

An Integrated School Improvement Plan for

West Central Elementary
School District #235

July 1, 2012 – June 30, 2013

Completed
February 2012

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 Tompkins. Blandinsville Township (located in McDonough County) is also served by the West Central School District.

School History

West Central School District is a newly consolidated district (6th year) approved by a large majority of voters in the November general elections of 2004. The district was formed by the consolidation of the former Southern School District #120 and the former Union School District #115 and became officially known as the West Central School District #235 on July 1, 2005. Pupil attendance centers were decided by the West Central School Board to be:

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

School Transportation

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

Facilities

West Central Elementary School is opened in the fall of 1991. It currently serves the students in Grades K - 5th. West Central elementary students share a common music room and library with the high school. New lighting and a new parking lot were installed during the summer of 2006. Improvements in the ventilation system were made in the fall of 2006. A new phone system with phones in each classroom was installed in the fall of 2006. The former Science lab was divided into two classrooms during the summer of 2007. Wireless capability for technological equipment was added during the summer of 2010.

School Community

Based on the 2011 September Fall Housing report, West Central Elementary School serves 291 families and a total of 375 students. There are 199 male students and 176 female students. Kindergarten consists of 46 students, 63 first graders, 69 second graders, 60 third graders, 61 fourth graders, and 76 fifth graders. The average classroom has 17.7 students. 45 students have an Individual Education Plan. The Individual Education Plan includes direct instruction, speech, hearing, occupational therapy, and tutorial services. 43 of the 45 students receive speech services. 15 students receive instruction from Special Education classroom teachers or have modified instructional plans. 55% of our students qualify for free or reduced lunch. Students are served by 21 classroom teachers, two full-time Special Education teachers, and three Title I teachers. Fine Arts instruction includes one Art teacher, two Music instructors (shared with the middle school and the high school), and three Physical Education instructors (two of these are also shared with the high school). One Librarian is shared between the elementary and the high school. One Speech instructor serves pre-school and elementary students needs. One school Psychologist and a school Nurse serve the needs of the district. One part-time Social Worker, Behavioral Specialist, and Occupational Therapist serves the needs of the district. There are nine full-time associates and six part-time Title I associates. Full-time associates serve as one-on-one aides, computer lab aide, special education classroom aides, or Library aides. There are two full-time custodians and two part time custodians. One maintenance position is

shared with the high school. Two staff members support the entire technology needs of the district. Administrative services are provided by two full-time administrator and two secretaries. Food services are provided by seven cooks, which serve both the needs of the high school and elementary.

After School Program

West Central School District works with an individual to provide after school care to 12 students. It utilizes classroom space and gymnasium space in the elementary facility.

School Strength

- **Teacher-Pupil Ratio**

West Central Elementary has maintained a low teacher-to-pupil ratio. The average class contains slightly less than 18 students.

- **Met Requirements Under Federal Law No Child Left Behind for Math**

West Central Elementary met all the academic requirements as determined by the State of Illinois and rules and regulations of the federal government program No Child Left Behind in Math. The benchmark for students in March 2011 was that at least 85% of students in Grades 3rd – 5th would meet or exceed on the Illinois Standard Assessment Test (ISAT) in Math. The 2011 percentage of students that met or exceeded the academic requirements in math was 93.5%. The 2010 percentage of students that met or exceeded the academic requirements in math was 93.6%.

- **Strong Emphasis On Reading**

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

The District has made a strong commitment to the reading interventions that have been implemented through a program called Response to Intervention. Time and staffing has been provided to assist students that are struggling with reading and math concepts. Software programs such as Lexia and Reading Plus are being used to provide additional instruction and to monitor progress. AIMSweb fluency and Six Minute Fluency are also being utilized.

- **Communication With Parents**

A communication system, Connect Ed, is a phone and text messaging system that allows for instant communication with parents. An internet based software system called Skyward allows for parents to access their child's homework and test scores. Skyward also allows parents to monitor from home or work, their child's lunch and breakfast accounts. Homework Hotline is available for parent call-in concerning information on assignments and upcoming events in the classroom. A software system purchased through Renaissance Learning allows for parents to monitor progress with Accelerated Reading through the internet. The District also provides general, regular updates through the District Web Page. The Heat Index is published monthly and also provides parents with articles and pictures detailing events in the building and district. The District Annual Report is another method the district uses to provide information to parents and stakeholders regarding the districts academic successes.

- **Staff with Advanced Degrees or National Recognition**

Eleven members of the Elementary Teaching Staff have their Master Degrees. Four Teachers have earned their National Board Certification since 2010.

School Challenges

- **Technology**

We need to continually update our technology to maintain and improve our current level of educational opportunities in the areas of Reading and Mathematics. According to the 2011 parent survey, 16% of our parents (170 out of 291 families responded to the survey) do not have a home computer with internet access.

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

The benchmark scores for schools meeting the requirements of No Child Left Behind continue to rise. The threshold to meet the requirements is 92.5% of our students and subgroups will meet or exceed in exceed in Spring 2012 and the Spring of 2013. West Central Elementary did not meet the requirements for reading on the test administered in Spring 2011. 80% of the students met or exceeded in reading and the target score was 85% to meet or exceed. West Central Elementary did score above the state average in reading. Continued educational experiences need to be provided in order to provide the skills necessary to meet the Illinois Learning Standards as required by No Child Left Behind rules and regulations.

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

The Elementary enrollment, based on the Fall Housing Report, has declined by 78 students during the past seven years. There has been a decline observed in the District as well. In the Fall of 2006, the district enrollment was at 998 students, and in September 2011, the district enrollment declined to 918, (not including the Pre-School students). The 2010 census indicates Henderson Counties' population dropped by 10.4%, from 8213 people to 7331 people. Additionally, difficult funding issues faced by the State of Illinois will result in limited financial resources for the school district, impacting us for several years.

