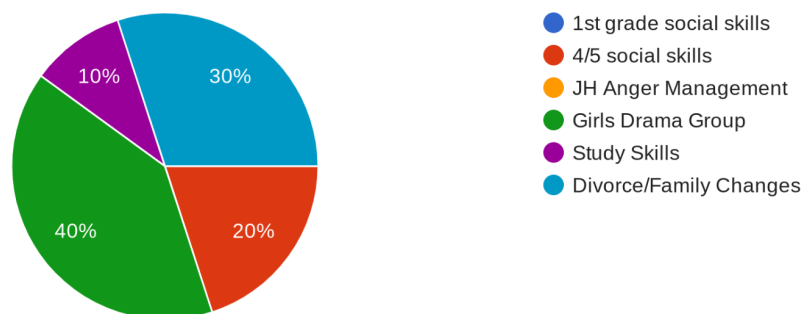
337 responses



Not limited to the elementary. Anger: 18.1% - Depression: 2.1% - SEL: 38.6% - Anxiety: 10.7% - Divorce: 3% - Grief: 2.7% - Suicidal Ideation: 3.9% - Family: 10.1% - Bullying: 2.4% - Friendships: 3.3% - Other: 5.3% (These numbers could be compared to the SEL numbers from the previous year.)

Group

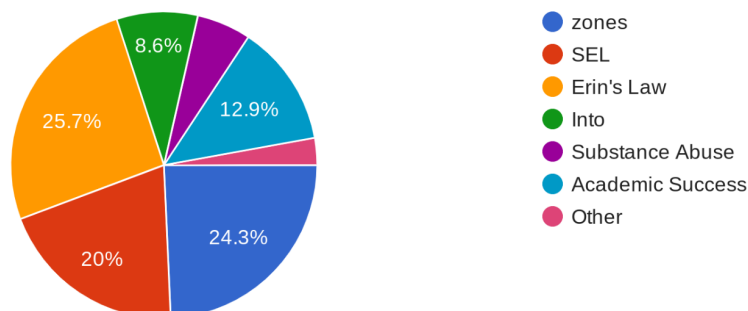
10 responses



The Counselor organizes small groups of students to work on specific needs. The elementary students have participated in lessons associated with social skills and divorce/family changes. Oftentimes, these groups meet for six weeks.

Class Lesson

70 responses



Lessons are taught to small groups, classes, and individuals. “Zones” refers to the Zones of Regulation. Erin’s Law is taught at each of the levels at the elementary. This is a single lesson that is oftentimes presented in the fall semester. The SEL lessons refer to the Second Step lessons that are presented within the classroom for some classes by the counselor.

Observations in 2022-2023: (data is provided as of March 1, 2023)

- In the 2021-2022 school year, 25.6% of the referrals were made by parents.
- In the 2022-2023 school year, the top three reasons for referrals (district-wide) were SEL, anger and anxiety.
- Of the 477 responses for the grade level of student receiving support, 22.2% of those were provided to the students in grade five.
- When comparing the number of responses for referrals, there were a significant increase as evidenced by 54 responses (reason for social emotional and academic) in the 2021-2022 school year compared to 337 responses in the 2022-2023 school year.
- The number of elementary students receiving counseling support increased from 43 during the 2021-2022 school year to 289 (48.9% of the 591 responses) during the 2022-2023 school year. It should be noted that the total number of responses has significantly increased as well.

Curriculum Implementation Data

Language Arts and Reading Curriculum: West Central Elementary uses a balanced literacy approach for ELA. There are 4 different areas of focus. These include Working with Words, Guided Reading, Writing, and Self-Selected Reading. Each grade level has identified essential skills that correlate with the New Illinois State Standards that are focused on quarterly. Technology based resources, such as Reading A-Z, Raz-Kids, and IXL, are also used to reinforce skills and gather materials for classroom use. Renaissance Learning which encompasses Accelerated Reader and Star Reading are being used in grades K-5 when appropriate. In the 2015-2016 school year, the Jolly Phonics program was purchased and implemented at the kindergarten level. Kindergarten and 1st Grade also use Michael Heggerty Curriculum for Phonemic Awareness instruction. Resources from Teachers Pay Teachers, Scholastic News, Story Works and Readworks are utilized by the teachers as supplemental resources. In the 18-19 school year, the Fountas and Pinnell Classroom system was purchased for the 1st and 2nd grades. Components purchased include Guided Reading; Phonics, Spelling, and Word Study; Shared Reading; and Interactive Read Alouds. The Fountas and Pinnell Leveled Literacy Intervention (LLI) system was also purchased to be used with Title 1 Reading and in the Special Education classrooms in grades K-5. In 2019-2020, Fountas and Pinnell Shared Reading and Interactive Read-Aloud components were purchased for third grade and kindergarten. Beginning in 2019-2020,

MAP Assessments were given three times a year in grades K-5 in order to provide benchmark comparison data to inform instruction and intervention decisions for both ELA and Math. At the beginning of the 2022-2023 school year, third grade purchased and began implementing a new spelling curriculum from Teacher's Pay Teachers.

Math Curriculum: All Grades K–5 implemented the enVision 2020 Common Core Math program during the 2021-2022 school year. EnVision 2020 Math integrates the New Illinois/Common Core Standards. The focus strands include: counting and cardinality, operations and algebraic thinking, number and operations in base ten, number and operations in fractions, measurement and data, and geometry. Supplemental materials are added as needed for extra practice throughout the grade levels. Grades K-5 use the online components to reinforce the skills being taught. Online math programs for practice such as IXL, Reflex Math, and Splash Math are being utilized in the elementary. Beginning in 2019-2020, MAP Assessments are given three times a year in grades K-5 in order to provide benchmark comparison data to inform instruction and intervention decisions for both ELA and Math.

Social Studies Curriculum: The elementary social studies curriculum is aligned to the new Illinois Social Science Standards. Grade levels use a variety of resources including: Time for Kids, Scholastic News, Teachers Pay Teachers, McGraw Hill text, "Let's Find Out" magazine, and Junior Achievement. The lower grades are based on thematic units involving people or events in American History. Students also explore family life, job careers, and community roles. Beginning in the 2nd grade, the students begin to explore how units of government work and an introduction into state history. 4th grade focuses on Illinois History. 5th grade studies early American History and economics through the BizTown curriculum and simulation each fall.

Science Curriculum: The elementary science curriculum in grades K, 1st, 2nd is based around thematic units. Supplemental materials are used for these units, including technology based resources. 3rd, 4th and 5th grades have Scott Foresman textbooks available for use as needed. K - 5th grades also use Scholastic News or Time for Kids as reference material. All grade levels are aligned to the Next Generation Science Standards and many are utilizing materials from Mystery Science, an online curriculum source.

Writing Curriculum: The purpose of the Writing curriculum is to provide students with the support needed to express themselves clearly and effectively to others. It is our belief that in order to accomplish this, students must be offered the following instructional opportunities: time to write each and every day, knowledge of and practice in the writing process, the teacher's role is as a coach to the writer, and that skills are not taught in isolation but in the context of the written pieces. Samples of K - 12 writing were evaluated during the summer of 2009 and from this process a Writing curriculum for the elementary was established. Each grade has defined the writing expectations and aligned the expectations to the Illinois Learning Standards. Writing workshops were presented to the entire elementary staff to continue to aid in the advancement of the writing curriculum. Samples were then reviewed again in the Spring of 2010 with a few adjustments made to the curriculum. Instruction is provided to the students on ways to write in response to reading a selection. Due to staff turnover, this curriculum is no longer consistently used among the elementary. There is staff concern for the need of a new or revised writing curriculum.

Title I Program: The Title I program assists all grades in focusing on exit outcome performance, basic reading skills and strategies, standardized test preparation, Rtl interventions and individualized instruction. It also provides support and resources to strengthen the classroom instruction. Title does screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction. In the morning, Title I paraprofessionals go into kindergarten, first, and second grade classrooms for thirty- forty minutes. They assist in giving intensive small group instruction at the student's ability level focusing on the student's developing reading needs. The afternoon consists of the

Title I teachers working with small groups of students in 3rd, 4th, and 5th grades on individualized instruction in Reading and Math with a focus on literacy skills. During the 2016-17 school year, a school-wide RtI block was initiated. All students K-2 were placed in smaller groups based on abilities, crossing grade level and classrooms. They were provided learning opportunities in ELA and Math for 30 minutes each day. Enrichment opportunities are also included. The intermediate grades 3-4 had an RtI block of time focusing on ELA, Math, Technology and STEM activities. In 2018-2019, the Fountas and Pinnell classroom component (grades 1 & 2) program was introduced. It is a structured, guided reading program. The LLI (Leveled Literacy Intervention) was also introduced in K-5. It places students in cross classroom, cross grade level small groups for intensive word skill and comprehension instruction. In 2019-20, the kindergarten and 3rd grade implemented the Fountas and Pinnell Shared Reading and Interactive Read Aloud components. *In 2020-2021, due to COVID -19 restrictions and accommodations, our Title 1 program was restructured. Three Title 1 teachers served as co-teachers in a kindergarten classroom, a first grade classroom, and a second grade classroom. Our Title paraprofessionals have served as teaching assistants in grades K, 1, and 2. Both the Title teachers and paraprofessionals also provided RtI interventions within their assigned classrooms. In 2021-2022, one title teacher transferred to a fourth grade classroom as we were unable to fill an open position. Three of our title paraprofessionals served as teaching assistants in each of the kindergarten classrooms. The other three paraprofessionals assisted within the first and second grade classrooms. All of the paraprofessionals assisted with providing RtI interventions. Unfortunately, the title teachers were asked to cover classrooms when substitute teachers were not available. This prevented them from being able to provide academic support on a regular basis.* During the 2022-2023 school year, all Title teacher and support staff positions were fully staffed.

