

An Integrated School Improvement Plan for

West Central Elementary
School District #235

July 1, 2018 – June 30, 2019

Final - Approved April 18, 2018

West Central Elementary



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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. 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 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.

School Community

Based on the 2016 Sixth Day Enrollment report, West Central Elementary School serves a total of 397 students. There are 209 male students and 188 female students. Pre-Kindergarten consists of 61 students, 48 Kindergarten students, 63 first graders, 54 second graders, 60 third graders, 60 fourth graders, and 51 fifth graders. The average classroom has 19 students. Forty-five students have an individual education plan. The individual education plan includes direct instruction, speech, hearing, occupational therapy, and tutorial services. Twenty-six of the forty-five students receive speech services. 33 students receive instruction from special education classroom teachers or have modified instructional plans. 62 % of our students qualify for free or reduced lunch. Students are served by 22 classroom teachers, two full-time special education teachers, and three title I teachers. Fine arts instruction includes one art teacher (shared with high school), two music instructors (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 between the elementary and the high school. One speech instructor serves district wide. One school psychologist and a part-time school nurse serve the needs of the district. One part-time social worker and physical/occupational therapists serve the needs of the district. There are ten full-time paraprofessionals and six part-time title I paraprofessionals. Full-time paraprofessionals serve as one-on-one aides, computer lab aide, special education classroom aides, pre-kindergarten aides, or library aides. There are three full-time custodians but one is shared with the high school. One maintenance position is shared with the high school. 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 seven full-time cooks and one part-time cook, which serve both the needs of the high school and elementary.

I.2 School Improvement Team

School Improvement Team members are volunteers but a stipend is offered. Each member will 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 subcommittee.

Table 1:

School Improvement Team

Team Member	Position	Role	Length of service	# of years on team
Mrs. Kathy Lafary	Administrator	Team Member	Constant	6
Mrs. Kimberly Harrison	Administrator	Team Member	Constant	1
Mrs. Emily Klossing	2nd grade	Team Member	2009-2017	9
Mrs. Jessica Winters	4th grade	Team Member	2009-2017	9

Mrs. Charlotte Ackermann	Kindergarten	Team Member	2010-2017	8
Mrs. Julie Ricketts	Title I	Team Member	2010-2017	8
Ms. Laura Lewis	Title I	Team Member	2008-2011 2012-2017	9
Mrs. Cathie Smith	5th grade	Team Member	2008-2011 2012-2017	9
Ms. Chris Ervin	2nd grade	Team Member	2015-2017	3

Sub-committees organized to support the School Improvement Leadership Team during the 2017-2018 school year:

- Staff survey - Ms. Lewis, Mrs. Neira, Mrs. Lumbeck, Ms. Worthington
- Parent survey - Ms. Lewis, Mrs. Ford, Ms. Worthington, Ms. McClay
- Pre-K Family Nights-Mrs. Burrell, Ms. Lescallett, Ms. McClay
- K-2 parent program - Mrs. Ackermann, Mrs. Kelly, Ms. Lewis, Mrs. Ricketts, Ms. Landrey, Mrs. Thompson, Mrs. Keating
- 3-5 parent program - Mrs. Ricketts, Ms. Lewis, Mrs. Kelly, Mrs. Lumbeck, Mrs. Hennings, Mrs. Carnes, Mrs. Mills
- School Kick-off/Open House - Mrs. Winters, Mrs. Klossing, Mrs. Strickler, Mrs. Todd, Mrs. Kelly
- Homework Assistance -Mrs. Anderson, Mrs. Boyd, Ms. Lescallett, Ms. Lewis, Mrs. Winters, Mrs. Ricketts, Mrs. Strickler
- Technology- Mrs. Anderson, Mrs. Strickler, Ms. Bush, Mrs. Steck, Mrs. Smith
- Response to Intervention Team- Mrs. Lafary, Ms. Ervin, Ms. Lewis, Ms. Ayer
- Teacher Assistant Team- Mrs. Lumbeck (team leader), Mrs. Ravenscraft, Mrs. Wolf, Mrs. Meier
- PBIS Team- Mrs. Todd, Mrs. Ackermann, Mrs. Anderson, Mrs. Ford, Mrs. Hinshaw (parent), Mrs. Kelly, Ms. Lescallett, Mrs. Meier, Mrs. Harrison, Mrs. Ricketts, Mrs. Thompson, Ms. Landrey
- Bullying Committee- Mrs. Ackermann, Mrs. Anderson, Mrs. Wolf, Mrs. Ford
- District Evaluation Planning Committee- *Mrs. Ackermann, Mrs. Burrell, Mrs. Ricketts, Mrs. Smith, *Ms. Ervin (*denotes Joint Committee members)
- Comprehensive ELA program investigation- Mrs. Winters, Mrs. Klossing, Ms. Ervin, Mrs. Thompson, Mrs. Ford, Mrs. Strickler, Mrs. Ricketts, Mrs. Wolf, Mrs. Meier, Mrs. Steck, Ms. Bush, Mrs. Carnes, Mrs. Mills, Mrs. Hennings
- Character Education program investigation- Mrs. Ackermann, Mrs. Todd, Mrs. Lumbeck

Data Collection, Organization and Trends

II.1 Data Collection Methods

The school improvement team members surveyed parents and staff in order to assess their attitudes on a number of school issues. Staff was surveyed at their leisure and parents were surveyed during their school visit for fall parent/teacher conferences. Illinois At-A-Glance report card and the fall housing report were used to obtain data that had been reported to the state.

ISEL is a reading assessment used with grades K and 1st grades (2nd grade discontinued assessing with the ISEL in 2014). STAR reading is used to assess instructional reading level in 1st - 5th grade. Exit outcomes for each grade level are used to guide instruction. AIMSweb is an assessment program based on direct and continuous student assessments in fluency. It is based on scientific reading research and sound classroom practice and is administered to students individually. PARCC, the state assessment, is given in grades three, four, and five for math and ELA. Students in grade five also take the Illinois Science Assessment (ISA).

Table 2:

Data Collection Methods

TYPE	TITLE	TIME FRAME	TOTAL RESPONSE RATE	PURPOSE
Parent Survey	Parent	October 19 October 20	207	To survey parent attitudes
Staff Survey	Staff	November 15-17		To survey staff attitudes
Staff Observations	Observations based on tables	Jan 9		To interpret data
Documents	School Report Cards Fall Housing Report IIRC website	Fall		To compare school data
Formal Assessments	ISEL STAR reading AIMSweb PARCC ISA Star Math	Fall/Spring Fall/Spring Fall/Winter/Spring Spring 2018 Spring 2018	100%	To assess academic progress

II.2 School Based Assessment Data

Table 3A:

**Illinois Snapshots of Early Literacy (ISEL)
Assessment Scores**

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

	Ltr Rec	Stry Lstn	Phn Awr	Mtch Wrđ	Ltr Snd	Dev Spell	Word Recog	Voc	Psg Rdg	Flncy
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2013	29/35	14/14	5/6	2/4	5/9					
Fall 2014	30/35	14/14	6/6	2/4	6/9					
Fall 2015	26/35	12/14	5/6	2/4	5/9	1/5	0/0	8/5	0/0	
Fall 2016	25/35	13/14	5/6	3/4	4/9	2/5	1/0	10/5	0/0	
Fall 2017	25/35	14/14	5/6	2/4	4/9	2/5	1/0	10/5	0/0	

Spring 2013	52/52	15/15	8/9	7/8	22/19	17/14	8/7	8/9	7/5	
Spring 2014	52/52	16/15	9/9	7/8	24/19	19/14	8/7	9/9	7/5	
Spring 2015	52/52	16/15	10/9	8/8	24/19	19/14	9/7	9/9	7/5	
Spring 2016	49/52	16/15	8/9	6/8	22/19	16/14	6/7	9/9	6/5	
Spring 2017	52/52	16/15	8/9	7/8	24/19	18/14	8/7	10/9	6/5	

*Beginning in the 2015-2016 school year, ISEL testing began in March, which results in the scores being obtained at least 5 weeks earlier than the past due to scores being used for student growth purposes

1st Grade Scores – WC 1st Grade average is given first and states target score is listed second

	Ltr Rec	Stry Lstn	Phn Awr	Mtch Wrđ	Ltr Snd	Dev Spell	Word Recog	Voc	Psg Rđg	Flncy
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2013	52/53	17/17	8/10	8/9	22/21	17/16	11/11	9/9	7/3	
Fall 2014	52/53	17/17	8/10	7/9	23/21	17/16	11/11	9/9	8/3	
Fall 2015	52/53	16/17	9/10	8/9	23/21	17/16	13/11	10/9	9/3	
Fall 2016	50/53	16/17	8/10	7/9	22/21	17/16	11/11	10/9	8/3	
Fall 2017	51/53	17/17	8/10	7/9	22/21	17/16	12/11	10/9	7/3	
Spring 2013	54/54	18/18	10/10	9/9	26/25	25/23	20/21	11/10	17/16	78/63
Spring 2014	54/54	19/18	9/10	9/9	26/25	22/23	19/21	10/10	15/16	49/63
Spring 2015	54/54	18//18	10/10	9/9	25/25	23/23	19/21	11/10	15/16	49/63
Spring 2016	54/54	19/18	10/10	9/9	26/25	24/23	19/21	11/10	16/16	58/63
Spring 2017	53/54	19/18	10/10	9/9	25/25	22/23	17/21	11/10	14/16	37/63

*Beginning in the 2015-2016 school year, ISEL testing began in March, which results in the scores being obtained at least 5 weeks earlier than the past due to scores being used for student growth purposes

Observations of 2014-2015

- Fall Kindergarten 2011 scores were higher than or equal to the state average.
- 2011-2012 Kindergarten class scored higher on Fall scores from K-2nd grade, and Spring scores were higher or equal to the state average.

Observations of 2015-2016

- ISEL is no longer given to 2nd grade
- The average ISEL score for Fall Kindergarten 2015 is lower in 4 areas than Fall Kindergarten 2014
- The average ISEL score for Fall 1st grade 2015 is higher in 5 areas than Fall 1st grade 2014
- Starting Fall 2015, Kindergarten scores include 4 more areas tested

Observations of 2016-2017

- Fall Kindergarten 2016 is lower than state average in 5 out of 9 skills
- The average ISEL score for Fall Kindergarten 2016 is higher in 5 areas compared to Fall 2015
- Spring Kindergarten 2016 average scores are lower in 7 areas compared to Spring 2015
- The previous 5 years Kindergarten letter recognition scores were below state average in the fall but met or exceeded state average in the Spring 4 out of the past 5 years
- First grade Fall 2015 were higher than the Fall 2016 scores in 6 out of 9 areas tested
- Spring 2016 First grade scores were higher than Spring 2015 scores in 5 out of 10 areas tested.

- of 10 areas tested. Spring 1st grade 2016 fluency was 9 points higher than the fluency score in both spring 2014 & Spring 2015, which are all lower than state average.
- Over the past 5 years First Grade word recognition scores in the Spring are below state average, whereas in the Fall we are above state average
- First grade scores from fall 2014 to spring 2015 increased at least one point in each tested area with the highest increase being seven points in passage reading and eight points in word recognition.
- First grade scores from fall 2015 to spring 2016 increased at least one point in each tested area with the highest being seven points in developmental spelling and seven points in passage reading.