I.2 SCHOOL IMPROVEMENT TEAM

School Improvement Team members are volunteers. Each member will serve a minimum of three years. Following the initial term, members will be replaced on a rotation schedule. New members will also be volunteers. All certified staff 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. Tara Hanson	Principal	Team Member	Constant	2
Mrs. Emily Klossing	2 nd Grade	Team Member	2009-2013	4
Mrs. Jesse Winters	Title I	Team Member	2009-2013	4
Mrs. Charlotte Ackermann	Kindergarten	Team Member	2010 - 2013	3
Mrs. Lynn Ragar	3 rd Grade	Team Member	2006 - 2009 2010 - 2013	6
Mrs. Julie Ricketts	Title I	Team Member	2010 – 2013	3
Mrs. Laura Lewis	Special Education	Team Member	2008 – 2011 2012 - 2014	5
Mrs. Kathy Lafary	Dean Of Students	Team Member	Constant	2

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

- Parent Survey – Mrs. Ackermann, Mrs. Lewis, Mr. Ricketts, Mrs. Wolf, Ms. Hicks
- Staff Survey – Mrs. Ackermann, Mrs. Lewis, Mr. Ricketts, Mrs. Wolf, Ms. Hicks
- Open House/School Kick Off- Ms. Johnson, Mrs. Ragar, Mr. Ricketts, Mrs. Nelson, Mrs. Lumbeck
- Movie Night/Family Literacy – Mrs. Ackermann, Mrs. Neira, Mrs. Ford, Mr. Freiley
- PTC –Mrs. Carnes, Mrs. Mills, Mrs. Winters, Mrs. Neira, Mrs. Thompson,

- PBIS – Mr. Burrell, Mrs. Carnes, Mrs. Ford, Mrs. Kelly, Mrs. Lewis, Mrs. Mills, Mrs. Ricketts, Mrs. Thompson, Mrs. Wolf, Mrs. Anderson
- Public Relations – Mr. Freiley, Mrs. Meier, Mrs. Wright, Mrs. Ricketts
- Parent Reading - Mrs. Hennenfent, Mrs. Klossing

Response to Intervention Team

- Mrs. Hanson, Mrs. Hennenfent, Mrs. Lafary, Mrs. Wright, Mrs. Lewis

Teacher Assistant Team

- Mrs. Lafary, Mrs. Lumbeck, Mr. Ricketts, Mrs. Winters, Mr. Hart

I.3 OTHER INFORMATION

During the 2012-2013 school year, staff development time and resources will be utilized to prepare for the implementation of the new Common Core Standards. These new standards are a new nationwide set of standards that 48 states have endorsed to better prepare students for college and entering the work force upon graduation from high school.

I.4 NO CHILD LEFT BEHIND LEGISLATION

No Child Left Behind (NCLB) became a federal law on January 8, 2002. The act reauthorizes the Elementary and Secondary Education Act of 1964. This reform set standards for student achievement and holds students and educators accountable for results. No Child Left Behind is designed to help all students meet high academic standards. States disaggregate data for students by poverty, race/ethnicities, disabilities, and limited English proficiencies to ensure that no child – regardless of his or her background – is left behind. The State of Illinois has established benchmark goals that increase each year (defined as Adequate Yearly Progress) for reading and math, and this is measured by the Illinois Standards Achievement Test (ISAT) for Grades 3-8, and the ACT/Prairie State Test for Grade 11.

- Goal for Spring of 2012—92.5% of students meet or exceed
- Goal for Spring of 2013—92.5% of students meet or exceed
- Goal for Spring of 2013—100% of students meet or exceed

These goals drive our instruction for our students. Through Response to Intervention (RtI) we are able to provide individual interventions to assist students in meeting these goals. Our PBIS program provides incentives for students to follow our behavioral expectations. When students follow behavioral expectations they are able to spend more time in the classroom therefore receiving the instruction they need to succeed academically.

II. DATA COLLECTION, ORGANIZATION AND TRENDS

II.1 DATA COLLECTION METHODS

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

Table 2:**Data Collection Methods**

06 - 10 Methods

TYPE	NUMBER	TITLE	TIME FRAME	TOTAL RESPONSE RATE	PURPOSE
Parent Survey	1	Parent	Oct 07 Oct 08 Nov 09 Oct 10 Oct 11	127 133 95 209 170	To survey parent attitudes
Staff Survey	1	Staff	Jan 07 Jan 08 Jan 09 Nov 10 Nov 11	44 32 78 54 48	To survey staff attitudes
Staff Observations	11	Observations based on Tables	Fall 07 Fall 08 Fall 09 January 11 January 12		To interpret data
Documents	3	School Report Cards Fall Housing Report Exit Outcomes	Fall 07 Fall 08 Fall 09 Fall 10 Fall 11		To compare school data
Formal Assessments	3	ISAT ISEL STAR Reading Aimsweb	Mar 06 - 10 Fall/Spring 05 - 10 Fall/Spring 06 - 10 Fall/Spring 09-10 Fall/Spring 10-11 Fall/Spring 11-12	100% 100% 100% 100% 100%	To assess academic progress

II.2 DISTRICT ASSESSMENT DATA**Table 3:****District ISAT/PSAE/ACT Profile
West Central CUSD #235**

% of students who meet or exceed standards

	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011
AYP set by NCLB	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade – All						
Reading	65%	62%	69%	70%	84%	73%
Math	89%	86%	84%	82%	93%	95%
Writing				52%	44%	No test
4th Grade – All						
Reading	79%	74%	79%	81%	75%	89%
Math	91%	91%	96%	95%	93%	100%
Science	92%	83%	87%	91%	82%	92%
5th Grade – All						
Reading	74%	79%	79%	72%	85%	78%
Math	86%	90%	92%	88%	93%	87%
Writing		42%	43%	70%	67%	No test
6th Grade – All						
Reading	81%	75%	95%	79%	77%	92%
Math	80%	76%	91%	81%	91%	90%
Writing			63%	66%	68%	No test

7th Grade – All						
Reading	68%	76%	76%	86%	77%	77%
Math	76%	81%	79%	89%	82%	88%
Science	81%	91%	85%	89%	81%	87%
8th Grade – All						
Reading	75%	74%	82%	84%	82%	82%
Math	65%	65%	75%	81%	82%	76%
Writing		61%	67%	60%	69%	No test
11th Grade – All						
Reading	52%	46%	56%	38%	53%	57%
Math	35%	31%	37%	24%	37%	45%
Writing			54%	44%	53%	56%
Science	43%	45%	47%	35%	47%	43%
ACT Summary						
Composite	17.9	18.4	18.9	17.7	19.0	20.2
English	17.1	18.5	18.6	17.0	18.7	19.9
Math	17.5	17.3	17.7	16.9	18.6	19.3
Reading	18.0	18.5	19.3	18.2	19.1	20.7
Science Reasoning	18.5	18.8	19.0	18.0	19.0	20.1
Percent Test ACT	100%	100%	100%	98.6%	97.4%	100%