Special Education: The Special Education Department meets the needs of students with academic or behavioral disabilities. Students receive IEP's (Individual Education Plans) that are designed specifically for their individual needs. Their goals are aligned to the New Illinois State Standards (Common Core) or the Illinois Social/Emotional Learning Standards. Students are usually pulled for instruction in language arts, reading, math, and social skills. They also receive extra support in their general education classes through high school. Accommodations are put in place as needed based on each child's specific areas of concern. Students work in small groups or one-on-one. The special education classrooms each have one or more paraprofessionals that help work with the students. The RtI process (Response to Intervention) was introduced during the 06-07 school year. This process is to help struggling learners through different research-based interventions that are matched to student needs. This progress is monitored continually. These interventions are to help prevent long-term academic failure. There are 3 Tiers to this process. Tier I is represented with the core instructional program in the general education classroom. Interventions can take place within the classroom in small groups. Tier 2 is designed for students who are not making adequate progress in Tier I. They need a more intensive program with targeted interventions. These interventions are provided by a trained paraprofessional or a certified teacher. Progress is monitored weekly and meetings are held every 3-4 weeks. Tier III is for students who do not respond to the interventions in Tier II and can become eligible for special education services under the Individuals with Disabilities Education Act. Additional testing may be needed to target the deficit skills area. Additional testing would be completed by the District school psychologist. Another team that is in place is the TAT or Teacher's Assistance Team. They work with students who are struggling with behavior or emotional concerns. They work with other teachers as mentors for these students. In 2009, our classrooms were equipped with interactive SMART Boards. We also have individual Chromebooks and document cameras. Overall, our special education program serves those students with both academic and behavior issues while providing extra support to those identified as at-risk through our Response to Intervention and Teacher Assistance teams. The EdMark reading curriculum is available for use in the special education classrooms. In addition, our special education students have access to the Readable English curriculum in grades 4-5 as well as the Leveled Literacy Intervention materials, which is associated with the Fountas and Pinnell reading curriculum. In math, some of our students are utilizing the Touch Point Math curriculum. Related services are available

through WCISEC, such as OT/PT, social worker, autism consultant, behavior consultant, and hearing impaired itinerant teacher. West Central also has a full time speech language pathologist. For the 2020-2021 school year, an additional special education teacher was added in order to better serve the unique needs of all of our students. Due to the circumstances of the 2020-2021 school year, remote learning plans were created to ensure that special education students have every opportunity to be successful, and accommodations are provided, should they need to learn virtually from home .

Physical Education: The West Central Physical Education Program for elementary students is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. The program enables students to acquire the basic foundations of movement skills and strategies needed to participate in a variety of games and sports. Specific aspects of the program will aid in the development of higher fitness levels, thinking and problem solving, time, cooperation (sportsmanship) and decision-making as well as social-emotional skills. These activities help to prepare them for adult life and the world of work. P.E. classes meet daily for approximately 35 minutes as a grade level with two PE teachers providing instruction.

Art Education: The West Central Art Program for elementary students works toward meeting several different goals. One is that students should be able to observe, name, and describe the basic vocabulary in art. Another is that students should know about basic tools and media used in art. A goal is to learn about different artists and Art History styles. Perhaps the most visible goal is to learn skills and techniques through the production of art. To help attain these goals, art class has been given a 45 minute block of instructional time once a week.

Band: The goal of 5th grade band at WCES is to lay the foundation for students to participate in band for the rest of their lives. 5th graders start with instrument tryout day. Students are encouraged to select two instruments they would like to try. Ultimately, the participants get to select which instrument they would like to play for the entire year. Class starts in September with small group instruction. As their skill level progresses, students are grouped according to which instrument they play. The 5th grade band performs at two concerts during the school year. The first concert is in November/December and the second concert is in April. When concert time approaches, the ensemble will rehearse all together. On average, 5th grade band meets three times per week for thirty minutes a class.

Music Education: The main objective of the West Central Music program for elementary students is to create lifelong musicians by providing a developmentally appropriate curriculum from Kindergarten to Fifth grade. Students begin with the exploration of music through movement, vocal production, aural skills and instrumentation and progress to the foundation and construction of music. Basic theory aids the upper elementary grade levels in reading (music) staff notation and implementing said knowledge while playing instruments in the general music classroom and fifth grade band. Specific goals of the program aid in the development of other skills including reading, writing, mathematics, locomotor skills and self-discipline. In addition to music content, the elementary music program produces two concerts per school year. On average, elementary music students attend class for 30 minutes once a week. If music is unable to meet due to scheduling, arrangements are made to compensate for missed class time.

Enrichment Program: The West Central Elementary School will provide an after school enrichment program one day a week for our academically-talented students. The goal of the program is to provide an appropriate program of enrichment focused on the integration of technology in multi-disciplinary units of study, the development of individual student interests, growth in higher-level thinking skills, and the provision of an opportunity for interaction with other talented children in the district. This program began in Fall 06. Approximately 20 students in the Grades 4th - 5th participate in this program. *For both the 2020-2021 and the 2021-2022 school years, this program has been suspended.* During the 2022-2023 school year, this program was reinstated.

After School Tutoring Program: The after school tutoring program was implemented in Fall 2006. This program is free to our elementary students and is funded by the district. Academic assistance is provided in a variety of subject areas. Students in grades 3-5 may attend the program if a teacher recommends them for the extra support. It meets twice a week for a one hour session. We currently have up to two supervisors for each session. This program had been halted for the 2020-2021 school year and was re-established in the second semester of the 2021-2022 school year.

Technology: As of January 2021, students in grades kindergarten through fifth grade have Chromebooks (1:1 devices). They are used daily in the classroom for instructional purposes, projects, online supplemental support, and special activities. Chromebooks remain at school. Students in grades 2-5 can access their own google accounts. This allows them to work on a document at school, anywhere in the building and at home if they have their own device. They can also share the document with their teacher so he or she may make corrections without printing. Kindergarten uses Starfall to do reading and math activities, as well as phonics. IXL and Reflex are being used for math supplementation. Flexible seating, a Green Screen, and collaborative hubs are available in some classrooms. Starting in the 2020-2021 school year, students in grades K-3 use the platform Seesaw enabling them to access instruction and practice when provided online learning activities. It also serves as a two-way communication tool for parents to communicate with classroom teachers. Grades 4-5 use Google Classroom for learning opportunities. In addition, teachers can use Google Meets to hold virtual sessions with parents. Teachers have access to Securly which allows them to manage students' Chromebooks. Digital Citizenship curriculum is also taught in each classroom. During the 2021-2022 school year the elementary teachers were surveyed regarding the availability of equipment in the classroom as some had shared the concern that their equipment is becoming outdated and not meeting the needs of the staff for instructional purposes. The following information was obtained regarding the equipment available within the 23 elementary classrooms (not including PK): 4 classrooms have a Prowise board, 2 have a working SMART board, 7 have a TV, 20 have an Elmo/document camera, 16 have a desktop computer, 23 have a teacher Chromebook, 14 have a projector, and 1 has a laptop. Two additional classrooms have a DVD player and three additional classrooms have a wireless keyboard and/or a wireless mouse. We were able to add two additional interactive display boards during the 2022-2023 school year.

Social Emotional Learning (SEL) Structures: West Central Elementary began using the Positive Behavior Intervention and Supports Program in 2011-12. This program teaches all students the expectations in all settings of the school. Students can earn HEAT points for following these expectations. In addition, students can earn good behavior SMORES for being an outstanding citizen and doing something exceptional. By setting forth clear social and behavioral expectations and recognizing positive behaviors, we are able to create a positive environment for learning. Tier 1 support is Universal for all students. General interventions for all students include expectations and routines for school behaviors. Tier 2, which was added in 2014-15, includes individualized interventions to help students at risk for social and/or behavioral concerns. This tier often includes the introduction of the Check-In/Check-Out (CICO) process. Tier 3 is further individualized interventions used to meet social and/or behavioral needs of students with more intense and/or persistent problems. This tier often introduces the student and their families to TAT. In 2018-2019, District #235 began the process of using trauma sensitive practices in classrooms. This professional development will continue to be offered in the future. For the 2019-2020 school year, Grade K-5 students are sorted into six groups called "Families." The purpose of the "Family" structure is to provide another avenue for building strong relationships at school, not only adult to student but also, student to student. "Families" also build a culture of community at school and a way for students to serve the school community as leaders and mentors. Students will remain in this family for their entire career at WCE. Also beginning in 2019-2020, the Second Step curriculum was implemented in grades K-5. Second Step is a program rooted in social-emotional learning that has a holistic approach intended to create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the

social-emotional growth and safety of today's children. During the 2020-2021 school year, HEAT points and character cash continued to be earned by students but gatherings of Families and school-wide assemblies to celebrate together were not possible with restrictions of COVID-19. In addition, Second Step was taught during P.E. classes. Gatherings with families are happening monthly on a smaller scale for once a month celebrations. Mitigations for COVID-19 were being followed during these gatherings. School-wide assemblies will hopefully resume in the near future. Along with CICO, Tier 2 services could involve group counseling based on the needs of the students. Tier 3 services would be 1:1 counseling, which could occur weekly at the beginning of this level of support. During the 2022-2023 school year, we have reinstated the "Family" monthly celebrations.

Counseling Services: At West Central Elementary, counseling services are available to all students. Referral forms are available to both staff and parents. The counseling department offers the following services: one-on-one counseling, group counseling, consultation services, classroom lessons, staff support, and suggestions to outside agencies. The counseling department completes a one minute meeting with every elementary student to develop a rapport and possible caseload in the fall. In addition, the counseling department sends a needs survey for all staff to gauge what topics would be beneficial for students. Group topics include but are not limited to; social skills, anger management, girls club, drama, grief, executive functioning, self-esteem, and academic success. Also, the counseling department discusses Erin's Law and bullying with each student from PK-5th grade. Finally, the counseling department works closely with fellow staff members to help the whole child academically and behaviorally.

Response to Intervention: Response to Intervention (RtI) is an academic intervention program. It provides early interventions to children who are having difficulties learning. Students receive intensive research-based interventions in small group settings or one-on-one settings. Through frequent progress monitoring, teachers and parents are able to see the progress the students are making and the specific areas of difficulties that need to be targeted. During meetings, the RtI committee, classroom teacher, Title teacher and parents review the interventions and the progress being made. New goals are set every three to five weeks until a student either progresses out of the RtI program or an individualized education plan is created.

Library Services: The elementary has approximately 26,000 books available to students. Accelerated Reader provides access to over 200,000 quizzes on books. We belong to the RAILS (Reaching Across Illinois Library System) of Burr Ridge, Illinois, that provides our students and staff with access to books found in other libraries through interlibrary loan. We also have access to Axis 360, a digital media platform, providing libraries and their patrons with a state-of-the-art system for circulating digital e-books from the eRead Illinois shared collection for Illinois libraries. Patrons at libraries participating in eRead Illinois can access the cloud-based delivery across a number of devices including iPad, iPhone, Android, Windows, NOOK, Sony Reader and Chromebook devices, and many more. The Henderson County Public Library stops once a week providing additional services to our school. Library furniture was updated in the 2022-2023 school year to promote a more comfortable, inviting environment for students and staff to use. The library sponsors a book fair each year and offered an additional opportunity this year by sponsoring the Book Blast, which allows students the opportunity to purchase books for their libraries at home. It also allows teachers the opportunity to supply new books for their classroom libraries. West Central Elementary also works closely with the Henderson County Library to promote their summer reading program.