Observations of 2017-2018

- Spring 2017 kindergarten scores were at or above state average in seven out of nine categories.
- First grade scores from Fall 2016 to Spring 2017 increased at least one point in each tested area.
- Due to student growth timelines, spring testing is given in March, which results in undocumented learning from March to May.
- Kindergarten letter recognition scores increased from 25 to 52 from the fall 2016 reporting to the spring 2017.
- Kindergarten letter sound scores increased from 4 to 24 from fall 2016 to spring 2017.
- First grade word recognition scores increased 11 to 17 from fall 2016 to spring 2017.
- First grade passage reading scores increased from 8 to 14 from fall 2016 to spring 2017.

Table 3B:

**STAR Reading Assessment
Average Grade Equivalent
(Current Grade Placement 17-18)
2017 - 2018**

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

	1 st Spring	2 nd Fall	2 nd Spring	3 rd Fall	3 rd Spring	4 th Fall	4 th Spring	5 th Fall	5 th Spring
Second Grade	1.8	1.8							
Third Grade	2.0	2.2	3.1	2.9					
Fourth Grade	2.0	2.0	2.7	2.9	3.8	3.8			
Fifth Grade	1.8	1.9	2.7	2.7	3.5	3.6	4.4	4.3	
Sixth Grade	2.4	2.3	3.3	3.2	4.0	4.1	4.9	4.8	5.6

Observations for 2014-2015:

- 2nd grade and 4th grade went up in the fall as compared to the previous spring
- 3rd grade and 5th grade went down in the fall as compared to the previous spring
- In general, there is a downward trend in spring and fall scores over the past 3 years

Observations for 2015-2016:

- The 5th grade STAR scores increased each time they took the test except for the last test: 4th Spring to 5th Fall.
- Between spring and fall, student scores decreased 6 times, increased 4 times, and stayed the same 4 times.
- Each grade level showed growth from fall to spring of that year.

Observations of 2016-2017

- Between spring and fall, student scores decreased four times, increased seven times, and stayed the same three times.
- Each class showed growth from spring to fall of the 15/16 school year.
- Second, third, and fourth grade all showed growth each time they took the STAR test.

Observations for 2017-2018

- Between spring and fall, student scores decreased five times, increased five times, and stayed the same four times.
- Each class showed growth from fall to spring of the 16/17 school year.

Table 3C:

STAR Reading Assessment
End of Year Percentage of students that met grade level STAR expectations

	Target Score	2013 Spring % that met/exceed	2014 Spring % that met/exceed	2015 Spring % that met/exceed	2016 Spring % that met/exceed	2017 Spring % that met/exceed
First Grade	1.8	79%	44%	52%	71%	38%
Second Grade	2.8	52%	78%	55%	49%	61%
Third Grade	3.8	66%	43%	69%	47%	56%
Fourth Grade	4.8	49%	58%	48%	46%	42%
Fifth Grade	5.8	58%	56%	49%	36%	36%

Observations of 2014-2015:

- Spring 2014 5th grade class was the only class that increased from 2013-2014.

Observations of 2015-2016:

- 5th grade scores in 2015 were 9 percentage points lower than 4th grade scores in 2014.
- 4th grade scores in 2015 were 5 percentage points higher than 3rd grade scores in 2014.
- 3rd grade scores in 2015 were 9 percentage points lower than 2nd grade scores in 2014.
- 2nd grade scores in 2015 were 11 percentage points higher than 1st grade scores in 2014.

Observations of 2016-2017

- Four out of five tested grade levels decreased the percentage of meets and exceeds from 2015 to 2016.
- Every class showed a decrease from spring of 2015 to 2016 when looked at diagonally.
- First grade scores from previous year increased 19 percentage points.
- The number of students meeting and exceeding on the STAR test in second, fourth, and fifth grade has decreased each of the past two years.

Observations of 2017-2018

- Two out of five tested grade levels decreased the percentage of meets and exceeds from 2016 to 2017.
- Three of four classes showed a decrease from spring of 2016 to 2017 when looked at diagonally.
- First grade scores in Spring of 2017 show that only 38% met/exceeded expectations, which is the lowest percentage in five years.
- Fifth grade scores in Spring 2017 show that only 36% met/exceeded expectations, which is the lowest percentage in five years.
- Fourth grade scores in Spring of 2017 show that only 42% met/exceeded expectations which is the lowest percentage in five years.

Table 3D:

**STAR Math Assessment
Average Grade Equivalent
(Current Grade Placement 17-18)
2017 - 2018**

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

	1 st Spring	2 nd Fall	2 nd Spring	3 rd Fall	3 rd Spring	4 th Fall	4 th Spring	5 th Fall	5 th Spring
Second Grade	1.7	1.4							
Third Grade	2.2	2.4	3.0	2.6					
Fourth Grade	1.9	1.7	2.9	3.1	3.6	3.4			
Fifth Grade	2.0	1.8	2.9	2.6	3.6	3.6	4.3	4.2	
Sixth Grade	2.3	2.1	3.3	2.9	3.9	3.7	5.1	5.1	5.9

Observations of 2016-2017:

- Between spring and fall, student scores decreased ten times, increased two times, and stayed the same two times.
- Each class showed growth from spring to fall of the 16/17 school year.
- In the past three years, students have shown a year of growth or more from Fall to Spring in all grade levels.
- Three out of five grade levels met their target average grade equivalency during Spring 2016.

Observations of 2017-2018

- Between spring and fall, student scores decreased ten times, increased two times, and stayed the same two times.
- Two out of five grade levels met their target average growth equivalency during spring 2017.
- In 2016 -2017 school year, second and fifth grade students showed expected growth of 0.8 grade equivalency.

Table 3E:

AIMSweb

AIMSweb is an assessment program based on direct and continuous student assessments in fluency and comprehension. It is based on scientific Reading research and sound classroom practice and is administered to students individually by the Title I teachers. All students in second-fifth grade are tested three times a year. First grade students are tested twice a year.

AIMSweb Fluency Assessment 2013-2014

5 th grade	Fall	Winter	Spring
TARGET	121	139	153
# tested	68	65	64
# met	33	44	48
% met	49%	68%	75%
4 th grade	Fall	Winter	Spring

TARGET	107	125	139
# tested	69	69	66
# met	38	35	32
% met	55%	51%	48%
3rd grade	Fall	Winter	Spring
TARGET	87	111	127
# tested	64	65	63
# met	22	25	26
% met	34%	38%	41%
2nd grade	Fall	Winter	Spring
Target	62	88	106
# tested	45	44	42
# met	27	33	33
% met	60%	75%	79%
1st grade	Fall	Winter	Spring
Target		36	67
# tested		55	53
# met		17	20
% met		31%	38%

*percentage met changed due to change in target number

AIMSweb Fluency Assessment 2014-2015

5th grade	Fall	Winter	Spring
TARGET	121	139	153
# tested	63	61	61
#met	27	34	34
% met	43%	56%	56%
4th grade	Fall	Winter	Spring
TARGET	107	125	139
# tested	60	61	60
# met	21	23	24
% met	35%	38%	40%
3rd grade	Fall	Winter	Spring
TARGET	87	111	127
# tested	38	39	41
# met	24	32	25
% met	63%	82%	61%
2nd grade	Fall	Winter	Spring
Target	62	88	106
# tested	54	57	58
# met	23	29	34

% met	43%	51%	59%
1st grade	Fall	Winter	Spring
Target		36	67
# tested		59	57
# met		20	27
% met		34%	47%

***percentage met changed due to change in target number**

AIMSweb Fluency Assessment 2015-2016

5th grade	Fall	Winter	Spring
TARGET	121	139	153
# tested	60	61	57
#met	22	25	26
% met	37%	41%	46%
4th grade	Fall	Winter	Spring
TARGET	107	125	139
# tested	41	41	41
# met	29	31	32
% met	71%	76%	78%
3rd grade	Fall	Winter	Spring
TARGET	87	111	127
# tested	60	59	58
# met	28	26	24
% met	47%	44%	41%
2nd grade	Fall	Winter	Spring
Target	62	88	106
# tested	59	59	61
# met	28	31	36
% met	48%	53%	59%
1st grade	Fall	Winter	Spring
Target		36	67
# tested		60	60
# met		25	37
% met		42%	62%

***percentage met changed due to change in target number**

AIMSweb Fluency Assessment 2016-2017

5th grade	Fall	Winter	Spring
TARGET	121	139	153
# tested	39	40	40
#met	29	31	32
% met	74%	78%	80%

4th grade	Fall	Winter	Spring
TARGET	107	125	139
# tested	55	55	54
# met	29	23	27
% met	53%	42%	50%
3rd grade	Fall	Winter	Spring
TARGET	87	111	127
# tested	61	62	62
# met	31	32	32
% met	51%	52%	52%
2nd grade	Fall	Winter	Spring
Target	62	88	106
# tested	56	56	56
# met	35	38	37
% met	63%	68%	66%
1st grade	Fall	Winter	Spring
Target		36	67
# tested		52	53
# met		15	8
% met		28%	15%

AIMSweb Fluency Assessment 2017-2018

5th grade	Fall	Winter	Spring
TARGET	121	139	153
# tested	50	26	
#met	24	50	
% met	48%	52%	
4th grade	Fall	Winter	Spring
TARGET	107	125	139
# tested	60	60	
# met	29	34	
% met	48%	57%	
3rd grade	Fall	Winter	Spring
TARGET	87	111	127
# tested	60	58	
# met	26	25	
% met	43%	43%	
2nd grade	Fall	Winter	Spring
Target	62	88	106
# tested	48	46	
# met	18	17	

% met	38%	37%	
1st grade	Fall	Winter	Spring
Target		36	67
# tested		58	
# met		24	
% met		41%	

Observations for 2013-2014:

- Since 2009-2010 the percentage of 5th grade students that met the AIMSweb fluency goal has increased yearly by 8% points total.
- Since 2009-2010, the percentage of 4th grade students that met the AIMSweb fluency goal has increased yearly by 8% points total.
- Since 2009-2010, the percentage of 3rd grade students that met the AIMSweb fluency goal has increased by 7% total but has decreased 13% points from 2011-2012.
- In spring of 2013, 5th graders decreased 2% points compared to their spring scores as 3rd graders in 2011.
- In 2013, the percentage of 2nd graders that met the fluency goal has decreased 12% points since 2011.
- The percentage of 1st grade students that met the fluency goal has decreased by 3% in the last 3 years.

Observations for 2014-2015:

- Since 2010-2011 the percentage of 5th grade students that met the AIMSweb fluency goal has increased yearly by 6% points total.
- In 2013-2014, the percentage of 4th grade students that met the AIMSweb fluency goal dropped from a fall score of 55% to a spring score of 48%
- Since 2010-2011, the percentage of 3rd grade students that met the AIMSweb fluency goal has decreased yearly for a total of 26% percentage points
- In 2014-2015, grades 2, 3, 4, and 5 all increased from fall to winter

Observations of 2015-2016:

- The current 3rd grade had 38% fewer meet AIMSweb goal at Winter Benchmark than the previous class.
- 1st grade winter benchmark has increased 11% in 2 years.
- Current 5th grade tested 27% and 15% lower than past 2 fifth grades on winter benchmark.
- 3rd grade decreased from fall to winter in 2015-16.
- 2nd, 4th, and 5th increased from fall to winter in 2015-16.