Observations for 2011 - 2012

- Adequate Yearly Progress, as determined by No Child Left Behind, required passing percentage has increased from 47.5% of students meeting or exceeding in 06 to 85% meeting or exceeding in 2011.
- All 3rd - 7th Grades tested met Adequate Yearly Progress each year in Math as determined by No Child Left Behind.
- Writing was not assessed by the State of Illinois in 2011.
- The percentage of students that meet or exceed in 3rd Grade Reading has improved by 5% points during the last six years.
- The percentage of students that meet or exceed in 3rd Grade Math has increased by 2% points from 2010 to 2011.
- The percentage of students that meet or exceeded in 4th Grade reading has increased by 5% points in the last three years.
- The percentage of students that meet or exceeded in 4th Grade math has increased by 5% points in the last three years.
- The percentage of students that meet or exceeded in 4th Grade science has increased by 10% points in the last three years.
- The percentage of students that meet or exceed 5th Grade Reading scores declined by 7% points from the preceding year.
- The percentage of students that meet or exceed on the 5th Grade Math scores declined by 6% points from the preceding year.
- Students that were assessed in 3rd Grade in 2010, then again in 4th Grade in 2011, improved the percentage that met or exceeded in the Reading scores by 5% points.
- Students that were assessed in 3rd Grade in 2010, then again in 4th Grade in 2011, improved the percentage that met or exceeded in the Math scores by 7% points.
- Students that were assessed in 4th Grade in 2010, then again in 5th Grade in 2011, improved in the percentage that met or exceeded Reading scores by 3% points.
- Students that were assessed in 4th Grade in 2010, then again in 5th Grade in 2011, experienced a decline in the percentage that met or exceeded Math scores by 6% points.
- Students that were assessed in 5th Grade in 2010, then again in 6th Grade in 2011, experienced an increase in Reading scores by 7% points.
- Students that were assessed in 5th Grade in 2010, then again in 6th Grade in 2011, experienced a decline in the percentage that met or exceeded Math scores by 3% points.
- Students that were assessed in 6th Grade in 2010 in reading, then again in 7th Grade in 2011, scores remained the same.

- Students that were assessed in 6th Grade in 2010, then again in 7th Grade in 2011, experienced a decline in the percentage that met or exceeded Math scores by 3% point.
- Students that were assessed in 7th Grade in 2010, then again in 8th Grade in 2011, experienced an increase the percentage that met or exceeded Reading scores by 5% points.
- Students that were assessed in 7th Grade in 2010, then again in 8th Grade in 2011, decreased the percentage that met or exceeded Math scores by 6% points.
- ACT Composite scores have increased by 2.3 points since 2006.

II.2A: SCHOOL BASED ASSESSMENT DATA

Table 4A:

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

State average percentages for comparable groups are the second number

	2006 WC/State Avg.	2007 WC/State Avg.	2008 WC/State Avg.	2009 WC/State Avg.	2010 WC/State Avg.	2011 WC/State Avg.
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade – All						
Reading	65%/89%	62%/73%	69%/72%	70%/72%	84%/74%	73%/75%
Math	89%/86%	86%/87%	84%/85%	82%/85%	93%/86%	95%/87%
Writing				52%/62%	44%/64%	No test
4th Grade – All						
Reading	79%/73%	75%/74%	79%/73%	81%/74%	75%/74%	89%/75%
Math	91%/85%	91%/86%	96%/85%	95%/86%	93%/86%	100%/88%
Science	92%/80%	83%/80%	87%/76%	91%/77%	82%/77%	89%/79%
5th Grade – All						
Reading	74%/68%	79%/70%	79%/74%	72%/74%	85%/75%	78%/76%
Math	86%/79%	90%/83%	92%/81%	88%/83%	93%/83%	87%/84%
Writing		42%/50%	43%/55%	70%/54%	67%/55%	No test

Observations for 2011 – 2012

- Adequate Yearly Progress, as determined by No Child Left Behind, required passing percentage has increased from 47.5% of students meeting or exceeding in 06 to 85% meeting or exceeding in 2011.
- Adequate Yearly Progress percentage requirements have increased by 7.5 points each year.
- The state average in reading was below the state requirements to meet the federal requirements in reading as required by No Child Left Behind in all three grade levels for 2010 and in two of the three grade levels in 2011.
- In 2011, the number of students meeting and exceeding on the ISAT exceeded the state average in all areas tested except 3rd Grade reading.
- Grades 3 exceeded the benchmark in math in 2011
- Grades 4 exceeded the benchmark in reading, math, and science in 2011.
- Grades 5 exceeded the benchmark in math in 2011
- The number of 4th Grade students that met or exceeded for science in 2011 was 10% points higher than the state average
- In 2009, five out of the nine areas tested exceeded the state average.
- In 2010, 8 of the 9 areas tested exceeded the state average.
- In 2011, 6 of the 7 areas tested exceeded the state average.

- The percentage of students in 5th Grade that met or exceeded the state average in math has exceeded the state average for six consecutive years
- The percentage of students that met or exceeded all 4th Grade scores have exceeded the state average for six consecutive years.
- Students that were assessed in 3rd Grade in 09, then again in 4th Grade in 2010, and 5th Grade in 2011 improved the percentage of students that met or exceeded reading scores by 8% points.
- Students that were assessed in 4th Grade in 2010, then again in 5th Grade in 2011 decreased in the number of students that met or exceeded math scores by 6%.
- Students that were assessed in 3rd Grade in 2010, then again in 4th Grade in 2011 increased in the number of students that met or exceeded math scores by 7%.
- Students that were assessed in 3rd Grade in 2010, then again in 4th Grade in 2011 increased in the number of students that met or exceeded reading scores by 5%.
- The percentage of students that met or exceeded 3rd Grade Math scores increased by 2% points in 2011 when compared to 2010..
- The percentage of students that met or exceeded Math scores is consistently higher than Reading scores in all three grades for six consecutive years.