2018 - 2019 Parent/School Compact: The parent-school compact was included in the 18-19 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2019 - 2020 Parent/School Compact: The parent-school compact was included in the 19-20

student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2020 - 2021 Parent/School Compact: The parent-school compact was included in the 20-21 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2021 - 2022 Parent/School Compact: The parent-school compact was included in the 21-22 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2022 - 2023 Parent/School Compact: The parent-school compact was included in the 17-18 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

Program Comparisons and Trends

(2018-2019) During the 2018-2019 school year, all certified and support staff met the definition of highly qualified. The PBIS program was implemented in 2010 and the staff continues to host quarterly HEAT celebrations. The elementary, along with others from the middle and high school, are participating in a book study to learn about strategies through the *Leader in Me* to enhance our current behavior program. Low class size has been maintained with an average class size of 18 students. With support from the school board, we have been able to expand the accessibility of Chromebooks within the younger grades. The kindergarten and first grade classrooms have six devices and each second grade room has a classroom set to be used for instructional and supplemental purposes. Some staff members utilize Google Classroom as an instructional tool. All students in grades 3-5 have Google accounts. The PERA committee meets on an annual basis to review the evaluation tool that includes student growth. Regarding curriculum, a math program called EngageNY is in its third year of implementation. We are still utilizing the IXL program, along with Zearn and Reflex Math for supplemental activities. The first and second grade teachers have implemented the Fountas and Pinnell classroom component as their reading curriculum. The title staff is providing interventions from the Leveled Literacy Intervention component of Fountas and Pinnell for grades K-5. The elementary teachers have adjusted their units to meet the Next Generation Science Standards (NGSS) and many are using a program called Mystery Science as a reference tool. Staff continues to increase their familiarity with the new Illinois Social Science standards and are working to align their curriculum. A school-wide Response to Intervention (RtI) block of approximately thirty minutes is available at each grade level. To increase our ability to organize students into instructional groups based on data, we have purchased MAP Growth Assessment licenses for each child. All students will participate in these growth measurements three times a year, beginning with the fall benchmarking period which ended November 30, 2018.

(2019-2020) During the 2019-2020 school year, all certified and support staff met the definition of highly qualified. The PBIS program was implemented in 2010. In the fall of 2019, the Family structure was implemented in order to develop stronger relationships within the school. The students participate in monthly Family meetings and quarterly Family celebrations. In order to address the social emotional needs of our students, the Second Step curriculum is taught in our classrooms (Fall 2019). Low class size has been maintained with an average class size of 18 students. With support from the school board, we continue to expand the accessibility of Chromebooks within the younger grades. The kindergarten and first grade classrooms have six devices and each second grade room has a classroom set to be used for instructional and supplemental purposes. Some staff members utilize Google Classroom as an instructional tool. All students in grades 2-5 have Google accounts. The PERA committee meets on an annual basis to review the evaluation tool that includes student growth. Regarding curriculum, a math program called EngageNY is in its fourth year of implementation. We are still utilizing the IXL program, along with Zearn and Reflex Math for supplemental activities. The first and second grade teachers have implemented the Fountas and Pinnell classroom component as their reading curriculum. The title and special education staff are providing services from the Leveled Literacy Intervention component of Fountas and Pinnell for grades K-5. In addition, the special education staff is using the Edmark Reading program with some of their students. The elementary teachers have adjusted their units to meet the Next Generation Science Standards (NGSS) and many are using a program called Mystery Science as a

reference tool. Staff continue to increase their familiarity with the new Illinois Social Science standards and are working to align their curriculum. A school-wide Response to Intervention (RtI) block of approximately thirty minutes is available at each grade level with a variety of options to meet their needs. To increase our ability to organize students into instructional groups based on data, we utilize MAP Growth Assessment information. All students participate in these growth measurements three times a year, beginning with the 2018 Fall benchmarking period.

(2020-2021) The restrictions implemented for the 2020-2021 school year have required some changes in our school for the health and safety of our students and staff. In order to minimize student contact outside of students' assigned classrooms, we have implemented a pick up and drop off routine, required everyone to wear masks all day as well as maintain six feet of physical distance when possible, eliminated sit and chat, and modified the special's schedules. The PBIS program was implemented in 2010. The school continues to reinforce positive student choices with Heat Points when school-wide expectations are followed. Although we are unable to meet in groups within our Family structure, we are continuing to celebrate character award winners as well as school-wide monthly point leaders. In order to address the social emotional needs of our students, the Second Step curriculum is taught during P.E. classes (Fall 2020). Low class size has been maintained with an average class size of 17 students. Teachers in grades PreK-3 are utilizing Seesaw and 4th-5th grade teachers are utilizing Google Classroom as an instructional tool for the purpose of remote learning. All students have Google accounts. Students have had the option of attending school in-person or as full remote from home. Each quarter, remote learners have the opportunity to return to in-person learning. Dismissal from in-person learning is at 12:15 p.m., with remote instruction in the afternoon. (Although students are not in class full day, they are provided full day instruction). Beginning March 22, 2021, the school day will be extended to 2:00 p.m. No additional remote learning will be provided for those students attending in-person due the clock hours being extended. The PERA committee meets on an annual basis to review the evaluation tool that includes student growth. The evaluation model was adapted this year to include Formative Feedback without the designation of ratings and student growth for tenured staff and those with a rating from a previous school district. Non-tenured, first year teacher evaluations were modified from three observations to two and also do not include student growth. Regarding curriculum, the EngageNY math program is in its fifth year of implementation. We are still utilizing the IXL program, along with Zearn and Reflex Math for supplemental activities. The first and second grade teachers have implemented the Fountas and Pinnell classroom component as their reading curriculum. The special education staff is providing services from the Leveled Literacy Intervention component of Fountas and Pinnell for grades K-5. In addition, the special education staff is using the Edmark Reading program with some students. The elementary teachers have adjusted their units to meet the Next Generation Science Standards (NGSS) and many are using a program called Mystery Science as a reference tool. Staff continue to increase their familiarity with the new Illinois Social Science standards and are working to align their curriculum. Because of the restrictions for the 2020-21 school year, we are unable to implement the thirty minute school-wide Response to Intervention (RtI) block at each grade level. Staff continues to work hard to meet the needs of all students through classroom interventions and tutoring provided by staff during and after school. Several of the Title 1 staff including paraprofessionals are working within the K-2 classrooms. Interventions are being done by these staff members within the classroom, rather than as small pull out groups or individual sessions outside the classroom. These RtI interventions are done both in-person and virtually. To increase our ability to organize students into instructional groups based on data, we utilize MAP Growth Assessment information. All students participate in these growth measurements three times a year, beginning with the 2018 Fall benchmark period.

(2021-2022) The 2021-2022 school year saw a return to more normalcy, while still trying to minimize student contact outside of students' assigned classrooms for the majority of the year. We have continued the pick-up and drop-off routine, but have recently implemented allowing parents to drop off students in the building during a fifteen minute window. Sit and chat has not been re-implemented and masks were still mandated inside the building for all students, staff, and visitors for part of the year. Physical education

has returned to grade level involvement, as has lunch recess. Each teacher supervises his or her class for an additional 15 minute recess as well. The PBIS program, implemented in 2010, continues to reinforce positive student choices with Heat Points when school-wide expectations are followed. We returned this year to meeting in groups within our Family structure for monthly rewards and continue to celebrate school-wide monthly point leaders. In order to address the social-emotional needs of our students, the Second Step curriculum is taught in our classrooms. In addition, WC added a full time district-wide counselor to work with individual students and small groups. Low class size has been maintained with an average class size of 18 students. Teachers in grades PreK-3 are using Seesaw and 4th and 5th grade teachers are utilizing Google Classroom to extend lessons with technology. All students have Google accounts. In the 2021/22 school year, students returned to all in-person learning for the complete school day, from 7:45 a.m. to 3:45 p.m. The PERA committee continues to meet on an annual basis to review the evaluation tool that includes student growth. The evaluation model has returned to the pre-Covid model, including student growth. Regarding curriculum, the enVision 2020 Common Core Mathematics program was implemented this year in grades K through 5. We are still utilizing the IXL program, along with Reflex Math for supplemental activities. The first and second grade continue to implement the Fountas and Pinnell classroom component as their reading curriculum. The district library has increased their accessibility to the library and its resources for elementary students. The Special Education staff is providing services for the Leveled Literacy Intervention (LLI) component of Fountas and Pinnell with grades K-5. In addition, the Special Education staff is using the Edmark Reading program with some students. The elementary teachers meet the Next Generation Science Standards (NGSS), utilizing both text books and a program called Mystery Science as a reference tool. Staff continue to increase their familiarity with the new Illinois Social Science standards and are working to align their curriculum. We have not re-implemented the 30 minute school-wide Response to Intervention (RtI) block at each grade level. Staff continues to work hard to meet the needs of all students through classroom interventions and tutoring provided by staff during and after school. Title 1 paraprofessionals are providing interventions within the classroom and also as a pull-out program. One Title 1 teacher worked as a classroom teacher this year while two others worked with small groups both with the LLI program and with students daily in small groups and one-on-one to meet the RtI goals and to address individual needs. Title 1 staff also assist in the Kindergarten through 2nd grade classrooms. To increase our ability to organize students into instructional groups based on data and meet the individual needs of all students, we utilize MAP Growth Assessment information. All students participate in these growth measurements three times a year, beginning with the 2018 Fall benchmark period.

(2022-2023) The 2022-2023 school year saw a return to some procedures and programs that had been put on hold during the Covid years. We have continued the pick-up and drop-off routine and allow parents to bring their children in the building during a 15 minute window. Returning to Sit and Chat was discussed but the majority of staff members were not in favor of reimplementing it. Students in K-5 were welcomed back into the cafeteria for breakfast and all grade levels rotate in and out at lunch, a return to pre-Covid normalcy. Grades K-5 receive physical education daily by grade level and all classes receive a weekly 45 minute Art class and a weekly 30 minute Music class. All students have a 15 minute recess following lunch, either in the gym or outside, weather permitting. In addition, classroom teachers provide a 15 minute recess either in class or on the playground. The PBIS program, implemented in 2010, continues to reinforce positive student choices with Heat Points when school-wide expectations are followed and, within the Family structure, quarterly celebrations are held. In order to address the social-emotional needs of our students, the Second Step curriculum is taught in our classrooms. The elementary continues to utilize the district-wide counselor to work with individual students and small groups. Comparatively low class size has been maintained with an average class size of 17 students. Teachers in PreK-3 use Seesaw and 4th and 5th grade teachers continue to use Google Classroom to extend lessons with technology. While the PERA committee continues to meet on an annual basis to review the evaluation tool, the PERA committee, as well as the majority of the staff, opted to use Simple Growth as the measurement for student growth. Regarding curriculum, the enVision 2020 Common Core Mathematics program was implemented in the 2021-2022 school year in grades K-5. The IXL program, as well as

Reflex Math, are used for supplemental activities. Students have individualized IXL skill plans based on needs identified by MAP testing in both Math and ELA. While the first and second grade continue to implement the Fountas and Pinnell classroom component as their reading curriculum, there is a committee in place to explore different ELA curriculum, looking for integrated reading, writing, and Language Arts. The district library continues to increase their accessibility and to implement new ideas or programs. The Special Education department utilizes both LLI, or Leveled Literacy Intervention, a component of Fountas and Pinnell, Readable English and Edmark. The elementary teachers meet the Next Generation Science Standards (NGSS), using textbooks, trade books, and a program called Mystery Science as a reference tool. Staff continue to increase their familiarity with the Illinois Social Science standards and align their curriculum. Second grade has reimplemented the grade level 30 minute Rtl block, but other grades have opted not to at this time. Title 1 paraprofessionals and two full-time and one part-time interventionists provide interventions within the classroom and as a pull-out program. The Title 1 department was fully staffed with three full time teachers and six part-time paraprofessionals. The Title 1 teachers worked with small groups both with the LLI program and with students daily in small groups and one-on-one to meet the Rtl goals and to address individual needs. Title 1 staff also assist in the Kindergarten through 2nd grade classrooms. To increase our ability to organize students into instructional groups based on data and meet the individual needs of all students, we utilize MAP Growth Assessment information. All students participate in these growth measurements three times a year, beginning with the 2018 Fall benchmark period.