Observations of 2016-2017

- 2nd, 3rd, and 5th increased from fall to winter in 2016/17.
- 4th grade decreased from fall to winter by 11 percentage points in 2016/17.
- Two of the four grades increased the percentage that met from spring 2015/16 to fall 2016/17.
- The percentage of 1st graders who met decreased from winter of 2015/16 to winter of 2016/17 by 14 percent.

Observations of 2017-2018

- The percentage of 4th and 5th grade students who met the target increased from fall 2017/2018 (48%) to winter 2017/2018 (52%).
- 15% of first graders met target in spring 2016/2017 whereas 38% met target in the fall of 2017/2018.
- 66% of second graders met target in spring 2016/2017 whereas on 43% of these students in 3rd grade met target in the fall of 2017/2018
- 42% of 4th graders met target in winter 2016/2017 whereas 52% of 5th graders met target in winter 2017/2018.

Table 3F:**PARCC****PARCC Assessment Scores 2014/2015**

Partnership for Assessment of Readiness for College and Careers

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	17/20	27/21	34/24	22/32	0/3	725/734
3rd Grade Math	10/14	27/24	41/28	22/29	0/5	733/736
4th Grade ELA	27/11	27/20	23/30	20/33	3/7	721/741
4th Grade Math	22/14	28/29	32/29	17/25	2/3	726/732
5th Grade ELA	10/11	23/21	38/29	28/36	0/3	734/740
5th Grade Math	12/13	33/30	42/30	13/24	0/3	728/732

PARCC Assessment Scores 2015/2016

Partnership for Assessment of Readiness for College and Careers

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	41/21	24/20	17/24	17/32	0/3	708/735
3rd Grade Math	26/14	31/20	22/26	19/32	2/8	721/739
4th Grade ELA	14/14	14/20	50/29	19/31	2/6	731/738
4th Grade Math	14/16	30/27	44/27	12/28	0/3	725/733
5th Grade ELA	29/13	22/23	26/29	22/33	0/2	722/737
5th Grade Math	16/13	36/26	35/29	12/28	2/4	723/735

PARCC Assessment Scores 2016/2017

Partnership for Assessment of Readiness for College and Careers

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
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
3rd Grade ELA	27/21	16/19	31/24	26/33	0/3
3rd Grade Math	21/14	39/20	24/27	16/31	0/8
4th Grade ELA	32/14	20/20	26/28	22/31	0/6
4th Grade Math	39/16	20/25	30/28	11/28	0/3
5th Grade ELA	14/14	19/21	33/28	33/34	0/3
5th Grade Math	17/13	29/27	43/31	12/26	0/4

Observations of 2015-2016:

- Three percent of 4th grade ELA scores exceeded.
- Two percent of 4th grade Math scores exceeded.
- West Central Approached were a higher % in 5 of the 6 areas compared to state.
- In overall score, there was no more than a 20 point difference between WC and state at any grade level.
- In comparing PARCC overall score to AIMSweb, the 4th grade ELA is 20% lower than state and also 27% and 15% lower on winter benchmark compared to two previous classes.

Observations of 2016-2017:

- The gap between the overall scores between West Central and the state widened in every area except 4th grade ELA.
- Overall scores in every tested area went down except for 4th grade ELA.
- The percentage of students who “did not meet” increased for 2015-2016 in four out of six tested areas.
- The average percentage of students tested in grades three through five combined who met or exceeded state standards in ELA was 20% (3rd - 17%, 4th - 21%, and 5th - 22%)
- The average percentage of students tested in grades three through five combined who met or exceeded state standards in Math was 16% (3rd - 21%, 4th - 12%, and 5th - 14%)

Observations of 2017-2018:

- The percentage of students who “did not meet” increased for 2016-2017 in three out of six tested areas.
- The average percentage of students tested in grades three through five combined who met or exceeded state standards in ELA was 27% (3rd-26%, 4th- 22% and 5th- 33%).
- The average percentage of students tested in grades three through five combined who met or exceeded state standards in math was 13% (3rd - 16%, 4th - 11%, and 5th - 12%.
- 3rd, 4th and 5th grade ELA and Math met/exceeded scores are still below state average.
- The gap between the overall met/exceeded scores between WC and the state narrowed for 3rd, 4th, and 5th grade in ELA as compared to the 2015-2016 year.

Overall Assessment Observations

Observations of 2013-2014

On the Illinois State Achievement Test, West Central Elementary students exceeded the state average by three or more percentage points in all subject areas. In reading, 61% of West Central students met or exceeded in reading compared to the state average of 56%. In math, 64% of West Central students met or exceeded in math compared to the state average of 60%. In science, 85% of West Central students met or exceeded in science compared to the state average of 76%.

Observations of 2014-2015

The PARCC was administered for the first time to students in grades 3-5 in the areas of ELA and Math. Initial data was gathered.

Observations of 2015-2016

On the PARCC, West Central Elementary scored below state average in both ELA and Math in all tested grade levels. A statewide Science assessment was not administered.

Observations of 2016-2017

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) was administered in 2016 to the fifth grade students. At this time, the results have not been received and the state anticipates that these scores will not be available until the summer of 2017, which will be after the administration of the 2017 science assessment.

Observations of 2017-2018

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) was administered in 2016 to the fifth grade students. Preliminary results indicate that 49% of the students achieved a proficient rating on that assessment. At this time, the 2017 ISA results have not been released.

II.3 Demographic Data

Table 4:

General School Data Provided by School Report Card

(Data is based on the prior school year/male/female % from sixth day enrollment)

	13-14		14-15		15-16		16-17	
	#	%	#	%	#	%	#	%
Enrollment/Attendance	363	96%	337	95%	340	94%	341	95%
Truancy Rate	29	8%	11	3.4%	27	8%	31	9%
Mobility Rate	36	10%	30	9%	34	10%	27	8%
Low Income Rate		60%		65%		62%		62%
Retention Rate	0	0%	2	.006%	2	.006%	1	.003%
White		95%		92%		93%		91%
Black		0%		0%		0%		0%
Hispanic		2%		4%		4%		4.1%
Asian		0%		0%		0%		0%
American Indian		1%		1%		0%		0.3%
Multiracial		3%		4%		3%		5%
Pacific Islander		0%		0%		0%		0%

Observations for 2013-2014:

- Truancy increased from 4 students (1%) to 17 students (5%).
- Low income rate increased 3% points after remaining consistent for two years.
- Attendance rate has remained constant.
- Enrollment dropped from 375 in 2011-12 to 341 in 2012-13.

Observations for 2014-2015:

- Truancy increased 17 students (5%) to 29 students (8%).
- Mobility rate dropped from 13% to 10% from 2012-13 school year to 2013-14.
- Attendance increased from 341 in 2012-13 to 363 in 2013-14.
- The low income rate increased by 2 from 2012-13 school year to 2013-14 school year.

Observations for 2015-2016:

- Truancy decreased by 18 students from 29 students in 2013/14 to 11 students in 2014/15.
- The low income percentage has increased from 55% in 2011/2012 to 65% in 2014/2015.
- Enrollment has declined from 409 in 09/10 to 337 in 14/15.
- Mobility rate has declined from 13% in 12/13 to 9% in 14/15.

Observations for 2016-2017:

- The percentage of low income decreased for the first time in four years from 65% to 62%.
- The truancy rate increased from 3.4% (14-15) to 8% (15-16), which is the same as the 13-14 school year.
- A slight increase in the enrollment was noted from 14-15 school year (337 students) to the 15-16 school year (340 students). These enrollment numbers do not include the early childhood students.

Observations for 2017-2018:

- The truancy rate increased from 8% (15-16) to 9% (16-17), which equates 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.
- Overall enrollment has increased by 4 students in the last 3 years.

Table 5:

Enrollment Data Fall Housing Report

	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
Grade Levels in School	K - 5		K-5		* Pk - 5		*Pk-5		*Pk-5	
	#	%	#	%	#	%	#	%	#	%
School Popltn	363		345		400		400		397	
Male	200	55	183	53	210	53	216	54	208	52
Female	163	45	162	47	190	47	184	46	189	48
PK					60	15.0	60	15.0	61	15.4
Grade K	61	16.8	68	22.6	56	14.0	68	17.0	48	12.1
Grade 1	57	15.7	58	19.3	62	15.5	57	14.3	63	15.9
Grade 2	44	12.1	56	18.6	61	15.3	57	14.3	54	13.6
Grade 3	64	17.6	38	19	60	15.0	62	15.5	60	15.1
Grade 4	69	19.0	60	20	41	10.3	56	14.0	60	15.1
Grade 5	68	18.7	65	21.6	60	15.0	40	10.0	51	12.8

*In 2013-14, male and female numbers were added to the fall housing report.

*In 2015-2016, the enrollment numbers for the early childhood (PK) were added to the chart.

Observations of 2013–2014:

- In 2013-2014 the total enrollment increased by 23 students.
- Enrollment increased for the first time in six years.

- Each grade level averages 61 students.
- 4th grade has the highest number of students with 69, while second grade has the lowest number of 44.
- In 2013-2014, the fifth grade class gained nine students from the previous year, the fourth grade gained seven, the third grade gained one, the second gained two, and the first grade gained four.

Observations of 2014-2015:

- Enrollment decreased by 18 students from 2013-14 to 2014-15.
- While 3rd-5th grade decreased in enrollment, K-2nd grade increased in enrollment from 2013-14 to 2014-15.
- When students transitioned to the next grade level, each classes enrollment went down.

Observations of 2015-2016:

- When students transitioned to the next grade level, the enrollment in only one class decreased.

Observations of 2016-2017:

- The enrollment for 16/17 is the same as 15/16: 400 students.
- Kindergarten enrollment increased by twelve students from 15/16.
- While 3rd-5th grade decreased in enrollment by 3, K-2 increased enrollment by 3 from 2015/16 to 2016/17.

Observations of 2017-2018:

- The overall school population decreased by three students from the previous year.
- Our percentage of male students has been above 50% since the 2013 data collection period.

Table 6:

Special Education Student Subgroup Enrollment

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

	13-14	14-15	15-16	16-17	17-18
	#	#	#	#	#
Total Special Education*	55	57	59	52	45
Intellectual Disability	2	2	2	3	2
Speech or Language Imp	46	40	43	38	26
Visual Impairment					
Emotional Disability	1	1	3	2	2
Orthopedic					
Other Health Impairment	7	5	4	3	4
Specific Learning Disability	11	19	19	14	17
Autism	2	4	2	2	0
Development Delay	5	7	7	10	9
Deaf/Blindness					

Observations 2014-2015:

- Total number of special education students has increased each year since 2012-2013 school year
- Total number of students with autism has increased from 2 students in 13-14 to 4 students in 14-15
- Total number of students classified as developmentally delayed has increased from 4 students in 12-13 to 7 students in 14-15

Observations 2015-2016:

- The number of emotionally disturbed students is higher in 2015-16 than it has been in the last 5 years.
- The number of developmentally delayed students has more than doubled since 12-13.