Table 4B:

**ISAT
Special Education and Low Income Subgroup
Adequate Yearly Progress Data**

	2006	2007	2008	2009	2010	2011
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade						
Reading – Low Inc/Non-Low Inc	59%/70%	58%/65%	53%/81%	76%/63%	83%/86%	65%/84%
Reading – IEP/Non-IEP	17%/74%	43%/67%	23%/79%	46%/75%	63%/87%	40%/78%
Math – Low Income/Non-Low Inc	84%/93%	84%/88%	78%/90%	80%/84%	91%/96%	90%/100%
Math – IEP/Non IEP	58%/94%	71%/90%	46%/93%	61%/86%	75%/95%	100%/98%
4th Grade						
Reading – Low Inc/Non-Low Inc	63%/91%	73%/78%	79%/79%	66%/93%	73%/77%	88%/91%
Reading – IEP/Non-IEP	50%/86%	7%/89%	62%/83%	59%/86%	50%/81%	40%/93%
Math – Low Inc/Non-Low Inc	84%/95%	95%/88%	93%/98%	91%/98%	90%/97%	100%/100%
Math – IEP/Non-IEP	56%/100%	54%/99%	77%/100%	83%/97%	93%/93%	100%/100%
Science – Low Inc/Non-Low Inc	84%/98%	82%/85%	82%/91%	84%/95%	81%/83%	88%/97%
Science - IEP/Non-IEP	75%/97%	46%/91%	62%/93%	75%/94%	57%/88%	60%/93%
5th Grade						
Reading – Low Inc/Non-Low Inc	69%/78%	50%/98%	79%/78%	69%/76%	74%/93%	82%/72%
Reading – IEP/Non-IEP	32%/87%	33%/90%	14%/91%	54%/76%	71%/86%	57%/79%
Math – Low Inc/Non-Low Inc	77%/92%	77%/98%	94%/90%	91%/85%	97%/91%	84%/90%
Math – IEP/Non-IEP	63%/93%	53%/98%	64%/97%	77%/91%	86%/94%	86%/87%

Observations 2011 – 2012

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year to 85% in 2011.
- In 5 of the 7 areas tested, from 3rd - 5th Grade, the percentage of low income students that met or exceeded was lower than non-low income scores.
- The average percent of special education students in the seven areas tested that met or exceeded in 2011 was 73%, compared with 71% in 2010, 65% in 2009, 50% in 2008, and 44% in 2007. The average number of students (general ed. and special ed) meeting or exceeding has increased each of the last five years. The increase in the number of students (gen. ed and special ed.) that have met or exceeded has increased by 29 percentage points over the past five years.

- From 2008 to 2011, the smallest difference between reading low income scores and non low income scores is 1 percentage point. The largest gap is 28 percentage points.
- In 3rd Grade Reading, the non-low income students improved from 63% meeting or exceeding in 08-09 to 84% meeting or exceeding in 2011, a 21% points difference.
- In 3rd Grade Reading, non low income student scores exceeded low income scores every year from 2006 to 2011 except one year-2009.
- In 3rd Grade Math, non low income student scores exceeded low income scores every year from 2006 to 2011.
- In 4th Grade Reading, non low income student scores exceeded low income scores every year from 2006 to 2011 except 2008 and 2011.
- In 4th Grade Science, non low income student scores exceeded low income scores every year from 2006 to 2011.
- All 4th Grade students met or exceeded on the 4th Grade math assessment.
- The percentage of 4th Grade IEP students who met or exceeded standards in Math has increased in each of the last 5 years from 54% to 100%.
- The percentage of 5th Grade IEP students that met or exceeded in Math, has increased in the last 5 years from 53% to 86%.
- In 5th Grade reading, non low income student scores exceeded low income scores every year from 2006 to 2011 except 2008 and 2011.
- In 5th Grade Reading, the percentage of low income students that met or exceeded scores exceeded the percentage of non low income scores by 10 percentage points.
- In 5th Grade Math, non low income student scores exceeded low income scores only in 2006, 2007 and 2011.
- In 2011, the students in the 5th Grade IEP group improved their math scores from 61% meeting or exceeding in 3rd Grade, to 86% meeting or exceeding in 5th Grade, an improvement of 25% points.
- Of the 14 sub groups tested in 2011, only 8 met the No Child Left Behind requirement of 85% meeting or exceeding state standards.
- In 2011, the largest span in reading between low income having 65% meet and exceed to non low income scores of 84% meeting or exceeding, a difference of 19 percentage points

Table 4C:

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

	2006	2007	2008	2009	2010	2011
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%	85%
Reading						
Male Students	65%	65%	66%	70%	76%	76%
Female Students	80%	79%	85%	82%	87%	86%
Math						
Male Students	85%	87%	91%	90%	90%	95%
Female Students	91%	90%	90%	87%	96%	92%
Science						
Male Students	87%	82%	90%	92%	82%	97%
Female Students	97%	85%	85%	89%	81%	86%
Writing						
Male Students				45%	49%	No test
Female Students				74%	63%	No test

Observations for 2011 – 2012 on gender groups at the building level

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year to 85% in 2011.
- In 2010, all reading, math, and science scores were above the 77.5% No Child Left Behind threshold, except male reading at 76%.
- In 2011, all reading, math, and science scores were above the 85% No Child Left Behind threshold, except male reading at 76%.
- In 2011, the State of Illinois did not offer a writing test as part of the ISAT's.

- From 2006 - 2011, the percentage of male students that met or exceeded in Reading increased by 11% points.
- From 2010 to 2011, male reading scores stayed the same, after three years of improvement.
- From 2006 to 2011, the percentage of female students that met or exceeded in Reading increased by 6% points.
- From 2006 - 2011, the percentage of male students that met or exceeded in Math increased by 10% points.
- From 2010 to 2011, the percentage of female students that met or exceeded in Math decreased by 4% points.
- From 2010 to 2011, the percentage of male students that met or exceeded in Science increased by 15% points.
- In 2011, the percentage of female students that met or exceeded in Reading was higher than the percentage of males that met or exceeded by 10% points.
- In 2011, the percentage of male students that met or exceeded in math was higher than the percentage of female students that met or exceeded by 3% points.
- In 2011, the percentage of male students that met or exceeded in science was higher than the percentage of female students that met or exceeded by 11% points.
- In 2010, the percentage of female students that met or exceeded in Writing was higher than the percentage of males that met or exceeded by 14% points.
- From 2006 to 2011, there was an increase of 15% points in male Science scores that met or exceeded.
- From 2008 to 2011, a greater percentage of males met or exceeded in Science than females.