II.5 Perception Data

Table 10:

Parent Survey

This survey is usually only available during the scheduled parent/teacher conference times. However, during the 2020-2021 and the 2021-2022 school years, these surveys were completed online after the link was shared on either Seesaw or Google Classroom (teacher online platforms).

	2018	2019	2020	2021	2022
# of surveys completed	191	185	127	85	142
Total # of families in the elementary	270 (71%)	253 (73%)	248 (51%)	255 (33%)	257 (55%)
Do you have reliable access to the internet at home?	87%	95%	NA	95%	97%
Devices available with internet access for homework?					
<i>Tablet</i>				74%	70%
<i>Phone</i>				79%	84%
<i>Computer</i>				72%	74%
<i>None</i>				2%	4%
Most likely to attend the following events:					
<i>Open House/School Kick Off/Locker Night</i>				88%	
<i>Music Concerts</i>				84%	
<i>K-1 Parent Program</i>				42%	
<i>2-3 Parent Program</i>				24%	
<i>4-5 Parent Program</i>				34%	
<i>Pre-K Family/Parent Night</i>				25%	
<i>PTC/Fall Festival</i>				73%	
<i>PTC meeting</i>				28%	
Confident helping with math homework?	81%	77%	NA	NA	NA
Confident helping with reading homework?	98%	100%	NA	98%	99%
Do you feel our PBIS	97%	95%	86.6%	93%	88%

program has been effective ?					
Child feel safe on the bus?	81% 15% n/a	82% 15% n/a	NA	NA	NA
Child feel safe at school?	97%	99%	NA	99%	97%
Check Skyward for grades, etc.				63%	70%
Receive Connect-Ed Notifications				99%	97%
Adequate opportunity for communication between you and the school district?				92%	95%
Adequate opportunity for communication between you and the elementary?				98%	95%
Adequate opportunity for communication between you and the classroom teacher?				99%	95%
Adequate opportunity to participate in making decisions?	78% 12% n/a	78% 16% n/a	NA	80%	NA
Recommend WC to a parent looking for school?	93% 3% n/a	94% 3% n/a	NA	95%	95%
WC providing adequate education?	96% 1% n/a	96% 1% n/a	NA	98%	95%

Observations 2018-2019:

- Internet access at home went down from last year by 5% (92% in 2017 to 87% in 2018).
- The number of surveys completed decreased by 16 in 2018 after holding steady the last two years.
- In 2018 parents are more confident helping with reading homework (98%) than math homework (81%).
- Use of Skyward went up from 42% (2017) to 59% (2018), which is an increase of 17% overall. This is the highest it has ever been.
- The number of parents who said they had attended parent programs such as Donuts with Dads, Muffins with Moms, and Pastries with Parents all increased in 2018.
- The parents' confidence in being able to help their child with math homework has decreased 15% from 2015 to 2018.

Observations 2019-2020:

- The percentage of families who have access to the internet at home increased by 8 percentage points from 2018 to 2019.
- The percentage of parents who felt confident helping their child with math homework decreased by 4 percentage points from 2018 to 2019.
- The percentage of parents who felt confident helping their child with reading homework increased by 2 percentage points from 2018 to 2019.
- Parents who would recommend West Central increased by 1 percentage point from 2018 to 2019.
- The total number of families in the elementary has decreased every year since 2016.
- The carnival attendance peaked in 2018 at 71% in attendance.
- Based on those who completed the survey, carnival attendance dropped 6 percentage points from 2018 to 2019.
- Based on those who completed the survey, Skyward usage dropped 16 percentage points from 2018 to 2019.
- 85% of those who completed the survey attended the Open House which increased from 70% in 2018.
- 99% of those who completed the survey feel safe at school.
- There was a 2 percentage point decrease for PBIS effectiveness from 2018 (97%) to 2019 (95%).
- The attendance at Pastries with Parents has increased every year from 2016 to 2019.
- Participation in Donuts with Dads, Muffins with Moms, and Pastries with Parents each increased or remained the same from 2018 to 2019.

Observations 2020-2021:

- The Parent Survey was completed online outside the school building during the 2020-2021 school year rather than within the school building at Parent-Teacher conferences.
- Participation in completing the survey went down from 185 in 2019 to 127 in 2020.
- Parents using Skyward went from 43% to 93% in 2020.
- Parents who feel the PBIS program is effective went down from 95% to 86.6% in 2020.
- The percentage of parents feeling there is adequate opportunity for communication is down 3.1% this year.

Observations 2021-2022:

- The Parent Survey was completed online outside the school building during the 2020-2021 and the 2021-2022 school year due to some conferences being held virtually.
- Participation in completing the survey has gone down each year since 2019 when 73% of our families completed the survey whereas 51% completed the survey in 2020 and 33% completed it in 2021. Prior to 2019, over 70% of our families completed the survey each year within the data provided in this document.
- In 2021, 95% of our families who completed the survey noted that they have reliable access to the internet at home.
- Of the families who completed the survey, at least 92% feel there is adequate communication between them and the district (92%), them and the elementary (98%), as well as between them and the classroom teacher (99%).
- Parents who feel the PBIS program is effective increased from 86.6% in 2020 to 93% in 2021.
- In 2021, 95% of the parents who completed the survey would recommend WC to a parent looking for a school.
- In 2021, 98% of the parents who completed the survey feel that WC provides an adequate education for their child.
- In 2021, 99% of the parents who completed the survey noted that their child feels safe at school.
- In 2021, 80% (68 out of 85) of the parents surveyed feel they have adequate opportunities to participate in making decisions.

Observations 2022-2023:

- In 2022, 55% of families completed the survey, which is an increase from the previous year (33%) but is still down from the 2018 and 2019 school years where 71% and 73% of families participated.
- Parents' responses indicate that the effectiveness of the PBIS program has gone down (93% in 2021 to 88% in 2022).
- Parents who feel that there is adequate opportunity to communicate with the elementary (98% to 95%) and the classroom teacher (99% to 95%) have decreased slightly from the previous year. However, parents report an increase in the opportunity to communicate with the district (92% to 95%).
- In 2022, 70% of parents reported they check Skyward, which is an increase of 7% from the previous year (63% in 2021 to 70% in 2022).

Table 11:

2022-2023 Staff Survey

49 out of 54 surveys were returned and completed, including paraprofessionals, secretaries, and teachers (Due to the unusual year, custodians, cooks and bus drivers were not surveyed.)

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc)	33%	62%	5%	0%	0%	0%
District provided Professional Development generally provides beneficial information.	29%	60%	9%	2%	0%	0%
Family involvement activities are scheduled to allow working parents to participate.	16%	64%	7%	12%	0%	2%
The school has security procedures that are consistently followed (i.e.	38%	55%	2%	5%	0%	0%

volunteer sign-in, locked building, name tags, buzzer entry, etc).						
PBIS has been effective in our school. (Tier 1-General Program)	9%	62%	10%	9%	0%	10%
PBIS has been effective in our school. (Tier 2-Check-in, check-out)	14%	47%	24%	2%	0%	14%
PBIS has been effective in our school. (Tier 3-TAT)	12%	40%	29%	5%	0%	16%
Individualized RtI goals and strategies have been implemented effectively in K-2 classrooms.	21%	38%	21%	3%	0%	21%
Individualized RtI goals and strategies have been implemented effectively in 3-5 classrooms.	14%	31%	26%	3%	0%	26%
Facilities are clean.	10%	67%	3%	16%	2%	2%
The school's furniture and equipment is in good working condition.	3%	81%	12%	3%	2%	0%
Accelerated Reader is a valuable component in the curriculum.	28%	40%	12%	5%	0%	16%
EnVision 2020 Common Core is a valuable component in the curriculum.	3%	36%	24%	10%	0%	28%
The school has a consistent writing program in place.	2%	12%	28%	36%	3%	21%
The library offers sufficient reading materials to meet the needs of the students.	31%	59%	3%	0%	0%	7%
My classroom library offers sufficient reading materials to meet the needs of the students.	21%	45%	7%	3%	0%	24%
There is good quality and frequency of communication between the elementary and parents.	36%	57%	5%	2%	0%	0%
I am familiar with strategies that could be implemented to maintain safety and learning in the school environment.	29%	53%	10%	3%	0%	3%
Our reading instruction is meeting the needs of our K-2 students.	7%	43%	21%	3%	2%	26%
Our reading instruction is meeting the needs of our 3-5 students.	3%	43%	28%	3%	0%	26%
Our science instruction is aligned to NGSS.	12%	29%	29%	0%	0%	29%
Students in grades K-1 have adequate access to appropriate technology.	14%	52%	14%	2%	0%	19%
Students in grades 2-3 have adequate access to appropriate technology.	22%	50%	5%	2%	0%	21%
Students in grades 4-5 have adequate access to appropriate technology.	24%	40%	9%	2%	0%	26%
Staff at the elementary work hard to build trusting relationships with parents.	43%	53%	2%	2%	0%	0%
Staff at the elementary work hard to build trusting relationships with students.	57%	40%	2%	2%	0%	0%
Our students have adequate opportunities to receive counseling services when needed.	24%	53%	16%	7%	0%	0%
Once we start a new program, we follow up to make improvements.	12%	50%	26%	5%	0%	9%
It is important to collaborate with other teachers to offer suggestions,	66%	28%	5%	0%	0%	2%

plan activities, and share strategies to be used within the classroom.						
I would recommend the elementary to parents seeking a place for their child.	55%	31%	9%	3%	0%	2%

2021-2022 Staff Survey

49 out of 54 surveys were returned and completed, including paraprofessionals, secretaries, and teachers (Due to the unusual year, custodians, cooks and bus drivers were not surveyed.)