Observations 2016-2017:

- The total number of Special Education students is at the lowest it's been in the past 5 years at 52 students.
- Speech and language impaired students is at its lowest level in 4 years at 38 students.
- The number of developmentally delayed students has more than tripled since 2012/13.

Observations 2017-2018:

- The number of students with Autism has decreased from two to zero.
- The total number of students receiving special education services has decreased from 52 to 45.
- The number of speech and language impaired students continues on a downward path as evidenced by a decrease from 38 to 26 students.

Demographic Comparison and Trends

Based on data from Table 5

The enrollment for 12-13 is 340 students. This is a decrease of 35 students from the preceding year. There are 20 classroom teachers and the average class size is 17 students. Second and third grade each have four sections. Kindergarten, first, fourth and fifth have three sections.

The enrollment for 13-14 is 363 students. This is an increase of 23 students from the preceding year. There are 19 classroom teachers and the average class size is 18 students. Third grade has four sections. Kindergarten, first, second, fourth, and fifth have three sections.

The enrollment for 14-15 is 345 students. This is a decrease of 18 students from the preceding year. There are 18 classroom teachers (a fourth kindergarten class was added second semester) and the average class size is 19 students. Kindergarten has four sections. First, second, fourth and fifth grades each have three sections. Third grade has two sections.

The enrollment for 15-16 is 400 students, including Pre-K. When comparing enrollment using previous data collection model, there is a decrease of five students in K-5 from the previous year. There are 21 classrooms, including Pre-K and the average class size is 19 students. First grade has four sections. Fourth grade has two sections. Pre-K, Kindergarten, second, third, and fifth has three sections each.

The enrollment for 16-17 is 400 students, including Pre-K. When comparing enrollment using previous data collection model, there is an equal number of students in the elementary from the previous year. There are 21 classrooms, including Pre-K and the average class size is 19 students. Kindergarten has four sections. Fifth grade has two sections. Pre-K, first, second, third, and fourth has three sections each.

The enrollment for 17-18 is 397 students, including Pre-K. When comparing enrollment using previous data collection model, there is three less students from the previous year. There are 22 classrooms, including Pre-K and the average class size is 19 students. First grade has four sections whereas, the rest of the grade levels (Pre-K, Kindergarten, 2nd, 3rd, 4th, and 5th) have three sections each.

II.4 Program Data

Table 7:

Educator Data

	13-14	14-15	15-16	16-17	17-18
Total Full Time Classroom Teachers	28	27	30	31	32
Average Years	12.3	13.4	12.1	11.4	11.6

Teaching					
# Teachers New to Building	2	1.07	1	5	3
# First Year Teachers	2	.07	1	3	3
# with B. A. Degree	28	27	30	31	32
# with M.A. & Above	8	9	12	12	12
# with Emergency or Provisional Certificates	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0
% Caucasian Teachers	100%	100%	100%	100%	100%
# Male Teachers	3.75	4	4	2	2
# Female Teachers	25	23	26	29	30
# Full-time Paraprofessionals	10.28	8*	9	11	10
# Part-time Paraprofessionals	3	6*	6	6	6
# Total Under-qualified Paraprofessionals	0	0	0	0	0
# Total Counselors	0	0	0	0	0
# Total Librarians	.5	.5	.5	.5	.5
# Total Social Workers/Psychologist	1	1	1	1	1
# Total Other Staff	6	5.71	5.71	5.71	5.71
# Speech Pathologist	.34	.85	.85	.85	.85
# National Board Certified Teacher	4	4	4	4	4

* As of 2014-15 we changed #total paraprofessionals and #classroom instructional paraprofessionals to #full-time paraprofessionals and # part-time paraprofessionals.

* As of 2015-2016, the early childhood (PK) has been included in our numbers.

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

Observations 2014-2015:

- The total number of classroom teachers decreased for the 4th year in the row.

Observations 2015-2016:

- The number of full time teachers has increased for the first time in four years (Pre-K has been added to our School Improvement Plan).
- Average years teaching is at an all-time low-12.1 years.
- The number of teachers with a Master's Degree is at an all time high--12 teachers.

Observations 2016-2017:

- The number of first year teachers has increased this year from one to three.
- The number of full-time paraprofessionals has increased this year from nine to eleven.
- The number of new teachers to the building went from one to five this year.
- The number of full-time teachers has increased from thirty to thirty-one.

Observations 2017-2018:

- One additional full-time teacher was added to the staff this year.
- The number of teachers new to the building has decreased from five to three.

Table 8:**Student Discipline Data**

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

	S1 12-13	S2 12-13	Year 12-13	S1 13-14	S2 13-14	Year 13-14	S1 14-15	S2 14-15	Year 14-15	S1 15-16	S2 15-16	Year 15-16	S1 16-17	S2 16-17	Year 16-17
Kind	26	20	46	19	10	29	21	21	42	1	10	11	3	3	6
1 st grade	3	6	9	38	10	48	13	17	30	10	5	15	37	39	76
2 nd grade	40	79	119	12	15	27	18	67	85	11	31	42	11	3	14
3 rd grade	25	45	70	26	25	51	5	6	11	14	28	42	28	25	53
4 th grade	43	86	129	43	16	59	14	65	79	1	6	7	17	28	45
5 th grade	24	34	58	47	51	98	94	154	248	17	27	44	8	8	16
Total Refer rals	161	270	431	185	127	312	165	330	495	56	107	163	104	106	210

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

	S1 12-13	S2 12-13	Year 12-13	S1 13-14	S2 13-14	Year 13-14	S1 14-15	S2 14-15	Year 14-15	S1 15-16	S2 15-16	Year 15-16	S1 16-17	S2 16-17	Year 16-17
Disruptive	12	34	46	28	14	42	26	70	96	10	15	25	28	16	44
Physical aggression	49	74	123	71	34	105	58	79	137	21	33	54	28	41	69
Fighting	6	5	11	8	2	10	0	9	9	0	0	0	1	2	3
Defiance/ Disrespect	59	108	167	43	44	87	50	106	156	21	46	67	29	28	57
Harassment	4	10	14	11	13	24	9	18	27	0	0	0	7	8	15
Inapp. Language	13	21	34	10	4	14	8	15	23	3	10	13	5	3	8
Property damage	3	3	6	1	0	1	1	9	10	1	0	1	1	3	4
Other	15	15	30	13	16	29	13	24	37	0	3	3	5	5	10
Total	161	270	431	185	127	312	165	330	495	56	107	163	104	106	210

Suspensions

	S1 12-13	S2 12-13	Year 12-13	S1 13-14	S2 13-14	Year 13-14	S1 14-15	S2 14-15	Year 14-15	S1 15-16	S2 15-16	Year 15-16	S1 16-17	S2 16-17	Year 16-17
OSS	3 days	7 days	10 days	8 days	1 day	9 day	8.5 days	13 days	21.5 days	1 day	10 days	11 day s	4 day s	21.5 day s	25.5 day s
ISS	3 days	11.5 days	14.5 days	1 day	4 days	5 days	3 days	11 days	14 days	3 days	3 days	6 day s	2 day s	1.5 day s	3.5 day s
Bus	*	*	*	*	*	*				2 days	4 days	6 day s	12 day s	12 day s	24 day s

* Due to changes in SWIS the bus suspensions are not recorded separately.

Number of Referrals Based on Top 5 Locations

	S1 12-13 Total # 161	S2 12-13 Total # 270	Year 12-13 Total # 431	S1 13-14 Total # 185	S2 13-14 Total # 127	Year 13-14 Total # 312	S1 14-15 Total # 165	S2 14-15 Total # 330	Year 14-15 Total # 395	S1 15-16 Total # #56	S2 15-16 Total # #107	Year 15-16 Total # #163	S1 16-17 Total # #104	S2 16-17 Total # #106	Year 16-17 Total # #210
Bus	24 (15%)	39 (14%)	63 (16%)	38 (23%)	25 (20%)	63 (22%)	30 (19%)	34 (11%)	64 (14%)	6 (12%)	17 (16%)	23 (15%)	27 (26%)	12 (11%)	39 (21%)
Classroom	83 (52%)	132 (49%)	215 (54%)	73 (44%)	68 (54%)	141 (48%)	68 (43%)	174 (59%)	242 (53%)	24 (48%)	50 (48%)	74 (48%)	47 (45%)	53 (50%)	100 (53%)
Hallway	11 (7%)	27 (10%)	38 (10%)	20 (12%)	15 (12%)	35 (12%)	28 (18%)	32 (11%)	60 (13%)	7 (14%)	12 (12%)	19 (12%)	11 (11%)	10 (12%)	22 (12%)
Recess (Playground)	8 (5%)	7 (3%)	15 (4%)	6 (.04%)	4 (.04%)	10 (.03%)	x	x	x	6 (12%)	6 (6%)	12 (8%)	6 (6%)	3 (3%)	9 (5%)
Specials (Art, Music, PE - gym)	26 (16%)	43 (16%)	69 (17%)	29 (17%)	13 (10%)	42 (17%)	24 (15%)	45 (15%)	69 (15%)	6 (12%)	14 (13%)	20 (13%)	7 (7%)	11 (10%)	18 (10%)
Bathroom*	X	X	X	X	X	X	9 (6%)	12 (4%)	21 (5%)	1 (2%)	5 (5%)	6 (4%)	2 (2%)	4 (4%)	6 (3%)
Total Referrals in Top 5 Locations	152	248	400	166	125	291	159	297	456	50	104	154	98	90	188

*Bathroom was added as a top 5 location for the 14-15 school year as it surpassed the playground for number of referrals.

Observations in 2014-2015:

- Classroom referrals decreased from 54% (215) in 2012-13 to 48% (141) in 2013-2014,
- The total number of referrals increased by 39 from 2011-2012 to 2012-2013 (392 to 431)
- In 2011-2012 the highest amount of referrals came from 5th grade (146) and 1st grade (81). In 2012-2013 the highest amount of referrals came from 4th grade (129) and 2nd grade (119).
- In 2011-2012 the Kindergarten class had 19 referrals (5%) and as 1st graders they had only 9 referrals (2%).
- The current third grade class accounted for the 2nd most referrals of any class as 1st graders in 2011-2012 (81) and also as 2nd graders in 2012-2013 (119).
- Defiance/Disrespect accounted for the most referral types in 2011-2012 (155) and in 2012-2013 (167).
- Defiance/Disrespect and Physical Aggression were the two highest types of behavior reported in 2011-2012 (261 out of 392=67%) and 2012-2013 (290 out of 431 =67%).
- The number of OSS's decreased by 1.5 days from 2011-2012 to 2012-2013.
- The number of ISS's decreased by 4.5 days from 2011-2012 to 2012-2013.

Referrals based on top 5 locations:

- Classroom referrals increased from 27% (107) in 2011-2012 to 54% (215) in 2012-2013.
- Bus referrals decreased from 39% (153) in 2011-2012 to 16% (63) in 2012-2013.
- Recess referrals decreased from 34 in 2011-2012 to 15 in 2012-2013.
- Special referrals increased from 29 (7%) in 2011-2012 to 69 (17%) in 2012-2013.
- Hallway referrals increased only 3% from 2011-2012 (7%) to 2012-2013 (10%).
- Classroom referrals accounted for more than half (54%) of the total referrals in 2012-2013.