Table 4D:

**ISAT Gender Subgroup Scores
Female**

Data shows % of West Central students who MEETS or EXCEEDS on ISAT compared to the State Average

	2006 WC Female	2007 WC Female	2008 WC Female	2009 WC Female	2010 WC Female	2011 WC Female
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade						
Reading	78%/75%	68%/86%	79%/76%	81%/76%	89%/77%	75%/78%
Math	92%/86%	83%/87%	82%/85%	81%/85%	97%/86%	89%/88%
4th Grade						
Reading	84%/78%	82%/77%	85%/77%	81%/77%	81%/77%	92%/78%
Math	95%/86%	91%/87%	95%/85%	95%/87%	91%/87%	100%/87%
Science	97%/80%	85%/80%	85%/76%	89%/77%	81%/77%	87%/79%
5th Grade						
Reading	76%/72%	88%/74%	90%/77%	83%/77%	89%/79%	90%/80%
Math	88%/79%	98%/84%	93%/82%	85%/84%	100%/84%	83%/85%

Observations 2011 - 2012 on females by grade level

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year to 85% in 2011.
- The 3rd Grade Reading percentage of females that met or exceeded has been above the state average for 4 of the past 6 years. In 2011, it is 3% below the state average.
- The 3rd Grade Math percentage of females that met or exceeded is below the state average 5 out of 6 years.
- The 4th Grade Reading percentage of females that met or exceeded has been above the state average all 6 years.
- The 4th Grade Math percentage of females that met or exceeded has been above the state average for all 6 years.
- The 4th Grade Science percentage of females that met or exceeded has been above the state average for all 6 years.
- The 5th Grade Reading percentage of females that met or exceeded has been above the state average for all 6 years.

- The 5th Grade Math percentage of females that met or exceeded has been above the state average for 5 of the past 6 years. It was 2% points below in 2011.
- The 4th Grade had 100% of females met or exceed in math.
- The percentage of females meeting and exceeding in 2011 5th Grade math decreased by 9% points when compared to the percentage of females from the 4th Grade 2010 math percentage meeting and exceeding.
- The percentage of females meeting and exceeding in 2011 4th Grade reading increased by 3% points when compared to the percentage of females from the 3rd Grade 2010 reading percentage meeting and exceeding.
- The percentage of students meeting and exceeding in 2011 4th Grade math increased by 3% points when compared to the percentage of students from the 3rd Grade 2010 math percentage meeting and exceeding.
- The percentage of females meeting and exceeding in 2011 5th Grade reading increased by 9% points when compared to the percentage of females from the 4th Grade 2010 reading percentage meeting and exceeding.
- The percentage of females meeting and exceeding in 2011 5th Grade math decreased by 8% points when compared to the percentage of females from the 4th Grade 2010 math percentage meeting and exceeding.

Table 4E:

**ISAT Gender Subgroup Scores
Male**

Data shows % of West Central students who MEETS or EXCEEDS on ISAT compared to the State Average

	2006 WC Male	2007 WC Male	2008 WC Male	2009 WC Male	2010 WC Male	2011 WC Male
Adequate Yearly Progress Goals	47.5%	55%	62.5%	70%	77.5%	85%
3rd Grade						
Reading	54%/67%	55%/69%	59%/67%	61%/67%	78%/74%	72%/72%
Math	86%/85%	90%/77%	86%/85%	83%/85%	88%/86%	100%/87%
4th Grade						
Reading	73%/68%	68%/71%	71%/70%	82%/70%	95%/86%	86%/71%
Math	87%/84%	90%/86%	97%/84%	95%/85%	93%/86%	100%/87%
Science	87%/79%	82%/80%	90%/76%	92%/77%	82%/77%	97%/79%
5th Grade						
Reading	73%/65%	69%/66%	68%/70%	57%/70%	81%/71%	68%/73%
Math	85%/78%	81%/81%	91%/81%	93%/81%	86%/82.4%	89%/83%

Observations for 2011 – 2012 on males by grade level

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year to 85% in 2011.
- In 3rd and 4th Grade, 100% of the male students in 2011 met or exceeded in math.
- The 3rd Grade Math percentage of males that met or exceeded has been above the state average 5 out of 6 years.
- The 4th Grade Reading percentage of males that met or exceeded has been above the state average 5 out of 6 years.
- The 4th Grade Math percentage of males that met or exceeded has been above the state average for 6 years.
- The 4th Grade Science percentage of males that met or exceeded has been above the state average for 6 years.
- The 4th Grade Science percentage of males that met or exceeded decreased by 15 percentage points from the preceding year.
- The 5th Grade Reading percentage of males that met or exceeded has been above the state average 3 out of 6 years.
- The 5th Grade Math percentage of males that met or exceeded has been at or above the state average for 6 years.
- The percentage of males that met or exceeded 4th Grade reading in 2011 increased by 8.1% points from their 3rd Grade reading 2010 assessment.

- The percentage of males that met or exceeded 4th Grade 2011 math increased by 12.1% points from their 3rd Grade 2010 math assessment.
- 2010 was the first year that the 3rd Grade males scored above the state average in reading.
- In 2011, 5th Grade reading dropped by 13.1 percentage points in the number of males meeting and exceeding from the preceding year.
- In 2011, 3rd Grade reading dropped by 6.1 percentage points in the number of males meeting and exceeding from the preceding year.
- In 2011, the 4th Grade state average dropped by 15.1 percentage points in the number of meeting and exceeding from the preceding year.

Table 4F:

**2011 – 2012
1st Quarter Report Card Grades
3rd, 4th and 5th Grade**

3rd Grade - 60 Students Total: 56% of the 3rd Grade are boys and 44% of the 3rd Grade are girls

	Reading		Language Arts		Math		Social Studies		Science		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A's	13	17	23	20	15	15	24	21	34	26	109	99
B's	18	7	7	4	13	10	8	5			46	26
C's	1	1	2	2	5		2				10	3
D's						1						1
F's	1	1	1								2	1
											167	130

4th Grade - 58 Students Total: 48% of the 4th Grade are boys and 52% of the 4th Grade are girls

	Reading		Language Arts		Math		Social Studies		Science		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A's	15	14	22	24	19	15	19	18	25	23	100	94
B's	11	12	5	5	7	13	7	8	3	6	33	44
C's	1	2			1	1	2	2			4	5
D's		1						1				2
F's												
											137	145

5th Grade -76 Students Total: 50% of the 5th Grade are boys and 50% of the 5th Grade are girls