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc)	27%	45%	14%	12%	2%	0%
District provided Professional Development generally provides beneficial information.	16%	59%	12%	14%	0%	0%
Family involvement activities are scheduled to allow working parents to participate.	18%	57%	12%	10%	2%	2%
The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, buzzer entry, etc).	43%	53%	2%	0%	2%	0%
PBIS has been effective in our school. (Tier 1-General Program)	22%	53%	14%	4%	0%	10%
PBIS has been effective in our school. (Tier 2-Check-in, check-out)	16%	51%	18%	6%	0%	10%
PBIS has been effective in our school. (Tier 3-TAT)	12%	45%	35%	0%	0%	12%
Individualized RtI goals and strategies have been implemented effectively in K-2 classrooms.	14%	39%	14%	8%	0%	27%
Individualized RtI goals and strategies have been implemented effectively in 3-5 classrooms.	10%	31%	20%	4%	4%	33%
Facilities are clean.	2%	29%	10%	47%	12%	0%
The school's furniture and equipment is in good working condition.	4%	74%	12%	8%	2%	0%
Accelerated Reader is a valuable component in the curriculum.	25%	39%	14%	2%	0%	22%
enVision 2020 Common Core is a valuable component in the curriculum.	8%	22%	37%	6%	0%	29%
The school has a consistent writing program in place.	0%	16%	29%	31%	12%	14%
The library offers sufficient reading materials to meet the needs of the students.	22%	63%	12%	0%	0%	6%
My classroom library offers sufficient reading materials to meet the needs of the students.	20%	57%	12%	2%	0%	8%
There is good quality and frequency of communication between the elementary and parents.	31%	59%	10%	2%	0%	0%
I am aware of the school's discipline policies and procedures.	31%	59%	8%	2%	0%	2%

Our reading instruction is meeting the needs of our K-2 students.	6%	39%	33%	4%	0%	22%
Our reading instruction is meeting the needs of our 3-5 students.	8%	25%	39%	2%	2%	31%
Our science instruction is aligned to NGSS.	12%	31%	31%	2%	0%	29%
Students in grades K-1 have adequate access to appropriate technology.	20%	49%	14%	0%	0%	18%
Students in grades 2-3 have adequate access to appropriate technology.	25%	41%	16%	0%	0%	22%
Students in grades 4-5 have adequate access to appropriate technology.	29%	39%	16%	0%	0%	22%
Staff at the elementary work hard to build trusting relationships with parents.	45%	49%	6%	0%	0%	0%
Staff at the elementary work hard to build trusting relationships with students.	59%	39%	2%	0%	0%	0%
Our students have adequate opportunities to receive counseling services when needed.	20%	59%	18%	4%	0%	0%
Once we start a new program, we follow up to make improvements.	10%	55%	29%	6%	0%	2%
It is important to collaborate with other teachers to offer suggestions, plan activities, and share strategies to be used within the classroom.	71%	22%	6%	0%	0%	0%
I would recommend the elementary to parents seeking a place for their child.	43%	43%	10%	4%	0%	0%

2020-2021 Staff Survey

41 out of 52 surveys were returned and completed, including paraprofessionals, secretaries, and teachers (Due to the unusual year, custodians, cooks and bus drivers were not surveyed.)

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc)	36.6%	46.3%	14.6%	2.4%	0%	2.4%
District provided Professional Development generally provides beneficial information.	17.1%	75.6%	2.4%	4.9%	0%	0%
Family involvement activities are scheduled to allow working parents to participate.	19.5%	58.5%	17.1%	2.4%	0%	2.4%
The school is safe for students and staff.						
The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, buzzer entry, etc).	56.1%	39%	0%	4.9%	0%	0%
PBIS has been effective in our school.(Tier 1-General Program)	14.6%	53.7%	19.5%	9.8%	0%	4.9%
PBIS has been effective in our school. (Tier 2-Check-in, check-out)	4.9%	63.4%	12.2%	12.2%	0%	7.3%

PBIS has been effective in our school. (Tier 3-TAT)	4.9%	46.3%	43.9%	2.4%	0%	4.9%
Individualized Rtl goals and strategies have been implemented effectively in K-2 classrooms.	12.2%	36.6%	22%	2.4%	0%	26.8%
Individualized Rtl goals and strategies have been implemented effectively in 3-5 classrooms.	7.3%	34.1%	19.5%	7.3%	4.9%	29.3%
Facilities are clean.	14.6%	48.8%	9.8%	26.8%	0%	2.4%
The school's furniture and equipment is in good working condition.	9.8%	73.2%	12.2%	9.8%	0%	2.4%
Accelerated Reader is a valuable component in the curriculum.	29.3%	39%	7.3%	7.3%	0%	19.5%
EngageNY is a valuable component in the curriculum.	4.9%	12.2%	22%	41.5%	4.9%	19.5%
The school has a consistent writing program in place.	0%	12.2%	24.4%	43.9%	4.9%	14.6%
The library offers sufficient reading materials to meet the needs of the students.	22%	61%	7.3%	0%	0%	9.8%
My classroom library offers sufficient reading materials to meet the needs of the students.	29.3%	56.1%	0%	0%	0%	17.1%
There is good quality and frequency of communication between the school and parents.	31.7%	63.4%	4.9%	0%	0%	0%
I am aware of the school's discipline policies and procedures.	34.1%	53.7%	9.8%	2.4%	0%	0%
Our reading instruction is meeting the needs of our K-2 students.	12.2%	39%	12.2%	7.3%	0%	29.3%
Our reading instruction is meeting the needs of our 3-5 students.	2.4%	29.3%	26.8%	9.8%	7.3%	24.4%
Our science instruction is aligned to NGSS.	9.8%	36.6%	31.7%	2.4%	0%	19.5%
Students in grades K-1 have adequate access to appropriate technology.	0%	41.5%	17.1%	17.1%	0%	24.4%
Students in grades 2-3 have adequate access to appropriate technology.	19.5%	48.8%	9.8%	0%	0%	24.4%
Students in grades 4-5 have adequate access to appropriate technology.	36.6%	36.6%	7.3%	0%	0%	19.5%
Staff at the elementary work hard to build trusting relationships with parents.	56.1%	43.9%	0%	0%	0%	0%
Staff at the elementary work hard to build trusting relationships with students.	70.7%	29.3%	0%	0%	0%	0%
Our students have adequate opportunities to receive counseling services when needed.	12.2%	29.3%	17.1%	29.3%	12.2%	0%
Once we start a new program, we follow up to make improvements.	9.8%	56.1%	19.5%	9.8%	0%	4.9%
It is important to collaborate with other teachers to offer suggestions, plan activities, and share strategies to be used within the classroom.	82.9%	19.5%	0%	0%	0%	0%
I would recommend the elementary to parents seeking a place for their child.	53.7%	36.6%	9.8%	0%	0%	0%

**2019-2020
Staff Survey**

66 out of 77 surveys were returned and completed, including associates, cooks, custodians, secretaries, and teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc)	55%	35%	5%			6%
The teacher in-service generally provides beneficial information.	20%	45%	14%	2%	2%	18%
Family involvement activities are scheduled to allow working parents to participate.	30%	47%	11%	6%		6%
The school is safe for students and staff.	33%	48%	6%	3%	6%	3%
The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, buzzer entry, etc).	39%	42%	6%	3%	6%	3%
PBIS has been effective in our school.(Tier 1-General Program)	20%	44%	15%	2%		20%
PBIS has been effective in our school. (Tier 2-Check-in, check-out)	18%	42%	15%			24%
PBIS has been effective in our school. (Tier 3-TAT)	13%	28%	19%	2%		39%
Rtl Block has been beneficial to our K-2 students.	13%	20%	20%	2%	2%	44%
Rtl Block has been beneficial to our 3-5 students.	8%	23%	25%	3%		39%
Facilities are clean.	5%	41%	8%	39%	5%	2%
The school's furniture and equipment is in good working condition.	8%	55%	8%	15%	11%	3%
Accelerated Reader is a valuable component in the curriculum.	24%	36%	17%			23%
EngageNY is a valuable component in the curriculum.	3%	15%	33%	19%	5%	24%
The school has a consistent writing program in place.	5%	15%	32%	19%	5%	24%
The library offers sufficient reading materials to meet the needs of the students.	36%	41%	6%			17%
My classroom library offers sufficient reading materials to meet the needs of the students.	33%	33%	6%	2%		26%
There is good quality and frequency of communication between the school and parents.	27%	45%	11%	5%		12%
I am aware of the school's discipline policies and procedures.	27%	50%	6%	5%	3%	9%
Our reading instruction is meeting the needs of our K-2 students.	9%	39%	14%	5%		33%
Our reading instruction is meeting the needs of our 3-5 students.	8%	27%	21%	6%		38%
Our science instruction is aligned to NGSS.	11%	30%	24%			35%
Students in grades K-2 have adequate access to appropriate technology.	9%	26%	20%	8%	5%	33%
Students in grades 3-5 have adequate access to appropriate technology.	18%	35%	15%			32%

Staff at the elementary work hard to build trusting relationships with parents.	46%	32%	6%	5%		11%
Staff at the elementary work hard to build trusting relationships with students.	53%	29%	6%	3%		9%
Once we start a new program, we follow up to make improvements.	12%	42%	25%	9%		12%
It is important to collaborate with other teachers to offer suggestions, plan activities, and share strategies to be used within the classroom.	45%	38%	3%			14%
I would recommend the elementary to parents seeking a place for their child.	36%	45%	11%		3%	5%

2018-2019 Staff Survey

40 out of 76 surveys were returned and completed, including associates, cooks, custodians, secretaries, and teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc)	45%	50%	5%			
The teacher in-service generally provides beneficial information.	25%	53%	8%	5%		10%
Family involvement activities are scheduled to allow working parents to participate.	24%	54%	16%	5%		
The school is safe for students and staff.	34%	54%	3%	10%		
The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, buzzer entry, etc).	48%	48%		5%		
PBIS has been effective in our school.(Tier 1-General Program)	23%	45%	10%	10%		13%
PBIS has been effective in our school. (Tier 2-Check-in, check-out)	20%	45%	8%	8%		18%
PBIS has been effective in our school. (Tier 3-TAT)	18%	42%	16%	5%		18%
Rtl Block has been beneficial to our K-2 students.	10%	30%	18%	18%	3%	23%
Rtl Block has been beneficial to our 3-5 students.	5%	37%	28%	5%	3%	23%
Facilities are clean.	5%	55%	11%	29%		
The school's furniture and equipment is in good working condition.	3%	76%	3%	16%		3%
Accelerated Reader is a valuable component in the curriculum.	18%	53%	8%	3%		16%
EngageNY is a valuable component in the curriculum.	3%	33%	23%	15%	3%	23%
The school has a consistent writing program in place.		13%	23%	38%	10%	18%
The library offers sufficient reading materials to meet the needs of the students.	33%	49%	5%	3%		10%