Observations in 2015-2016:

- Fifth grade had an unusually large number of referral in 2014-2015 compared with previous years (248 as compared to 98 in 13/14 and 58 in 12/13) and this affected all of the data.
- In three out of the last four years, defiance/disrespect had the most referrals.
- In three out the last four years, physical aggressions had the second most referrals.
- Incidents of fighting has decreased each year from 31 in 11/12 to 9 in 14/15.

Observations in 2016-2017:

- There are more than 149 fewer total referrals for the 15-16 school year as compared to any of the previous years in the table.
- There were zero referrals for fighting and harassment in the 15-16 school year.
- A total of 48% of the referrals took place in the classroom.
- The fewest number of referrals, 4%, were in the bathroom.

Observations in 2017-2018:

- There was increase of 47 overall referrals during the 2016/2017 school year compared to 2015/2016.
- A total of 53% of the referrals during 2016/2017 took place in the classroom which is an increase of 5% from 2015/2016.
- The number of OSS days increased from 11 during 2015/2016 to 25.5 during 2016/2017, , which is an increase of 14.5 days.
- The number of bus suspension days increased from 6 in 2015/2016 to 24 in 2016/2017, which is an increase of 18 days.

Curriculum Implementation Data

Language Arts, Reading and Curriculum Description: The Four-Block framework was implemented during the 05 - 06 school year. This framework is used in Grades K - 5th, with Kindergarten using Building Blocks, Grades 1st, 2nd, 3rd using Four Blocks, and Grades 4th, 5th using Big Blocks. The Four-Block framework consists of 4 different areas of focus. These include Working with Words, Guided Reading, Writing, and Self-Selected Reading. Each grade level has identified essential skills that correlate with the New Illinois State Standards that are assessed quarterly. In the 06 - 07 school year a new Houghton-Mifflin Reading series was purchased for Grades K - 3rd and as new standards have been put in place these materials are being used as a supplemental resource. Technology based resources are also used to reinforce skills and gather materials for classroom use. Renaissance Learning which encompasses Accelerated Reader, Star Reading and Star Early Literacy is being used in grades K-5. In the 2015-2016 school year, the Jolly Phonics program was purchased and implemented at the kindergarten level. Resources from Teachers Pay Teachers are utilized by the teachers as supplemental resources.

Math Curriculum: All Grades K-5 implemented the EngageNY Math program during the 2016-2017 school year. EngageNY Math integrates the New Illinois/Common Core Standards, rigorous classroom reasoning, extensive problem sets, and high expectations for mastery. Supplemental materials are added as needed for extra practice throughout the grade levels. Grades K-5 uses EngageNY Math worksheets and manipulatives. Star Math is used as an assessment tool, along with online math programs for practice such as IXL, Embarc, Zearn, Reflex Math, and Splash Math.

Social Studies Curriculum: The elementary social studies curriculum in the lower grades is based on thematic units involving people or events in American History. Students will also explore family life, job careers, and community roles. Beginning in the 2nd grade, the students begin to explore how units of government work and an introduction into Illinois history. 4th and 5th grades use a text from McGraw Hill and study early American History. 1st - 5th grades work on map skills appropriate to their grade level and use Time for Kids or Scholastic News magazine as a reference material. These magazines are also utilized to introduce and reinforce map skills and understanding graphs. A transition is taking place to the new Illinois Social Science Standards.

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 a reference material. A transition is taking

place 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 presented to the entire elementary staff 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.

Title I Program: The Title I program assists all grades in focusing on exit outcomes performance, basic reading skills and strategies, PARCC preparation, RtI interventions and WIN time. It also provides support and resources to strengthen the classroom instruction. Title does screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction. In the morning, each Title I Teacher and two associates go into the Kindergarten, First, and Second Grade classrooms for thirty- forty minutes. This makes a team of four to give intensive small group instruction at the student's ability level focusing on the student's developing reading needs. The afternoon consists of the Title I teachers working with small groups of students in 3rd, 4th, and 5th grades on individualized instruction in Reading and Math with a focus on literary skills. In the 2015-2016 school year, the Title program housed only two full-time teachers instead of three, as has been in the past. This was due to lack of applicants. Title teachers, associates, and other staff members provide WIN (What I Need) time for students identified by their classroom teachers, with individualized instruction and practice. During the 2016-17 school year, a school-wide RtI block was initiated. All students K-2 are placed in smaller groups based on abilities, crossing grade level and classrooms. They are provided learning opportunities in ELA and Math for 30 minutes each day. Enrichment opportunities are also included. The intermediate grades 3-5 also have an RtI block of time focusing on ELA, Math, Technology and STEM activities.

Special Education: The Special Education Department meets the needs of students with academic or behavioral disabilities. They 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 assistance 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 a paraprofessional that helps 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 service and targeted interventions. These interventions are provided by a trained paraprofessional or a certified teacher. Progress is monitored weekly and meetings are held every 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. 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 updated student computers, 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.

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

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

Enrichment Program: The West Central 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 15 students in the Grades 4th - 5th participate in this program.

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. During the 2017-2018 school year, we made some changes. At this time students in grades 2-5 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 two supervisors for each session and approximately ten students have signed up for this help.

Keyboarding/Computer: All 2nd through 5th grade students can use the typing web online program to learn typing. They have their own login that saves their work for them. This program allows students to work individually and encourages correct finger positioning. 1st graders use microsoft word and type their word wall words. They are learning to use both hands at the keyboard and to distinguish left handed keys and right handed keys. The lab can be utilized by K-2 grades, to take Star Reading, Star Math, and Star Early Literacy tests, as well as Accelerated Reading Assessments. The lab is also available for classes to use the internet for research and educational games. It also houses a SMARTBoard for interactive use and a portable lab. The

portable lab contains 25 chromebooks. Each laptop has internet access and can access the network printers. 3rd - 5th grade students can access their own google accounts. This allows them to work on a document at school, anywhere in the building and at home. They can also share the document with their teacher so he or she may make corrections without printing. 3rd, 4th and 5th grade students have Chromebooks (1:1 devices). They are used daily in the classroom for instructional purposes, projects, online supplemental support, and special activities. Kindergarten uses Starfall to do reading and math activities, as well as phonics. IXL is being used for math in grades K-5. Just recently, we have converted the lab to a 21st Century Classroom complete with flexible seating, a Green Screen, and collaborative hubs.

Positive Behavioral Intervention and Support Program: West Central Elementary implemented during the 2011-2012 school year a behavioral program called PBIS which stands for Positive Behavior Intervention and Support Program. Training was provided by the West Central Special Education Cooperative. The year is started off with a PBIS kick-off with cool tools being taught to students K-5. Through the use of these cool tools, teachers are able to instruct the students on how to behave properly in a variety of settings. This program stresses positive behavior through the use of heat bucks. Students earn heat bucks by behaving appropriately and making good choices on the school bus and while in school. Students are able to spend their bucks in the school Heat Store once a month. Students can also earn Character Cash, which rewards students immediately for displaying that month's character trait. Character Trait Awards are given monthly at the PBIS school-wide assembly. In 2014-15 Tier 2 of the PBIS program was implemented. Tier 2 is an added support for students not succeeding in Tier 1 of PBIS. These students check in and check out (CICO) with a staff member in the morning and afternoon. The TAT team also provides behavioral interventions to help general education teachers meet the needs of the student who is displaying poor behavior choices or who have emotional needs. Social Academic Instructional Groups (SAIG) meet as needed to provide additional instruction on classroom expectations.

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 two to four 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 160,000 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 as well as Tumblebooks.

2013 - 2014 Parent/School Compact: The parent-school compact was included in the 10-11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2014 - 2015 Parent/School Compact: The parent-school compact was included in the 10-11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2015 - 2016 Parent/School Compact: The parent-school compact was included in the 10-11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2016 - 2017 Parent/School Compact: The parent-school compact was included in the 10-11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

2017 - 2018 Parent/School Compact: The parent-school compact was included in the 10-11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

Program Comparisons and Trends

During the 13-14 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The PBIS is in its third year. Low class size has been maintained with an average class size of 18 students according to the Sixth Day Enrollment. Staff is still being provided opportunities to learn more about the Danielson Model of Instruction. Chromebooks/1:1 devices were added to 3rd grade. Google accounts have been created for all students in 3rd-5th grade. An Evaluation Committee has been formed to make recommendations for the student growth component of the new teacher evaluation model.

During the 14-15 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. PBIS is in its fourth year. Low class size has been maintained with an average class size of 20. Chromebooks/1:1 devices have been added to 3rd, 4th & 5th grade classrooms. Google accounts have been created for all students in 3rd- 5th grade. The Evaluation Committee continues to meet on a bi-monthly basis to make recommendations for the student growth component of the new teacher evaluation model.

During the 15-16 school year, all certified and support staff met the definition of highly qualified. The PBIS program is in its fifth year. Low class size has been maintained with an average class size of 19. Teachers in the 3rd, 4th, and 5th grade classrooms are increasing the use of Chromebooks/1:1 devices. Some teachers are utilizing Google Classroom as an instructional tool. Google accounts have been created for all students in 3rd- 5th grade. The Evaluation Committee continues to meet on a monthly basis to make recommendations for the student growth component of the new teacher evaluation model. The official joint committee has been formed with equal representation of teachers and administrators. A review of the elementary math curriculum is ongoing. Teachers recognize that a change is needed to promote a deeper understanding of the grade level concepts. An emphasis on aligning our current science curriculum to the NGSS is taking place.

During the 16-17 school year, all certified and support staff met the definition of highly qualified. The PBIS program is in its sixth year and the staff has altered the HEAT celebrations timeline from monthly to quarterly. Low class size has been maintained with an average class size of 19 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 each have five devices and each second grade room has ten devices 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 has agreed to an evaluation tool that includes student growth. Regarding curriculum, the elementary staff has implemented a new math program called EngageNY and supplemental materials have been purchased to assist

with instruction, including an online program called IXL Math. To practice math fluency, we are using an online program called Reflex Math. The elementary teachers are working towards an alignment of the Next Generation Science Standards (NGSS) and many are using the program called Mystery Science as a reference tool. A change to the schedule has taken place that allows the children to participate in recess prior to eating lunch. A school-wide Response to Intervention (RtI) block of approximately thirty minutes has been added to each grade level. The elementary staff has been offered a chance to participate in two book studies on topics such as Whole Brain Teaching and Standards Based Grading.

During the 17-18 school year, all certified and support staff met the definition of highly qualified. The PBIS program was implemented in 2010 and the staff has decided to host quarterly HEAT celebrations. Low class size has been maintained with an average class size of 19 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 each have five devices and each second grade room has fifteen devices 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 has agreed to an evaluation tool that includes student growth. This plan is reviewed annually. Regarding curriculum, a math program called EngageNY is in its second year of implementation. We are still utilizing the IXL program along with Zearn and Reflex Math for supplemental activities. The elementary teachers are working towards an alignment of the Next Generation Science Standards (NGSS) and many are using the program called Mystery Science as a reference tool. Staff is becoming familiar with new Illinois Social Science standards and focusing on curriculum alignment. A school-wide Response to Intervention (RtI) block of approximately thirty minutes is utilized at each grade level.