	Reading		Language Arts		Math		Social Studies		Science		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
A's	23	22	19	27	22	26	25	27	24	26	112	128
B's	12	11	15	9	9	11	7	7	13	11	56	49
C's	1	4	1		5		3	3	1		11	6
D's	1		1		1		1				4	
F's												
											183	183

2011 - 2012 Observations

- There were 945 grades issued in 3rd, 4th and 5th Grade for the first quarter.
- 3 grades was issued that were an F, which meant 99.7% of the grades were passing.
- 642 out of 945 grades were A's, 68%.
- In 10-11, 702 out of 912 grades were an A, 77%.
- 89% of the 3rd Grade boys received A's and B's in reading, with 39% of the grades an A.
- 92% of the 3rd Grade girls received A's and B's in reading, with 65% of the grades an A.
- 85% of the 3rd Grade boys received A's and B's in math, with 45% of the grades an A.
- 96% of the 3rd Grade girls received A's and B's in math, with 58% of the grades an A.
- 96% of the 4th Grade boys received A's and B's in reading, with 56% of the grades an A.
- 90% of the 4th Grade girls received A's and B's in reading,, with 48% of the grades an A.

- 96% of the 4th Grade boys received A's and B's in math, with 70% of the grades an A.
- 97% of the 4th Grade girls received A's and B's in math, with 52% of the grades an A.
- 95% of the 5th Grade boys received A's and B's in reading, with 62% of the grades an A.
- 89% of the 5th Grade girls received A's and B's in reading, with 59% of the grades an A.
- 84% of the 5th Grade boys received A's and B's in math, with 59% of the grades an A.
- 100% of the 5th Grade girls received A's and B's in math, with 70% of the grades an A.
- 70% of 3rd Grade grades were an A.
- 69% of 4th Grade grades were an A.
- 66% of 5th Grade grades were an A.

ISEL

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

Table 4G:

Illinois Snapshots of Early Literacy (ISEL) Assessment Scores

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

	Letter Recog	Story Listen	Phone Aware	Match Word	Letter Sound	Develop Spell	Word Recog	Vocab	Passage Rdg	Fluency
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2005	24/35	12/14	4/6	3/4	4/9					
Fall 2006	26/35	13/14	5/6	5/4	4/9					
Fall 2007	30/35	14/14	6/6	5/4	7/9					
Fall 2008	28/35	14/14	4/6	3/4	5/9					
Fall 2009	47/35	16/14	9/6	6/4	15/9					
Fall 2010	29/35	13/14	5/6	3/4	6/9					
Fall 2011	50/35	14/14	8/6	5/4	15/9					
Spring 2006	49/52	16/15	9/9	8/8	19/19	15/14	5/7	9/9	6/5	
Spring 2007	53/52	18/15	10/9	9/8	24/19	19/14	11/7	8/9	10/5	
Spring 2008	52/52	17/15	9/9	9/8	24/19	19/14	11/7	8/9	10/5	
Spring 2009	53/52	19/15	10/9	9/8	25/19	20/14	13/7	10/9	11/5	
Spring 2010	52/52	17/15	9/9	8/8	23/19	19/14	10/7	9/9	9/5	
Spring 2011	51/52	16/15	9/9	7/8	23/19	17/14	8/9	7/9	7/5	

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

	Letter Recog	Story Listen	Phone Aware	Match Word	Letter Sound	Develop Spell	Word Recog	Vocab	Passage Rdg	Fluency
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2005	50/53	16/17	8/10	8/9	20/20	16/15	10/11	7/9	7/3	
Fall 2006	49/53	16/17	7/10	7/9	18/20	14/15	9/11	9/9	7/3	
Fall 2007	52/53	17/17	9/10	8/9	23/20	17/15	13/11	10/9	9/3	
Fall 2008	52/53	17/17	9/10	8/9	23/20	18/15	14/11	10/9	11/3	
Fall 2009	52/53	19/17	9/10	8/9	24/20	18/15	14/11	9/9	11/3	
Fall 2010	52/53	17/17	9/10	8/9	23/20	17/15	13/11	9/9	10/3	
Fall 2011	50/53	16/17	9/10	7/9	22/20	16/15	12/11	9/9	9/3	
Spring 2006	54/54	19/18	10/10	9/9	25/25	24/23	19/21	12/10	17/16	54/64
Spring 2007	53/54	19/18	9/9	26/25	24/23	24/23	19/21	11/10	17/16	62/64
Spring 2008	53/54	18/18	10/10	9/9	25/25	24/23	19/21	10/10	17/16	61/64
Spring 2009	54/54	20/18	10/10	9/9	26/25	24/23	21/21	11/10	18/16	78/64
Spring 2010	54/54	20/18	10/10	9/9	26/25	25/23	22/21	11/10	19/16	76/64
Spring 2011	54/54	21/18	10/10	9/9	26/25	26/23	22/21	12/10	20/16	127/64

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

	Spelling	Word Recognition	Fluency	Extended Response	Passage Accuracy	Comprehend	Vocabulary
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2005	3/4	11/15	57/74	8/13	82/96	5/7	6/9
Fall 2006	3/4	11/15	58/74	6/13	70/96	5/7	8/9
Fall 2007	3/4	11/15	61/74	7/13	71/96	5/7	8/9
Fall 2008	4/4	12/15	64/74	10/13	81/96	6/7	9/9
Fall 2009	4/4	12/15	75/74	7/13	81/96	6/7	9/9
Fall 2010	4/4	11/15	68/74	7/13	77/96	6/7	9/9
Fall 2011	4/4	11/15	68/74	7/13	78/96	6/7	9/9
Spring 2006	5/5	18/20	83/99	8/6	93/98	8/7	11/11
Spring 2007	5/5	18/20	94/99	9/6	96/98	12/7	14/11
Spring 2008	6/5	18/20	101/99	11/6	96/98	8/7	11/11
Spring 2009	5/5	19/20	107/99	17/6	97/98	10/7	12/11
Spring 2010	7/5	21/20	114/99	15/6	98/98	9/7	12/11
Spring 2011	7/5	19/20	123/99	16/6	97/98	9/7	12/11

Observations of 2011 - 2012

- In Spring 2011, Kindergarten is at or above the state average in five of the nine tested areas.
- In Spring 2011, First Grade scores are at or above the state average in all areas.
- In Spring 2011 to Fall of 2011 (K-1), three areas remained constant while three areas increased and three areas decreased.
- In Spring 2011, First Grade spelling increased by 1 point from 2010.
- In Spring 2011, 2nd Grade average is equal to or above the state average in all areas except two.
- In Spring 2011, 2nd Grade is 9 points higher than Spring 2010 and 24 points higher than the state average in fluency.
- From Fall 2010 to Spring 2011, Kindergarten improved in every area.
- From Fall 2010 to Spring 2011, 1st Grade improved in every area.
- From Fall 2010 to Spring 2011, 2nd Grade improved in every area.
- From Spring 2006 to Spring 2011, 1st Grade fluency has increased from 54 words per minute to 127 words per minute, an increase of 83 words per minute.
- From Spring 2006 to Spring 2011, 2nd Grade fluency has increased from 83 words per minute to 123 words per minute, an increase of 40 words per minute.