My classroom library offers sufficient reading materials to meet the needs of the students.	33%	43%	3%	3%		20%
There is good quality and frequency of communication between the school and parents.	23%	65%	5%	3%		5%
I am aware of the school's discipline policies and procedures.	33%	56%	5%	3%		3%
Our reading instruction is meeting the needs of our K-2 students.	18%	30%	21%	10%		22%
Our reading instruction is meeting the needs of our 3-5 students.	5%	32%	25%	19%		19%
Our science instruction is aligned to NGSS.	13%	33%	13%	8%	5%	21%
Students in grades K-2 have adequate access to appropriate technology.	13%	28%	20%	15%	5%	20%
Students in grades 3-5 have adequate access to appropriate technology.	44%	28%	8%	3%		18%
Staff at the elementary work hard to build trusting relationships with parents.	49%	44%		5%		3%
Once we start a new program, we follow up to make improvements.	49%	44%		5%		3%
It is important to collaborate with other teachers to offer suggestions, plan activities, and share strategies to be used within the classroom.	62%	26%	3%	3%		8%
I would recommend the elementary to parents seeking a place for their child.	50%	31%	10%	8%		3%

Observations from 2018-2019:

- There was a 7% increase of staff members who strongly agree/agree that grades 3-5 have adequate access to technology from the 2017-2018 school year to the 2018-2019 school year.
- The number of staff members who agree or strongly agree that the RtI block was beneficial increased from last year to this year in K-2 from 34% to 40% and in grades 3-5 increased from 36% to 42%.
- From 2017-2018 to 2018-2019, the percentage of staff members increased from 13% to 20% who disagreed or strongly disagreed that there is adequate technology in grades K-2.
- 48% of staff agreed or strongly agreed that grades k-2 reading curriculum is meeting the needs of our students.
- 37% of staff agreed or strongly agreed that grades 3-5 reading curriculum is meeting the needs of our students.
- 71% of the staff agreed or strongly agreed that AR is a valuable component of the reading program.

Observations from 2019-2020:

- In 2019-2020, 81% of staff agree or strongly agree that the school is safe for students and staff as compared to 88% in 2018-2019.
- In 2019-2020, 60% of staff who agree or strongly agree felt PBIS Tier 2 is effective in our school as compared to 65% in 2018-2019 who agreed or strongly agreed.
- In 2019-2020, 33% of our staff agree/strongly agree that RtI is beneficial in K-2 whereas in 2018-2019 40% of the staff responded with agree/strongly agree.
- In 2019-2020, 46% of our staff agree/strongly agree that the facilities are clean as compared to 60% in 2018-2019.
- In 2019-2020, 66 out of 77 (86%) surveys were returned as compared to 40 out of 76 (53%) the previous year (2018-2019).
- Only 18% of the respondents agree or strongly agree that ENY is a valuable component of the curriculum as compared to 36% in 2018-2019.
- In 2019, no respondents disagreed that CICO is effective whereas in 2018 8% disagreed.
- Only 20% agree or strongly agree that WC has a consistent writing program in place.
- 60% of the respondents believe that AR is a valuable part of the curriculum.
- In 2019-2020, 54% agree or strongly agree that we follow up to make improvements to new programs whereas 93% either agreed or strongly agreed in 2018-2019. However, 25% were "not sure" and 12% "does not apply" resulting in only 9% reporting "disagree".

Observations from 2020-2021:

- Only 17% of the respondents agree or strongly agree that the Engage NY Math curriculum is a valuable component of the curriculum as compared to 18% in 2019-2020 and 36% in 2018-2019.
- All respondents agree or strongly agree that the staff works hard to build trusting relationships with parents & students.
- 41.5% disagree or strongly disagree that students have adequate opportunities to receive counseling services when needed.
- All respondents agree or strongly agree it is important to collaborate with other teachers.
- 90.3% either agree or strongly agree that they would recommend WC to parents seeking a place for their child.
- 48.8% of the staff disagree or strongly disagree that we have a consistent writing program in place.
- 95.1% of the staff agrees or strongly agrees that we have good quality and frequency of communication between the school and parents.
- The percentage of respondents that agree or strongly agree that AR is a valuable component in the curriculum (from 60% in 2019-2020 to 68.3% in 2020-2021).
- 63.4% of staff agree or strongly agree that the school is clean. This is up from 46% in 2019-2020.
- 95.1% of staff agree or strongly agree that the school has security procedures that are consistently followed.
- In 2020-2021, 65.9% of staff agree or strongly agree that we follow up to make improvements to new programs.

Observations from 2021-2022:

- Facility cleanliness has decreased as evidenced by 26.8% either disagreeing or strongly disagreeing that facilities are clean in 2020-2021 compared to 59% disagreeing or strongly disagreeing that facilities are clean in 2021-2022.
- In 2021-2022, 30% of the staff either agree or strongly agree that enVision 2020 math is a valuable component to the curriculum as compared to 17.1% of the staff who either agreed or strongly agreed that EngageNY was a valuable component of the curriculum.
- Only 45% of our staff agree or strongly agree that our reading instruction is meeting the needs of our K-2 students.
- Only 33% of our staff agree or strongly agree that our reading instruction is meeting the needs of our 3-5 students.
- In 2021-2022, 43% of our staff disagree or strongly disagree that WC has a consistent writing program in place. In addition, there are only 16% that agree that we have a consistent writing program.
- A majority of our staff (93% agree or strongly agree) feel that it is important to collaborate with other teachers.
- In 2021-2022, 53% of staff agree or strongly agree that RtI is effective for K-2 and 41% of our staff agree or strongly agree that RtI is effective for students in grades 3-5. Furthermore, 8% of staff disagree or strongly disagree that these strategies are effective at both the K-2 and 3-5 level.

Observations from 2022-2023:

- In 2020-2021, 41.5% of staff agreed or strongly agreed that WC had adequate opportunities to receive counseling services. In comparison, 79% of the staff agreed or strongly agreed that we had adequate opportunities for counseling, which is higher. Currently, we had 77% of staff agree or strongly agree with this statement.
- A majority of our staff (95% agree or strongly agree) feel that parents have a variety of opportunities to become involved. This percentage has increased from 72% the previous year.
- In 2021-2022, 30% of staff agreed or strongly agreed that EnVision 2020 Common Core was a valuable component in the curriculum. This percentage increased to 39% during the 2022-2023 school year, which shows an increase in the number of staff feeling more confident with the new math curriculum.
- In 2021-2022, 45% of staff agreed or strongly agreed that our reading instruction was meeting the needs of our K-2 students. In 2022-2023, 50% of staff agree or or strongly agree with this statement.
- In 2022-2023, 39% of our staff disagree or strongly disagree that WC has a consistent writing program in place. In addition, there are only 14% that agree or strongly agree that we have a consistent writing program. This has been a consistent concern for at least three years.
- In 2022-2023, 77% of staff agree or strongly agree that our facilities are clean. In comparison, only 31% of staff either agreed or strongly agreed with this statement in 20212022.
- There was a 4% decrease (from 75% to 71%) in the number of staff who agreed or strongly agree that our PBIS Tier 1 - General Program is effective.

2023-2024

III. Problem Statements and Hypotheses

Table 12:

Patterns of Strengths and Problems

Patterns of Strengths	Bullet Data Upon Which Conclusion is Drawn
1. 95% of our parents surveyed feel they have adequate opportunity for communication with the district, 95% with the elementary, and 95% with the classroom teacher.	Table 10 - Parent Survey
2. 84% of our students had at least one parent/guardian participate in a parent/teacher conference in the Fall of 2022. We had 86% of our students attend the Back to School event in the Fall of 2022.	Statistics gathered from sign in sheets provided by classroom teachers.
3. Of the 21 classrooms in the elementary, including the early childhood program, the class average is 17 students per classroom.	Table 5 - Enrollment Data from Fall Housing Report Program Comparisons and Trends
4. A variety of Fine Arts programs are offered. This includes daily Physical Education, weekly lessons in Art and General Music, and 5th graders are allowed to participate in Band as an elective.	Curriculum Implementation Data SIP Day Discussion
5. As of January 2021, all of our students in grades K-5 have their own Chromebook computer for school use. Additional equipment has been added in a few classrooms.	SIP Day Discussion Curriculum Implementation Data
6. Additional programs are in place to supplement the individual needs of the students such as Rtl, CICO, Title, TAT and additional PBIS tiered supports.	Table 9- Students Participating in Support Programs Curriculum Implementation Data Table 7 - Educator Data SIP Day Discussion
7. The use of technology continues with additional online, supplemental programs available for student use. WC staff has tech support on a daily basis.	SIP Day Discussion Curriculum Implementation Data
8. There is an assistant principal available to assist with the number of disruptions to the instructional day.	SIP Day Discussion Table 8 - Student Discipline Data
9. There is continued community support with outside organizations such as the Henderson County Library (Bookmobile/1000 books before kindergarten/summer reading incentives), Erin's Law presentations, Dental programs (student presentations/Tooth Mobile), FOCC, Ag in the Classroom, Farm Bureau, BizTown, Banzai, West Central Education Foundation, Donors Choose, and the Regional Office of Education.	SIP Day Discussion
10. Fourteen full-time paraprofessionals and six	SIP Day Discussion