II.5 Perception Data

Table 9:

Parent Survey

This survey is only available during the scheduled conference times.

	2013	2014	*2015	**2016	**2017
# of surveys completed	139	158	212	207	207
# of students represented	284	283	330	--	--
Total # of families in the elementary	--	--	--	282	278
Do you have access to the internet at home?	92%	85%	83%	83%	92%
Attended one of the following events in the past year:					
<i>Open House/School Kick Off</i>	68%	66%	60%	63%	69%
<i>Movie Nights</i>	11%	22%	--	--	--
<i>Music Concerts</i>	62%	68%	65%	70%	80%
<i>P/T Conferences</i>	95%	92%	90%	100%	97%
<i>Donuts with Dads</i>	28%	32%	29%	43%	42%
<i>Muffins with Mom</i>	52%	57%	39%	66%	69%
<i>Pastries with Parents</i>	16%	9%	14%	22%	27%
<i>Pre-K Family/Parent Night</i>	--	--	--	39%	44%
<i>Carnival</i>	--	--	--	61%	64%

<i>PTC meeting</i>	5%	8%	10%	14%	23%
<i>Other Special Activity</i>	17%	26%	8%	0%	3%
Confident helping with math homework?	95%	90%	96%	81%	83%
Confident helping with reading homework?	99%	84%	98%	99%	100%
Do you feel our PBIS program has been effective ?	99%	90%	96%	95%	96%
Child feel safe on the bus?	89%	86%	95%	91%	82% 14% n/a
Communication tools					
<i>Skyward</i>	48%	46%	40%	39%	42%
<i>Connect Ed</i>	91%	80%	84%	90%	99%
Adequate opportunity for communication?	99%	87%	99%	99%	96%

*Pre-K parents were invited to participate in the survey which was given during conferences that took place two weeks prior to the end of first quarter.

**Pre-K through 5th grade parents were invited to participate in the survey, which was given during conferences that took place one week following the end of the first quarter.

Observations 2014-2015:

- Fewer parents are confident helping with homework.
- 85% of the families have access to the internet, but only 46% access skyward.

Observations 2015-2016:

- 95% of families feel their children are safe on the bus, a 9% increase from the previous year.
- 9% fewer families have access to internet at home compared to 2013.
- 6% more parents feel PBIS is effective.
- 6% more parents feel confident helping with math homework than the previous year.
- 14% more parents feel confident helping with reading homework than the previous year.
- Although numbers for Muffins with Mom and Donuts with Dad decreased, actual numbers of those attended increased. The survey was given before these activities occurred this year.

Observations 2016-2017:

- Parents confidence helping with math homework decreased 15%, whereas their confidence in helping with reading homework is 99%.
- Parent participation in special activities (concert, conferences, Donuts, Muffins, Pastries) is higher than in the past three years.
- Parents who reported their use of Connect-Ed increased by 6%.

Observations 2017-2018:

- Only 82% of respondents feel that their child is safe on the bus which is a decrease from 91% the previous year. However, we added the option of N/A this year and 14% of respondents selected this option.
- Respondents who attended a Pre-K Family night increased from 39% (2016-2017) to 44% (2017-2018)
- Parents who attended the Pastries with Parents event has increased each year starting with the 2014 data.
- 80% of the respondents attended the music concert, which is the highest recorded since 2013.
- 96% of the respondents feel that our PBIS program has been effective.

Table 10:

**2017-2018
Staff Survey**

53 out of 88 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)	49%	47%	2%			2%
The teacher in-service generally provides beneficial information.	21%	40%	5%	7%		25%
Family involvement activities are scheduled to allow working parents to participate.	31%	54%	5%	5%		4%
The school is safe for students and staff.	42%	49%	8%	2%		
The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, buzzer entry, etc).	53%	40%	6%		2%	
PBIS has been effective in our school.(Tier 1-General Program)	30%	43%	17%			9%
PBIS has been effective in our school. (Tier 2-Check-in, check-out)	26%	40%	17%	2%		15%
PBIS has been effective in our school. (Tier 3-TAT)	27%	31%	27%			15%
WIN Time/RtI Block has been beneficial to our K-2 students.	15%	19%	23%	8%		36%
WIN Time/RtI Block has been beneficial to our 3-5 students.	15%	21%	21%	4%	4%	36%
Facilities are clean.	14%	40%	15%	29%	2%	
The school's furniture and equipment is in good working condition.	13%	55%	17%	13%		2%
Accelerated Reader is a valuable component in the curriculum.	32%	38%	13%			17%
EngageNY is a valuable component in the curriculum.	12%	21%	37%			31%
The school has a consistent writing program in place.	2%	15%	30%	32%	4%	17%
The library offers sufficient reading materials to meet the needs of the students.	38%	40%	11%	2%		9%
My classroom library offers sufficient reading materials to meet the needs of the students.	25%	36%	8%	4%		28%
There is good quality and frequency of communication between the school and parents.	31%	56%	12%			2%
I am aware of the school's discipline policies and procedures.	40%	51%	6%	2%		2%
Our reading instruction is meeting the needs of our students.	19%	42%	23%	4%		13%
Our science instruction is aligned to NGSS.	13%	30%	25%	2%		30%
Students in grades K-2 have adequate access to appropriate technology.	9%	34%	21%	13%		23%

Students in grades 3-5 have adequate access to appropriate technology.	40%	25%	17%			19%
Staff at the elementary work hard to build trusting relationships with parents.	34%	51%	13%			2%
Once we start a new program, we follow up to make improvements.	25%	40%	19%			6%
It is important to collaborate with other teachers to offer suggestions, plan activities, and share strategies to be used within the classroom.	53%	34%	2%	2%		9%
I would recommend the elementary to parents seeking a place for their child.	45%	42%	9%			2%

2016-2017 Staff Survey

65 out of 81 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)	42%	44%	2%	3%	2%	6%
The teacher in-service generally provides beneficial information.	13%	43%	16%	2%		27%
Family involvement activities are scheduled to allow working parents to participate.	24%	51%	10%	8%	2%	6%
The school is safe for students and staff.	44%	48%	8%			
The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, buzzer entry, etc).	56%	40%	3%	2%		
PBIS has been effective in our school. (Tier 1-General Program)	30%	35%	19%	2%		14%
PBIS has been effective in our school. (Tier 2-Check-in, check-out)	24%	35%	22%			19%
PBIS has been effective in our school. (Tier 3-TAT)	24%	27%	29%			21%
WIN Time/RtI Block has been beneficial to our K-2 students.	19%	27%	24%			29%
WIN Time/RtI Block has been beneficial to our 3-5 students.	13%	29%	24%			32%
Facilities are clean.	19%	45%	13%	18%	5%	
The school's furniture and equipment is in good working condition.	10%	54%	18%	14%		
Accelerated Reader is a valuable component in the curriculum.	21%	41%	16%			22%
EngageNY is a valuable component in the curriculum.	10%	19%	34%	5%		33%
The school has a consistent writing program in place.	8%	17%	33%	19%	2%	21%
The library offers sufficient reading materials to meet the needs of the students.	24%	55%	11%			10%

My classroom library offers sufficient reading materials to meet the needs of the students.	15%	36%	13%	2%		34%
There is good quality and frequency of communication between the school and parents.	29%	53%	13%	3%		2%
I am aware of the school's discipline policies and procedures.	34%	56%	3%	5%	2%	
Our reading instruction is meeting the needs of our students.	16%	34%	26%	5%	2%	18%
Our science instruction is aligned to NGSS.	10%	15%	37%	6%	2%	31%
Students in grades K-2 have adequate access to appropriate technology.	16%	34%	18%	10%		23%
Students in grades 3-5 have adequate access to appropriate technology.	34%	30%	14%			23%
Having recess before lunch was a positive change to our schedule.	8%	14%	28%	22%	14%	14%

2015-2016 Staff Survey

46 Surveys were 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%	56%				
The teacher in-service generally provides beneficial information.	9%	49%	11%	4%		27%
Family involvement activities are scheduled to allow working parents to participate.	25%	60%	9%	4%		2%
The school is safe for students and staff.	24%	62%	7%	4%		2%
The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, etc).	27%	56%	11%	7%		
PBIS has been effective in our school. (Tier 1-General Program)	31%	45%	22%			2%
PBIS has been effective in our school. (Tier 2)	38%	38%	22%			2%
PBIS has been effective in our school. (Tier 3)	22%	42%	31%			5%
WIN time has been beneficial to our students.	27%	29%	29%	2%		13%
The school's furniture and equipment is in good working condition.	11%	68%	3%	15%		3%
Facilities are clean.	5%	78%	9%	9%		
Accelerated Reader is a valuable component in the curriculum.	31%	40%	16%	4%	2%	7%
Saxon Math is a valuable component in the curriculum.	18%	27%	31%	11%	2%	11%
The school has a consistent writing program in place.	7%	16%	27%	36%	4%	11%

The library offers sufficient reading materials to meet the needs of the students.	22%	65%	7%	2%		4%
My classroom library offers sufficient reading materials to meet the needs of the students.	18%	44%	7%	4%		27%
Students in grades K-2 have adequate access to appropriate technology.	11%	33%	13%	18%	16%	9%
Students in grades 3-5 have adequate access to appropriate technology.	44%	40%	7%		2%	7%
There is good quality and frequency of communication between the school and parents.	24%	65%	7%	2%		2%
I am aware of the school's discipline policies and procedures.	41%	59%				
A refresher professional development opportunity in 4-Block or Balanced Literacy Instruction is needed.	7%	20%	22%	16%	4%	33%

2014-2015 Staff Survey

59 of 72 Surveys returned, 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)	49%	41%	5%			5%
The teacher in-service generally provides beneficial information.	10%	44%	15%	7%		24%
Family involvement activities are scheduled to allow working parents to participate.	29%	51%	7%	8%		5%
The school is safe for students and staff.	27%	56%	8%	3%	2%	3%
The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, etc).	25%	58%	7%	7%		3%
PBIS has been effective in our school.	20%	41%	25%	5%		8%
The school's furniture and equipment is in good working condition.	10%	68%	3%	15%		3%
Facilities are clean.	20%	56%	8%	8%	3%	3%
Accelerated Reader is a valuable component in the curriculum.	22%	36%	27%			15%
The school has a consistent writing program in place.	8%	29%	32%	14%	2%	15%
The library offers sufficient reading materials to meet the needs of the students.	20%	59%	10%	2%		8%
My classroom library offers sufficient reading materials to meet the needs of the students.	14%	39%	10%	2%		35
The school's computer facilities are kept updated with the latest technology.	24%	46%	17%	5%	5%	3%

There is good quality and frequency of communication between the school and parents.	31%	53%	7%	5%		5%
I am aware of the school's discipline policies and procedures.	37%	42%	12%	2%		7%
Monthly team meetings with reading consultant increases my ability to implement rigorous instruction.	12%	20%	17%	2%		49%

**2013– 2014
Staff Survey**

53 of 65 Surveys returned, 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.)	51%	39%	4%	2%	2%	2%
The teacher in-service provides beneficial information.	16%	53%	12%	2%	2%	16%
Family involvement activities are scheduled to allow working parents to participate.	29%	54%	6%	10%		2%
The school is safe for students and staff.	29%	51%	16%	4%		
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	31%	53%	6%	10%		
The PBIS Program has been effective in our school.	29%	47%	18%	4%		2%
The facilities are clean.	25%	66%	4%	6%		
The schools furniture and equipment is in good working condition.	19%	58%	9%	11%		2%
Accelerated Reader is a valuable component in the curriculum.	30%	32%	23%	4%		11%
Accelerated Math is a valuable component in the curriculum.	19%	31%	33%	4%		13%
The school has a consistent writing program in place.	2%	31%	27%	23%	2%	17%
The Library offers sufficient reading materials to meet the needs of the students.	27%	47%	16%	10%		6%
My classroom library offers sufficient reading materials to meet the needs of the students.	18%	43%	8%	2%		29%
The school's computer facilities are kept updated with the latest technology.	8%	60%	12%	15%	4%	2%
There is good quality and frequency of communication between the school and parents.	28%	62%	11%		2%	2%
I am aware of the school's discipline policies and procedures.	43%	53%	4%			2%
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	10%	23%	27%	14%	4%	23%

Observations from 2013-2014:

- Amount of surveys returned each year from 63% in 2011-2012, 73% in 2012-2013, and 82% in 2013-2014.
- 8% more teachers agree that our in-services provide beneficial information from 2012-2013 to 2013-2014.
- 7% fewer teachers in 2013-2014, believe family involvement activities are scheduled to allow working parents to attend compared to previous year.
- 16% fewer teachers in 2013-2014 think AR is not valuable compared to the previous year.
- 7% fewer teachers believe PBIS is effective compared to previous year.
- 19% fewer teachers think accelerated math is a valuable component for our curriculum.