Star Reading Assessments

Star Reading assessments are a computerized program designed to determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests with the accurate, reliable, and efficient assessment students can complete in ten minutes.

Table 4H:

STAR Reading Assessment Average Grade Equivalent (Current Grade Placement 11-12) 2011 - 2012

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	2.2	2.1							
Third Grade	2.3	2.2	3.4	3.3					
Fourth Grade	2.4	2.3	3.4	3.1	3.9	4.2			
Fifth Grade	2.2	2.1	3.2	3.0	3.7	3.7	5.2	5.1	
Sixth Grade	2.0	2.0	3.1	2.5	3.6	3.6	4.8	5.1	6

Observations of 2011 - 2012

- 2nd Grade class average scores are lower in the Fall than the previous Spring by .1.
- 3rd Grade class average scores are lower in the Fall than the previous Spring by .1.
- 4th Grade class average scores are higher in the Fall than the previous Spring by .3.
- 5th Grade class average scores are lower in the Fall than the previous Spring by .1.
- 3rd, 4th, and 5th Grade average class scores are higher than the average grade level in the Fall of 2010.
- 2nd, 3rd, 4th, and 5th Grade average class scores were higher in the Spring than the average grade level.

- The 1st Grade average Spring class scores for the past five years are higher than the Star Reading expected average of 1.8 for the Spring assessment.
- The 2nd Grade average Spring class scores for the past four years are higher than the Star Reading expected average of 2.8 for the Spring assessment.
- The 3rd Grade average Spring class scores for two the past three years are lower than the Star Reading expected average of 3.8 for the Spring assessment.
- The 4th Grade Spring average is at or above the Star Reading average of 4.8 for the Spring assessment.
- When comparing the last two Spring to Spring scores at each grade level, three of the five grades experienced at least a full years growth in the average reading score.

Table 4I

STAR Reading Assessment

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

(STAR expectations are based on 50% scoring above the targeted grade level score and 50% scoring below the targeted grade level score nationally.)

	Targeted Score	2010 Spring % that met/exceeded	2011 Spring % that met/exceeded	2012 Spring % that met/exceeded	2013 Spring % that met/exceeded
First Grade	1.8	70%	54%		
Second Grade	2.8	58%	67%		
Third Grade	3.8	52%	55%		
Fourth Grade	4.8	55%	60%		
Fifth Grade	5.8	53%	46%		

Observations of 2011 - 2012

- Spring of 2010 is the first year that this test data was collected.
- In the Spring of 2010, the 1st Grade class was 20 percentage points above the national average of 50%.
- All five grade levels exceeded the 50% national average in 2010.
- In 2011, four grades exceeded the 50% national average
- The percentage of students that met or exceeded 2nd Grade reading in 2011 decreased by 3% points from their 1st Grade reading 2010 assessment.
- The percentage of students that met or exceeded 3rd Grade reading in 2011 decreased by 3% points from their 2nd Grade reading 2010 assessment.
- The percentage of students that met or exceeded 4th Grade reading in 2011 increased by 8% points from their 3rd Grade reading 2010 assessment.
- The percentage of students that met or exceeded 5th Grade reading in 2011 decreased by 9% points from their 4th Grade reading 2010 assessment.

Table 4J:**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 1st-5th grade are tested three times a year. Students referred to the RtI process are then progress monitored once every two weeks.

AIMSweb Fluency Assessment 2009-2010

2009-2010 was the first year of the AIMSweb Fluency Assessment for grades 3-5, grades 1-2 were added in the 2010-2011 school year.

5th grade	Fall	Winter	Spring
TARGET	116	133	148
# tested	71	74	75
# met	37	40	49
% met	52%	54%	65%
4th grade	Fall	Winter	Spring
TARGET	103	119	132
# tested	70	71	71
# met	37	30	39
% met	53%	42%	55%
3rd grade	Fall	Winter	Spring
TARGET	83	105	120
# tested	71	70	67
# met	26	36	37
% met	37%	51%	55%

AIMSweb Fluency Assessment 2010-2011

5th grade	Fall	Winter	Spring
TARGET	116	133	148
# tested	68	69	65
# met	38	40	43
% met	56%	58%	66%
4th grade	Fall	Winter	Spring
TARGET	103	119	132
# tested	72	73	73
# met	35	44	56
% met	48%	60%	77%
3rd grade	Fall	Winter	Spring
TARGET	83	105	120
# tested	56	57	56
# met	35	45	42

% met	62%	79%	75%[
2nd grade	Fall	Winter	Spring
Target	60	85	102
# tested	61	58	58
# met	39	50	47
% met	64%	86%	81%
1st grade	Fall	Winter	Spring
Target	12	30	61
# tested	65	66	67
# met	40	36	50
% met	61%	54%	75%

AIMSweb Fluency Assessment 2011-2012

5th grade	Fall	Winter	Spring
TARGET	121	139	153
# tested	74		
# met	32		
% met	43%		
4th grade	Fall	Winter	Spring
TARGET	107	119	132
# tested	60		
# met	36		
% met	60%		
3rd grade	Fall	Winter	Spring
TARGET	87	105	120
# tested	59		
# met	29		
% met	51%		
2nd grade	Fall	Winter	Spring
Target	60		
# tested	67		
# met	33		
% met	49%		
1st grade	Fall	Winter	Spring
Target	13		
# tested	64		
# met	28		
% met	44%		

Observations of 2011 – 2012

- 5th Grade percentage of students that met from fall to spring in 10-11 increased by 10 percentage points.
- 4th Grade percentage of students that met from fall to spring in 10-11 increased by 29 percentage points.