part-time paraprofessionals are needed and utilized throughout the day. When needed, the replacement/addition of support staff occurs in a timely manner.	Table 7 - Educator Data
11. Beginning in the 2019-2020 school year, we have had a full time district nurse.	Table 7 - Educator Data
12. Students participate in transitional activities when moving from Pre-K to Kindergarten, 4th to 5th grade, and 5th to middle school.	SIP Day Discussion
13. MAP assessment is given district wide and data is being reviewed by staff.	SIP Day Discussion Program Comparisons and Trends Table 3A - MAP RIT Table 3B - MAP Simple Growth Table 3C - MAP Student Growth Projections
14. WCE continues to implement the Second Step SEL curriculum.	SIP Day Discussion Program Comparisons and Trends
15. Family structures were introduced during the 2019-2020 school year at the elementary. We continue to reintroduce several of our community building activities.	SIP Day Discussion Program Comparisons and Trends Table 11 - Staff Survey Table 10 - Parent Survey
16. Curriculum such as Edmark and LLI are being utilized with our struggling students.	SIP Day Discussion Program Comparisons and Trends
17. In math, all grade levels had at least 69% of their students grow by at least one point which showed simple growth on the MAP assessment.	Table 3B - MAP Simple Growth
18. In reading, all grade levels had 67% or more students grow by at least one point which showed simple growth on the MAP assessment.	Table 3B- MAP Simple Growth
19. There are 96% respondents that agree or strongly agree that the staff works hard to build trusting relationships with parents and 97% that agree or strongly agree that the staff works hard to build trusting relationships with students.	Table 11- Staff Survey
20. There were 64 total referrals during the 2021-2022 school year, which is an increase of 41 from the previous year. Students were separated into small pods during the 2020-2021 school year, which caused a discrepancy in the data.	Table 8- Student Discipline Data SIP Day Discussion
21. WC added a special education teacher during the 2020-2021 school year to separate groups to meet the diverse needs of our students with special needs.	SIP Day Discussion Table 7- Educator Data
22. We have three male teachers working with our elementary students in the 2022-2023 school year.	Table 7 - Educator Data
23. The average years of teaching experience has	Table 7 - Educator Data

increased over the past five years.	
24. During the 2021-2022 school year, WC added a district counselor to increase our support for individual and small groups of students. The number of students receiving support has increased this year.	SIP Day Discussion Table 7 - Educator Data Table 9a - Students Participating in Support Programs
25. The elementary has increased their accessibility to the library and its resources. Updates have been made to the overall environment and the materials available to the students.	SIP Day Discussion Program Comparisons and Trends Curriculum Implementation Data Table 9a - Students Participating in Support Programs
26. WC has a supportive staff, which includes their willingness to serve as mentors to their colleagues and to our students. Administration is also supportive to the staff.	SIP Day Discussion Table 9a - Students Participating in Support Programs Table 11 - Staff Survey
27. There are 77% respondents on our staff survey who agree or strongly agree that our facilities are clean, which is an increase from 31% the previous year.	Table 11 - Staff Survey SIP Day Discussion
28. We continue to make building updates, such as installing key fobs and new windows, which increases the security and safety for our staff and students.	Table 11 - Staff Survey SIP Day Discussion
Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. The number of completed surveys in 2018 was 191, which is 71%. In 2019, the number of surveys completed was 185, which is 73% of our families. In 2020, the number of surveys completed was 127, which is 51% of our families. In 2021, the number of completed surveys was 85, which is only 33% of our families. In 2022, the number of surveys completed was 142, which is 55% of our families. This is an increase from the previous year but still remains lower than what we would like to have for the total number of responses.	Table 10 - Parent Survey
2. Staff is concerned about the ELA curriculum effectiveness and inconsistency between grade levels. Only 46% of our staff either agree or strongly agree that our reading curriculum is meeting the needs of our 3-5 students and 50% either agree or strongly agree that it is meeting the needs of our K-2 students.	SIP Day Discussion Table 3B - MAP Reading Assessment - Simple Growth Table 3C - MAP Reading Assessment - Growth Projection Table 11 - Staff Survey
3. There is a need for additional updated technology in the elementary. The equipment being utilized within the classroom by the teachers is becoming outdated and not meeting teacher	SIP Day Discussion Curriculum Implementation Data

expectations.	
4. In 2022-2023, the percent of students who are at or above norm grade level RIT on the MAP Math assessment decreased from fall to winter in all grade levels.	Table 3A- MAP Math RIT
5. In 2022-2023, the percent of students who are at or above the norm grade level mean RIT on the MAP Reading assessment decreased from fall to winter in kindergarten, first, second, and third grade. Fourth grade remained the same and fifth grade increased by 3% of the students scoring at that level.	Table 3A- MAP Reading RIT
6. Staff recognizes the need for a trained counselor to meet the ever growing social emotional needs of our student population.	SIP Day Discussion Staff Survey Comments Needs Assessment
7. Staff recognizes the challenges of implementing a new curriculum such as enVision 2020 this year. Only 39% of the staff surveyed agree or strongly agree that enVision 2020 Common Core Math is a valuable component in the curriculum.	SIP Day Discussion Table 11 - Staff Survey
8. There has been an increase in CICO students. There was an increase in the number of students receiving Rtl services from 21 in 2019-2020, 37 in 2020-2021, and 41 in 2021-2022. This number has decreased for the 2022-2023 school year as we currently have 33 receiving this support. It should be noted that some of the students who were receiving this support have been found eligible for an IEP. The staff recognizes the absence of the Rtl block this year.	Table 9- Students Participating in Support Programs SIP Day Discussion
9. Only 14% of our staff strongly agree or agree that we have a consistent writing program in place at the elementary.	Table 11 - Staff Survey SIP Day Discussion
10. There are staffing concerns at the elementary. Due to lack of substitutes for the 2022-2023 school year, our title teachers have been asked to cover classrooms rather than being able to provide specialized instruction to our struggling students or offering additional support to our classroom teachers. This also includes filling janitorial and bus driver duties.	SIP Day Discussion School Community
11. Our overall enrollment at the elementary has decreased by eight students.	Table 5 - Enrollment Data from the Fall Housing Report
12. There are limited opportunities for teachers to observe another classroom, different lessons, or other teachers in the building.	SIP Day Discussion
13. 71% of our staff surveyed in 2022-2023 feel like PBIS Tier 1 is effective, which has decreased from 75% in 2021-2022. 88% of our parents	Table 10 - Parent Survey Table 11 - Staff Survey

surveyed feel that the Tier 1 PBIS program is effective, which decreased from 93% in 2021-2022.	
14. Staff indicates that additional facility upgrades are needed such as the completion of the installation of the HVAC system.	SIP Day Discussion
15. Although 84% of the staff surveyed feel that the furniture and equipment is in good working condition (which increased from 78% in 2021-2022), the staff reports that many chairs and desks need to be replaced due to their condition. Many of the chairs at the upper grades are cracked and broken.	SIP Day Discussion Table 11 - Staff Survey
16. Students at all levels would benefit from additional support.	SIP Day Discussion
17. Inability to fill all positions in a timely manner, including support staff and substitutes.	SIP Day Discussion School Community
18. When comparing WC averages to the state averages for Level 1 (did not yet meet), WC averages are higher for grades 3-5 in both ELA and Math.	Table 3D - IAR State Assessment
19. WC scored below state average in both ELA and Math in grades 3-5 when comparing the percentage of students who earned a Level 5 (exceeded) or Level 4 (met) on the 2021-2022 IAR Assessment.	Table 3D - IAR Assessment

IV. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

Table 13:

Improvement Goals

Improvement Goal #1 The goal in 2023-2024 is that West Central Elementary will increase the percentage of staff in kindergarten through grade five who agree or strongly agree that our school has a consistent writing program in place as well as reading instruction that meets the needs of our students.
Current Condition and Data Sources: Staff Survey (According to the staff survey only 14% of staff reported that our school has a consistent writing program in place. Based on the SIP day discussion, staff shared an overwhelming concern for this need. In addition, 50% (K-2) and 46% (3-5) agree or strongly agree that our reading instruction is meeting the needs of our students.)
Specific Action:

The WCES staff, along with a sub-committee in place, will continue to investigate and identify a consistent ELA curriculum to implement in the elementary. The committee will review, revise, and present the ELA curriculum document to the staff.

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
The district Title I program ensures teachers and paraprofessionals are fully supporting the ILS by, among other things, emphasizing staff is being utilized properly during the entire work day and students' needs are being met by programs such as LLI and RtI support.	August 2023- May 2024	Mrs. Lafary, Mrs. Ricketts, Ms. Lewis, Mrs. Kelly, Mr. Peters	None	Updated Title plan and grant.
After reviewing data, revisit the elementary exit outcomes and revise as necessary to ensure alignment to the ILS.	Monthly grade level meetings 2023-2024	Mrs. Lafary, classroom, Title I & Spec. Ed teachers, Mr. Peters	None	Quarterly outcomes aligned to the Illinois Learning Standards will be revised or created.
Assess students early during the first semester. The assessments include Spelling Inventories, STAR Reading, Fountas and Pinnell benchmarking, and MAP Growth and MAP Oral Reading Fluency.	August 2023	Mrs. Ricketts, Ms. Lewis, Mrs. Kelly & Staff	MAP Growth \$4420 and MAP Oral Reading Fluency \$605 - Title Grant	Assessments will be selected and administered in a timely manner.
Mid-point check will be completed based on the appropriate timeline.	December 2023 (full year) & October 2023 (1st year)	Mrs. Ricketts, Ms. Lewis, Mrs. Kelly & Staff	None	Assessments will be completed in a timely manner.
Analyze student assessment data to identify students who did not meet WCES assessment standards and plan appropriate remediation strategies.	September 2023 and ongoing	Mrs. Ricketts, Ms. Lewis, Mrs. Kelly & Staff	None	Assessment data will be reviewed after each assessment. Changes in instruction will be made as needed.
Subscribe to Learning A to Z for online use.	August 2023	Mrs. Lafary	\$1375 Title 1 Grant	Subscription purchased.
Purchase BrainPop and STARFALL to enhance reading instruction.	August 2023	Mrs. Lafary	\$3515- BrainPop \$355 - STARFALL Title I Grant	Pre and Post Testing.
Conduct informal observations of elementary staff to assess the implementation of a balanced literacy approach.	Beginning August 2023 - May 2024	Mrs. Lafary and Mr. Peters	None	Results of the informal observations will be shared with staff.
Purchase Renaissance	2023-2024	Mrs. Lafary	\$3718	Subscription

Learning.			Title I Grant	purchased.
Daily schedule for team collaboration time to ensure 35 minutes per week of collaboration per grade level team. Late start Monday teaming available.	Team meetings will be ongoing 2023-2024	Mrs. Lafary, Mr. Peters & grade level teams	None	Meetings will be held weekly.
Attend IL Reading Conference.	March 2024	3 teachers	\$2500 Title I Grant	Present to staff - workshop completed.
Purchase student magazines such as Scholastic News and Story Works.	August 2023	Mrs. Lafary	\$1802 Title 1 Grant	Purchase subscriptions to be used in the classroom.
Form a Comprehensive ELA Curriculum Investigation Committee, including grammar and writing, to begin discussing the curricular needs of our students and reviewing materials.	August 2023-May 2024	Mrs. Lafary, Mr. Peters, Mrs. Winters, Ms. Wallace, Mrs. Kelly, Mrs. Ford, Ms. Lewis, Mrs. Thompson, Mrs. Ricketts, Mrs. Klossing, Mrs. Bailey, and Mrs. Wolf	None	Gather, analyze, and share various ELA programs and additional materials for reading instruction.
Purchase IXL online ELA program.	August 2023	Mrs. Lafary	\$4650 (includes other content areas)	Subscription purchased.