Observations from 2014-2015:

- 54% of teachers responded positively to “teacher in-service generally provides beneficial information” as compared to 69% in 13-14
- 61% of teachers responded positively to “PBIS has been effective in our school” as compared to 76% in 13-14
- 76% of teachers responded positively to “facilities are clean” as compared to 91% in 13-14
- 53% of teachers responded positively to “my classroom library offers sufficient reading materials to meet the need of the students” as compared to 61% in 13-14
- 79% of teachers responded positively to “I am aware of the school’s discipline policies and procedures” as compared to 96%

Observations from 2015-2016:

- One hundred percent of staff members are aware of the school’s discipline policies and procedures, up from 79% in 2014/15.
- Only 27% of staff feel like a refresher on 4-Block is necessary.
- 58% of staff feel in-services are beneficial, up from 54% in 14-15.
- 89% of staff believe communication is good between school and parents.
- 40% of staff disagree or strongly disagree that there is a consistent writing program in place.
- 100% of staff agree or strongly agree that parents have an opportunity to be involved.
- Only 45% of staff feel that Saxon Math is meeting our needs.
- Only 44% of staff feel that K-2 has adequate access to technology, while 84% feel grades 3-5 do.
- Staff believes AR is a valuable component, up this year to 71% as compared to 2014-2016 at 58%.
- 86% of staff feel that our school is safe and 83% of staff feel that security procedures are consistently followed.
- No staff member stated that PBIS is ineffective at any tier.
- Only 56% of staff feel that WIN time has benefited our students.
- 83% of staff feel that the facilities are clean, up from 76% in 2014-2015.

Observations from 2016-2017:

- 50% of respondents believe our reading instruction meets the needs of our students.
- 25% of respondents believe our Science curriculum is aligned with NGSS.
- 25% of 2016/17 and 23% of 2015/16 respondents agree that we have a consistent writing program in place.
- There was an increase of 13% of respondents who agree or strongly agree that security measures are consistently followed.
- 2% of all staff disagree that PBIS-Tier 1 is effective. No staff member disagreed with Tier 2 and 3 being effective.
- 62% of staff feel that AR is a valuable component in the curriculum.
- 36% of all staff disagree that having recess before lunch was a positive change to our schedule.

Observations from 2017-2018:

- During the 2017/2018 school year, 31% of respondents either disagree or strongly disagree that our facilities are clean. This is an increase from the previous data that showed 23% of respondents in this category.
- There was an increase of 10% of respondents who strongly agreed that their classroom library offers sufficient reading materials to meet the needs of their students.
- Only 17% of respondents agree/strongly agree that we have a consistent writing program in place which is a decrease from 25% the previous year.
- 91% of respondents agree/ strongly agree they are aware of the school’s discipline policies and procedures.

- 43% of respondents agree/strongly agree that our science instruction is aligned to the NGSS, which is an increase of 18% from the previous year.
- Only 43% of respondents agree/strongly agree that K-2 students have adequate access to technology, which is down 7% from the previous year.
- The percentage of respondents who feel PBIS has been effective has increased for all tiers from the previous year.
- Only 61% of respondents agree/strongly agree that our reading instruction is meeting the needs of our students.
- Only 33% of respondents agree/strongly agree that ENY is a valuable component in the curriculum. An additional 37% are unsure at this time. No respondents disagree/strongly disagree.
- Only 85% of respondents agree/strongly agree that the staff work hard to build trusting relationships with parents. Only 87% of respondents agree/strongly agree that they would recommend the elementary to parents seeking a place for their child.
- 93% of respondents agree/strongly agree that school safety procedures are consistently followed.
- Only 46% of respondents agree/strongly agree that the WIN/RtI block has been beneficial for our k-2 students, which compares to 34% during the previous year.
- Only 42% of respondents agree/strongly agree that the WIN/RtI block has been beneficial for our 3-5 students , which compares to 36% during the previous year.

2017-2018

III. Problem Statements and Hypotheses

Table 11:

Patterns of Strengths and Problems

Patterns of Strengths	Bullet Data Upon Which Conclusion is Drawn
1. 96% of our parents surveyed feel they have adequate opportunity for communication.	Parent Survey
2. The number of completed parent surveys in 2015 was 212. The number of surveys completed in 2016 was 207, which was 73% of our families. The number of surveys completed in 2017 was 207, which is 73% of our families.	Parent Survey
3. 85% of our students had at least one parent/guardian attend parent/teacher conferences in the Fall of 2017.	Statistics gathered from sign in sheets provided by classroom teachers.
4. The PBIS Program is a positive component to the elementary curriculum as 96% of the parents surveyed reported it is effective.	Parent Survey
5. Of the 22 classrooms in the elementary, including the early childhood program, the class average is 19 students per classroom.	Fall Housing Report
6. A variety of Fine Arts programs are offered. This includes daily Physical Education, weekly	Curriculum Implementation Data SIP Day Discussion

lessons in Art and General Music, and 5th graders are allowed to participate in Band as an elective.	
7. 100% of our parents feel confident helping their children with reading homework.	Parent Survey
8. All of our students in grades 3-5 have their own Chromebook computer for school use.	SIP Day Discussion
9. Additional programs are in place to supplement the individual needs of the students such as RtI, CICO, WIN, Title, TAT, Tutoring, and Enrichment.	SIP Day Discussion
10. The use of technology has increased with additional online, supplemental programs available for student use.	SIP Day Discussion
11. There is an assistant principal available to deal with the increase in the number of referrals based on the correlational data.	SIP Day Discussion
12. There is continued 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), Turning Pages Book Club, FOCC, College for Kids, Ag in the Classroom, Farm Bureau and the Regional Office of Education.	SIP Day Discussion
Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. In comparison to the state average, the number of students who met/exceeded in 3rd grade was 10% below the state average in reading and 23% below the state average in math in 2017.	PARCC Data
2. In comparison to the state average, the number of students who met/exceeded in 4th grade was 15% below the state average in reading and 20% below the state average in math in 2017.	PARCC Data
3. In comparison to the state average, the number of students who met/exceeded in 5th grade was 4% below the state average in reading and 18% below the state average in math in 2017.	PARCC Data
4. There is need for additional updated technology available in the lower grade classrooms.	Perception Data - Staff discussions during staff meetings and as documented by the January SIP Data Walk. Staff Survey

5. Significant challenges to obtain and organize appropriate resources aligned to the New Illinois State Standards.	SIP Day Discussion
6. AIMSweb fluency assessments in first grade (spring 2016) show that 15% of the students are meeting/exceeding the benchmark, which is lower than the previous four years.	Table 3D - AIMSweb
7. Over the past five years, the students entering school have scored below the state average in the fall on letter recognition, letter sounds and word matching.	Table 3A - ISEL
8. Only 83% of our parents reported that they feel confident helping their children with math homework.	Parent Survey
9. Staff is concerned about the ELA curriculum effectiveness and inconsistency between grade levels.	SIP Day Discussion
10. Posts by community members on social media negatively impacts our school environment.	SIP Day Discussion
11. Truancy rate has nearly tripled over the past three years. The number of truant students has increased from 11 (3.4%) in 2014/1015 to 27 (8%) in 2015-2016 to 31 (9%) in 2016/2017.	Table 4: General School Data (School Report Card)

IV. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

Table 12:

Improvement Goals

<p>Improvement Goal #1 The Goal in 2018-19 is that West Central Elementary will increase the percentage of staff in grades kindergarten through five who agrees we have a consistent ELA curriculum in place.</p>
<p>Current Condition and Data Sources: Staff Survey (According to the staff survey only 17% of staff reported that the school has a consistent writing program in place. Based on the SIP day discussion, staff shared an overwhelming concern for this need.)</p>
<p>Specific Action The WCES staff, along with a sub-committee in place, will focus on identifying a consistent ELA curriculum to implement in the elementary.</p>

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
The district Title I program ensures teachers and associates are fully supporting the NILS 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 WIN (What I Need) and RtI support.	September 2018 - May 2019	Mrs. Lafary, Mrs. Ricketts, Ms. Lewis, & Mrs. Kelly	None	Updated Title plan and grant
After reviewing data revisit the elementary exit outcomes and revise as necessary to ensure alignment to the NILS.	Monthly grade level meetings 2018-2019	Mrs. Lafary, classroom, Title I & Spec. Ed teachers	None	Quarterly outcomes aligned to the new Illinois Learning Standards will be revised or created
Assess students early during the first semester. The assessments include ISEL, AIMSweb, Spelling inventories, STAR Reading, STAR Early Literacy, and KIDS	August 2018	Mrs. Ricketts, Ms. Lewis, Mrs. Kelly & Staff	District & Special Education Co-op Approximate cost = \$9000	Assessments will be selected and administered in a timely manner.
Mid-point check will be completed based on the appropriate timeline	December 2018 (full year) & October 2018 (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 that did not meet WCES assessment standards and plan appropriate remediation strategies.	September and January 2019	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 International Reading Association (online option)	August 2018	Mrs. Ricketts	\$35.00 Title I Grant	Subscription purchased
Subscribe to Illinois Reading Council	August 2018	Mrs. Ricketts	\$45.00 Title I Grant	Subscription purchased
Subscribe to Reading A to Z for online use.	August 2018	Mrs. Lafary	\$109.95 Title I Grant	Subscription purchased
Purchase BrainPop and STARFALL to enhance reading instruction	August 2018	Mrs. Lafary	\$2,295- BrainPop \$270 - STARFALL Title I Grant	Pre and Post Testing
Conduct regular walkthroughs of all elementary classrooms to assess the implementation	Beginning August 2018 - May 2019	Mrs. Lafary and Mrs. Harrison	None	Results of the walkthroughs will be shared with staff

of a balanced literacy approach.				
Purchase Renaissance Learning	2018-2019	Mrs. Lafary	\$5604.00 Title I Grant	Subscription purchased
Daily schedule for team collaboration time to ensure 40 minutes per week of collaboration per grade level team	Team meetings will be ongoing 2018-2019	Mrs. Lafary & grade level teams	None	Meetings will be held weekly. Agendas and minutes will be collected and reviewed by building administrators.
Attend IL Reading Conference	October 2018	4 teachers	\$2,000 Title I Grant	Present to staff - workshop completed
Purchase student magazines such as Scholastic News, Time for Kids, and Story Works	August 2018	Mrs. Lafary	\$1389.86 Title 1 Grant	Purchase subscriptions to be used in the classroom
Utilizing the ELA committee formed in 2017/2018, investigate ELA programs by visiting other schools, reaching out to colleagues (both online and those from highest scoring districts in the area), gathering samples and discussing programs, and invite guest speakers to share ideas.	August 2018 - May 2019	Mrs. Klossing & Committee	None	Gather, analyze, and share various ELA programs
Investigate additional workshop opportunities to implement a consistent ELA curriculum including writing.	August 2018- May 2019	Mrs. Lafary	None	Research possible workshop sessions