Improvement Goal #2

To increase the availability of supportive services and staff in order to meet the social emotional needs of our students and increase their overall success during the 2023-2024 school year.

Current Condition and Data Sources: Discipline Data, Parent and Staff Survey Results, SIP Day Discussion Data, Counseling Services and Students Participating in Support Programs

Specific Action

Continue Family Structures/PBIS, parental involvement programs, and increase student support services.

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
Host a school kick-off/Meet the Teacher night to relieve anxiety related to the start of the 2023-2024 school year. Teachers will have curriculum packets to hand out to the parents within 2 weeks of the start of school.	August 2023	Mrs. Mills, Mrs. Keating, Mrs. McVey, Miss Forquer, Mrs. Hennings, Mrs. Anderson	\$500 - Title 1 Grant	Comparison of attendance data. 2018- 85% (PK-5) 2019-84% (PK-5) 2020- Virtual event 2021-80% (PK-5) 2022-86% (PK-5)
Distribute pamphlets containing information on	August 2023	Staff	None	Comparison of parent/staff survey

school wide SEL structures to families.				results.
Maintain the percentage of parents that fill out an elementary parent survey.	October 2023	SIP Team members	Title 1 Grant	Comparison of number of surveys completed. (191- 2018) (185-2019) (127-2020) Virtual conferences. (85-2021) (142-2022)
Provide training opportunities (either online or in person) on SEL strategies or positive parenting skills for parents of students in grades K-5 that can be utilized at home during non-school time.	Ongoing throughout the 2023-2024 school year.	WCE staff, including the SEL Hub team members	\$4000 Title Grant	Comparison of attendance data for each program.
Review and revise as necessary the PBIS positive behavior expectations, matrix and handbook.	August 2023	Mrs. Kelly, Ms. Wallace, Mrs. Thompson, Mrs. Todd, Mrs. Ford, Mrs. Wolf, Ms. Reathafor, Mr. Peters	None	Expectations will be distributed to all staff and reviewed with students in proper setting (Expectations Kick-Off).
In-service and continuing review for all elementary staff including teachers, paraprofessionals, cooks, and bus drivers on PBIS program/Family Structures.	August 2023	Mrs. Kelly, Ms. Wallace, Mrs. Thompson, Mrs. Todd, Mrs. Ford, Mrs. Wolf, Ms. Reathafor, Mr. Peters	None	Brainstorming sessions
Implement family structures and meetings.	Monthly	Staff	\$1500 District Funds	Comparison of data on staff surveys will be completed.
Continue to recognize students through positive behavior recognition, monthly Family meetings and quarterly HEAT celebrations.	Monthly - First Wednesday of every month September-May and quarterly events	Staff	\$1500 District Funds	Number of students earning recognition will be charted. Videos of recipients will be created and shared on the television in the hallway.
Continue to implement a character education program called Second Step.	August 2023-May 2024	All staff	None	Review program components and provide follow up professional development as needed.
Monitor student discipline referrals.	Monthly	Mr. Peters, Mrs. Lafary, and classroom teachers	None	End of year review of data comparisons.
Revisit behavioral guidelines for tiered programs.	August 2023-May 2024	Mr. Peters, Mrs. Lafary, Mrs. Lumbeck	None	Meeting completed.

Monitor progress of implementation and evaluate activities through students, staff, and parent surveys as well as discipline referral data collection sources detailing referral numbers and types.	May 2024	Mr. Peters & Mrs. Lafary	None	Data analysis of survey results and discipline referrals.
To offer a tutoring program to students. Program will serve approximately 5-15 students in grades 3-5. Focus will be on assisting students in reading, math, social studies and science. Student selection will be based on teacher referral and parent approval.	Sept. - May Tues. & Thurs. evenings 3:45-4:45 p.m.	Approved for the 2022-23 school year - Mrs. Anderson, Mr. Brooks, Mrs. Clark, Miss Forquer, Miss Fox, Mrs. Hand, Mrs. Johnson, Mrs. Keating, Ms. Lewis, Mr. Molyneux, Mrs. Ricketts, Mrs. Russell, Ms. Wallace, Mrs. Winters, Mrs. Wolf, Miss Young. *Will need to submit an updated list of names for board approval in the fall of 2023*	\$2360 (\$20/hr x's 2 teachers per evening x's 2 nights per week x's 30 weeks) District Funds	Quarter grades will be tracked.
Host Fine Arts events that showcase musical and artistic abilities of our students.	Sept 2023 to May 2024	Children's Choir, Art classes, Band members, music classes, and Fine Arts class	None	Student participation.
Continue to support staff with SEL strategies, which could include trauma-informed practices, restorative practices, or motivational opportunities.	August 2023 to May 2024	Mr. Peters, Mrs. Lumbeck, Mrs. Ruebush, Mrs. Lafary, Ms. Wallace, Miss Nelson, Miss Young, Mrs. Johnston (SEL Hub team members)	Consideration of possible stipends for these volunteers.	Staff and student reflection opportunities
Continue to employ a full time counselor/ social worker at the elementary to provide individual and group counseling as well social skills training.	2023-2024 school year	Mrs. Lafary, Mr. Peters	\$40,000 District Funds	End of year data review.
Provide extra assistance to those students who need additional behavioral and social/emotional support through TAT.	Monthly	Classroom teachers Mrs. Lumbeck, Mrs. Wolf, Mr. Peters, Mrs. Klossing, Mrs. Ruebush	\$1,000 stipend for the TAT leader - District Funds	End of year data review for support programs.
If grant funding becomes available, reinstate the virtual counseling services through Lewis University to students who need	2023-2024 school year	Miss Nelson	None	End of the year data showing the number of students utilizing this service.

additional counseling.				
Investigate possible community partnerships to assist our families.	2023-2024 school year	Mrs. Ruebush, Mrs. Lafary, Mr. Peters and staff	None	List of community partnerships
Investigate ways to connect students with individuals with whom they can build a positive relationship.	2023-2024 school year	All staff	None	Evaluate the number of students receiving support.

Improvement Goal #3

To maintain the availability of academic supportive services and staff, including title and interventionists, in order to meet the individual academic needs of our students and increase their overall success during the 2023-2024 school year.

Current Condition and Data Sources: SIP Day Discussions: According to MAP Reading data, in 2022-2023, the percent of students who are at or above the norm grade level mean RIT on the MAP Reading assessment decreased from fall to winter in kindergarten, first, second, and third grade. Fourth grade remained the same and fifth grade increased by 3% of the students scoring at that level.

Specific Action: WCES staff will continue to investigate the feasibility and effectiveness of a schoolwide Rtl Block. Qualified candidates will be hired to fill open positions in all areas. Title/interventionists will continue to address the individual needs of struggling students by using information from ongoing assessments.

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
The elementary will maintain our current staffing levels within the title department with three full-time reading specialists and six part-time paraprofessionals.	August 2023-May 2024	Mrs. Lafary, Mrs. Ricketts, Ms. Lewis, Mrs. Kelly, Mr. Peters	Title one grant	Number of staff in Title program
The district Title I program ensures teachers and paraprofessionals are fully supporting the ILS by, among other things, emphasizing staff is being utilized properly during the entire work day and students' needs are being met by programs such as LLI and Rtl support.	August 2023-May 2024	Mrs. Lafary, Mrs. Ricketts, Ms. Lewis, Mrs. Kelly, Mr. Peters, Title paraprofessionals and interventionists	None	Updated Title plan and grant.
The school district will continue to recruit eligible substitutes to fill staff needs when necessary	August 2023-May 2024	District office		Sub calendar

Assess students early during the first semester. The assessments include Spelling Inventories, STAR Reading, Fountas and Pinnell benchmarking, and MAP Growth and MAP Oral Reading Fluency.	August-September 2023	Mrs. Ricketts, Ms. Lewis, Mrs. Kelly & Staff	MAP Growth \$4420 and MAP Oral Reading Fluency \$605 - Title Grant	Assessments will be selected and administered in a timely manner.
Mid-point check will be completed based on the appropriate timeline.	December 2023	Mrs. Ricketts, Ms. Lewis, Mrs. Kelly & Staff	None	Assessments will be completed in a timely manner.
Analyze student assessment data to identify students who did not meet WCES assessment standards and plan appropriate remediation strategies.	September 2023 ongoing	Mrs. Ricketts, Ms. Lewis, Mrs. Kelly & Staff	None	Assessment data will be reviewed after each assessment. Changes in instruction will be made as needed.
Provide the staff with training on the identification and strategies to use when working with students experiencing auditory processing issues.	August 2023-May 2024	Mrs. Ricketts, Mrs. Gullberg, Mrs. Lafary	\$400	Exit slips from PD session

Improvement Goal #4

The goal in 2023-2024 is that West Central Elementary will increase the use and availability of technology within all classrooms.

Current Condition and Data Sources: SIP Day Discussion Data and Staff Survey (During the SIP Day Discussion, some staff noted their concern regarding the availability of updated equipment within the classrooms. According to the staff survey, only 66% agree or strongly agree that K-1 has adequate access to technology, whereas 72% of the staff agree or strongly agree that the students in grades 2-3 and 64% agree or strongly agree that the students in grades 4-5 have adequate access to technology.) All students in K-5 have access to a Chromebook during the school day.

Specific Action

Identifying the most appropriate technology at all grade levels with a focus on replacing or updating older equipment within the classrooms as well as providing additional equipment in classrooms.

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
Offer professional development opportunities for staff (Late Start Monday Tech sessions).	Late Start Mondays	Mr. Hennings & committee	None	Workshop evaluation/ Program evaluation.
Share possible technology ideas with the tech team.	August 2023-May 2024	Elementary staff and Tech Team	None	List of possible equipment for the elementary classrooms.

Encourage staff to share websites, programs, and social media groups with colleagues.	August 2023-May 2024	Elementary staff & Tech Team	None	Presentation of findings.
Create a tech plan showing possible options for purchasing tech equipment for grades K-5 to update or replace existing tools.	August 2023 - May 2024	Elementary staff & Tech Team	None	Presentation of tech plan at the elementary level.
Presentation to students on expectations for appropriate use and care of all technology devices.	August-September of 2023	Mr. Hennings, Tech team	None	Exit Ticket from each student

V. Reflection, Evaluation, Refinement

V.1 School Improvement Team Meeting Schedule

- Will meet monthly on the second and fourth Wednesday of each month to discuss our progress.

V.2 Monitoring

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

V.3 Communication Plan

- School Improvement Plan will be available online, plus a flyer stating the school's strengths and goals.
- Regular conferences (one fall semester and one spring semester) with students, teachers, and adult family members organized around a review of student work and academic progress
- Monthly newsletters