<p>Improvement Goal #2 The goal in 2018-2019 is that West Central Elementary will increase the percentage of students in grades three through five combined who meet or exceed the state standards in math on the PARCC test by 2%.</p>
<p>Current Conditions and Data Sources: PARCC Assessment Scores (The average percentage of students tested in grades three through five combined who met or exceeded state standards in Math on the 2017 PARCC assessment was 13%.)</p>
<p>Specific Action The West Central Elementary Staff will focus on improving math instruction to meet the demands of the New Illinois Learning Standards.</p>

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
The district Title I program ensures teachers and associates are fully supporting the NILS 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 WIN (What I Need) and RtI support.	September 2018 - May 2019	Mrs. Lafary, Mrs. Ricketts, Ms. Lewis, Mrs. Kelly & Staff	None	Updated Title Plan and Grant
Assess students early during the first semester. The assessments include STAR Math & student growth assessment	August 2018	Classroom teachers	District Approximate cost = \$5600	Assessments will be selected and administered in a timely manner.
Mid-point check will be completed based on the appropriate timeline	December 2018	Classroom teachers	See above	Assessments will be completed in a timely manner
Administer PARCC	March 2019 April 2019	Teachers & paraprofessionals	State	PARCC test will be completed in a timely manner
To offer a tutoring program to students. Program will serve approx. 5-15 students. Focus will be on assisting students in reading, math, s.s. and science. Student selection will be based on teacher referral and parent approval.	Sept - May Tues & Thurs evenings 3:30-4:30pm	Mrs. Anderson, Mrs. Boyd, Ms. Lescallett, Ms. Lewis, Mrs. Winters, Mrs. Ricketts, Mrs. Strickler & additional staff	\$2400 (\$20/hr x's 2 teachers per evening x's 2 nights per week x's 30 weeks)	Mid-term and quarter grades will be tracked.
Analyze student assessment data to identify students that did not meet WCES assessment standards and plan appropriate remediation strategies.	September and December 2018	Classroom teachers	None	Assessment data will be reviewed after each assessment. Changes in instruction will be made as needed
Daily schedule for team collaboration time to ensure 40 minutes per week of collaboration per grade level team	Team meetings will be ongoing 2018-2019	Mrs. Lafary & grade level teams	None	Meetings will be held weekly.
Continue to in-service staff on Chromebook, SMART Board, Promethean Board, Google applications, etc. to improve student	2018-2019	Technology Team & Classroom teachers	District	Workshop evaluation

learning				
Host parent programs to discuss and share STEM activities for parents of students in grades K-5 that can be utilized at home during non-school time	October 2018, November 2018, & February 2019	Mrs. Ackermann, Mrs. Kelly, Ms. Lewis, Mrs. Ricketts, Ms. Landrey, Mrs. Thompson, Mrs. Keating, Mrs. Lumbeck, Mrs. Hennings, Mrs. Carnes, & Mrs. Mills	\$1050 Title I Grant	Comparison of attendance data for each program
Representatives present workshops related to math curriculum/ programs.	Starting June, 2018	Mrs. Lafary	to be determined	Workshop evaluation
In-service opportunities to implementation of math curriculum/ programs.	Starting June, 2018	Mrs. Lafary	None	Workshop evaluation
Purchase IXL online math program	August 2018	Mrs. Lafary	\$2788.00	Subscription purchased
Purchase Reflex Math, an online fact fluency program	August 2018	Mrs. Lafary	\$2965.50	Subscription purchased

Improvement Goal #3				
To improve students' self-esteem, increase student success, and increase the number of public announcements during the 2018-2019 school year.				
Current Condition and Data Sources: Discipline Data, Survey Results, SIP Day Discussion Data, and Vision Meeting Information				
Specific Action				
Continue PBIS and parental involvement programs while sharing good news items with the community.				
Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
Host a school kick-off/curriculum night to distribute educational hints prior to the start of the 2018-2019 school year. Teachers will have curriculum packets to hand out to the parents.	August, 2018	Mrs. Winters, Klossing, Mrs. Strickler, Mrs. Todd, Mrs. Kelly	\$500	Comparison of attendance data. 2015 - 83% (PK-5) 2016 - 86% (PK-5) 2017- (86%) (PK-5)
Maintain the percentage of parents that fill out an elementary parent survey at the fall parent teacher conferences.	October, 2018	Mrs. Ricketts, Ms. Lewis, Mrs. Todd, Mr. Tucker, Mr. Linden, Mrs. Kelly	Title 1 Grant \$100	Comparison of number of surveys completed. (158-2014) (212-2015)

				(207-2016) (207 - 2017)
Host Pastries with Parent program to allow families an opportunity to participate in higher order thinking activities	February 2019	Mrs. Ricketts, Ms. Lewis, Mrs. Kelly, Mrs. Lumbeck, Mrs. Hennings, Mrs. Carnes, Mrs. Mills	Title 1 Grant \$350	Track the number of parents who attend. (75-2015) (80-2016) (90-2017) (77 - 2018)
Review and revise as necessary the PBIS positive behavior rules matrix.	August 2018	Mrs. Todd, Mrs. Anderson, Mrs. Ackermann, Mrs. Ford, Mrs. Hinshaw (parent), Mrs. Kelly, Ms. Lescallett, Mrs. Meier, Mrs. Ricketts, Ms. Landrey, Mrs. Thompson, Mrs. Harrison	None	A list of rules will be distributed to all staff and reviewed with students in proper setting (first PBIS assembly)
In-service and continue review for all elementary staff including teachers, paraprofessionals, cooks, and bus drivers on PBIS program.	August 2018	Mrs. Todd, Mrs. Anderson, Mrs. Ackermann, Mrs. Ford, Mrs. Hinshaw (parent), Mrs. Kelly, Ms. Lescallett, Mrs. Meier, Mrs. Ricketts, Ms. Landrey, Mrs. Thompson, Mrs. Harrison	None	Professional development completed
Continue implementing PBIS Incentive Program (HEAT store).	September-December of 2018 & January-May 2018	Mrs. Ricketts, Mrs. Todd, Mrs. Anderson	\$1500 District Funds	Number of students earning HEAT bucks will be charted. Dollar value of prizes will be charted.
Continue implementing the character educational component of PBIS.	Monthly - First Wednesday of every month September-May	Classroom teachers	None	Discussion at grade level team meetings.
Continue monthly student recognition assembly and quarterly HEAT celebrations	Monthly - First Wednesday of every month September-May and quarterly events	Mrs. Todd, Mrs. Anderson, Mrs. Ackermann, Mrs. Ford, Mrs. Hinshaw (parent), Mrs. Kelly, Ms. Lescallett, Mrs. Meier, Mrs. Ricketts, Ms. Landrey, Mrs. Thompson, Mrs. Harrison	\$1500 District Funds	Number of students earning recognition will be charted.
Investigate and implement character education programs	August 2018- May 2019	Ms. Ackermann & Committee	None	Review program components
Monitor student discipline referrals.	Monthly	Mrs. Harrison, Mrs. Lafary, and	None	End of year review of data comparisons.

		classroom teachers		
Continuation of converging PBIS tiered programs.	August 2018-May 2019	Mrs. Harrison, Mrs. Lafary, Mrs. Lumbeck, Mrs. Carnes	None	Meeting completed
Monitor progress of implementation and evaluate activities through students, staff, and parent surveys as well as discipline referral data collection source detailing referral numbers and types.	May 2019	Mrs. Harrison & Mrs. Lafary	None	Data analysis of survey results and discipline referrals.
Encourage staff to increase the number of good news items posted online for the community	August 2018- May 2019	Elementary staff	None	Google doc to document online entries
To offer a tutoring program to students. Program will serve approximately 5-15 students. 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 3:30-4:30 p.m.	Mrs. Anderson, Mrs. Boyd, Ms. Lescallett, Ms. Lewis, Mrs. Winters, Mrs. Ricketts, Mrs. Strickler, and additional staff	\$2360 (\$20/hr x's 2 teachers per evening x's 2 nights per week x's 30 weeks)	Mid-term and quarter grades will be tracked

Improvement Goal #4

The goal in 2018-2019 is that West Central Elementary will increase the use and availability of technology for all grade levels.

Current Condition and Data Sources: SIP Day Discussion Data and Staff Survey (During the SIP Day Discussion, a large number of staff noted their concern regarding the availability of technology at the lower grade levels. According to the staff survey, only 43% of the staff agrees that K-2 has adequate access to technology, whereas 65% of the staff agrees that the students in grades 3-5 have adequate access to technology.)

Specific Action

Focus on identifying the most appropriate technology at all grade levels.

Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
Offer professional development opportunities for staff (WC Tech Institute)	November 2018	Tech Team (Mrs. Anderson, Mrs. Strickler, Ms. Bush, Mrs. Steck, Mrs. Smith)	None	Workshop evaluation/ Program evaluation

Look at visiting other schools to see what's available	August 2018 - May 2019	Mrs. Lafary & SIP Team	None	Presentation of findings following the visit(s)
Share possible technology ideas with tech team	August 2018- May 2019*	Elementary staff and Tech Team	None	List of possible equipment for the elementary classrooms
Encourage staff to attend the summer WIT-CON conference	Summer 2018	Elementary staff	None	Presentation of findings following the conference
Encourage staff to reach out to other colleagues (other districts or online platforms)	August 2018 - May 2019	Elementary staff	None	Presentation of findings
Create a tech plan showing possible options for purchasing tech equipment for grades K-2	August 2018 - May 2019	Elementary staff	None	Presentation of tech plan at the elementary level
Continue to in-service staff on Chromebook and Google applications, etc. to improve student learning	August 2018 - May 2019	Technology Team and Teachers	District	Workshop evaluation

V. Reflection, Evaluation, Refinement

V.1 School Improvement Team Meeting Schedule

- Will meet monthly on the second and fourth Tuesday 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

- Have copies of School Improvement Plan available at registration, plus a folder/flyer stating 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
- Post School Improvement Plan and progress report on the school website