- 3rd Grade percentage of students that met from fall to spring in 10-11 increased by 13 percentage points.
- 2nd Grade percentage of students that met from fall to spring in 10-11 increased by 17 percentage points.
- 1st Grade percentage of students that met from fall to spring in 10-11 increased by 14 percentage points.
- 4th and 5th Grade 10-11 percentage that met improved in the winter and then again spring assessments.
- There is a decrease in the percentage of students that met on their fluency scores when comparing the same students from their Spring Assessments and then comparing to their Fall Assessments after summer break.

Overall Assessment Observations

Observations of 2006 - 2007

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

Observations of 2007 - 2008

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

Observations of 2008 - 2009

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

Observations of 2009 - 2010

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

Observations of 2010 - 2011

On the Illinois State Achievement Test, West Central Elementary students met the state and federal standards in all tested areas as required by No Child Left Behind. Students also exceeded the state average in 8 out of 9 tested academic areas. The percentage of male Reading students that meet or exceed on the 2010 ISAT has increased by 6 percentage points when compared to the 2009 ISAT. The percentage of female Reading students that meet or exceed on the 2010 ISAT has increased by 5 percentage points when compared to the 2009 ISAT. The percentage of female Math students that meet or exceed on the 2010 ISAT has increased by 9 percentage points when compared to the 2009 ISAT. The percentage of students with an Individual Educational Plan that met or exceeded state standards on the 2010 ISAT improved by six percentage points when compared to the 2009 ISAT. Fluency scores on the ISEL have increased in both the First and Second Grade.

Observations of 2011 - 2012

On the Illinois State Achievement Test, West Central Elementary students did not meet all the state and federal standards as required by No Child Left Behind. 79.9% of our students met or exceeded on the 2011 reading assessment of the ISAT with 85% meeting or exceeding being the state and federal

goal. 94.7% of our students met or exceeded on the math assessment of the ISAT with 85% meeting or exceeding being the state and federal goal. Our students exceeded the state average in 6 out of 7 tested academic areas. The percentage of female and male Reading students that meet or exceed on the 2011 ISAT remained consistent when compared to the 2010 ISAT. The percentage of male Math students that meet or exceed on the 2011 ISAT increased by 5 percentage points when compared to the 2010 ISAT. The percentage of students with an Individual Educational Plan that met or exceeded state standards on the 2011 ISAT improved by 2 percentage points when compared to the 2010 ISAT. The percentage of students with an individual education plan that meet or exceed on the ISAT has increased each of the past 6 years.

Based on information from the Illinois Interactive Report Card, West Central Elementary has improved their overall composite score of meeting/exceeding to 88% with the 2011 ISAT. This is a 5 percentage point improvement over the past three years and is 6 percentage points higher than the state average.

II.3 DEMOGRAPHIC DATA

**Table 5: General School Data
Provided by School Report Card
(Data is based on the prior school year)**

	2005 - 2006		2006 – 2007		2007 - 2008		2008 – 2009	
	#	%	#	%	#	%	#	%
Attendance	453	94.3	446	94.9	426	94.4	421	95
Truancy Rate	3	.07	2	.04	0	0	0	0
Mobility Rate	56	9.5	60	13.5	64	15.1	35	8.3
Low Income Rate		51.2		48.7		49.2		53.2
Suspension Rate								
Transfers IN	28	6.0	27	6.1	40	9.4	25	5.9
Transfers OUT	28	6.0	33	7.3	24	5.6	27	6.4
Promotion Rate								
Retention Rate	5	1	7	1.5	3	.07	3	.07
HS Graduation Rate								
Hs Drop-Out Rate								
Gender	M	F	M	F	M	F	M	F
	235/52%	222/48%	213/50%	214/50%	210/49%	216/51%	202/49%	213/51%
Caucasian	235	222	207	209	203	209	195	201
African-American	1					1		
Hispanic		1	3	3	2	4	2	4
Other (Specify)		1	3	3	1			2
Indian								
Multiethnic		1			4	2	5	6

	2009 - 2010		2010 – 2011		2011 - 2012		2012 – 2013	
	#	%	#	%	#	%	#	%
Attendance	409	94.4	392	94.7				
Truancy Rate	0	0	0	0				
Mobility Rate	40	9.8	47	12				
Low Income Rate		56		55				
Suspension Rate								
Transfers IN	24	5.8	25	6.3				
Transfers OUT	16	3.9	22	5.6				
Promotion Rate								
Retention Rate	0	0	2	.05				
HS Graduation Rate								
Hs Drop-Out Rate								
Gender	M	F	M	F	M	F	M	F
	214/52.3	203/47.7	214/55	178/45				
Caucasian	209	191	212	161				
African-American				1				
Hispanic	2	4	1	8				
Other (Specify) Indian		2		1				
Multiethnic	3	6	1	7				

Observations of 2011-2012

- Truancy rate is zero for the past four years.
- The 09-10 enrollment dropped by 12 students to 409 from the 08-09 school year.
- The 10-11 enrollment dropped by 17 students to 392 from the 09-10 school year.
- The 10-11 mobility rate of students increased by 2.2 percentage points from the 09-10 school year.
- The percentage of students that transferred out increased by 1.7 percentage points from 09-10 to 10-11 school year.
- Three more students transferred in the district during the year than transferred out during the 10-11 school year.
- In 10-11 there are 36 more male students than female students in the elementary.
- Two students were retained during the 10-11 school year.
- The enrollment dropped each of the past six years, from 453 in 05-06 to 392 in 10-11, a decrease of 61 students, (13%).
- In the past five years, the attendance rate has ranged from a low of 94.3% in 05-06, to a high of 95% in 08-09.
- The 10-11 attendance rate increased by .3 percentage points to 94.7 when compared to the 94.4 during the 09-10 school year.
- From 2006 to 2010, the percentage of students that are considered low income has increased. From 48.7% to 56%.

Table 6:

Enrollment Data Fall Housing Report

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

	2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012	
Grade Levels in School								
	#	%	#	#	%	%	#	%
School Population	423		409	391	391		375	
Grade K	66	15.6	70	17.1	66	16.9	46	12.3
Grade 1	61	14.4	62	15.2	67	17.1	65	17.3
Grade 2	68	16.1	64	15.6	60	15.3	68	18.1
Grade 3	78	18.4	72	17.6	57	14.5	60	16
Grade 4	71	16.8	70	17.1	72	18.4	60	16
Grade 5	79	18.8	71	17.4	69	17.6	76	20.3

Observations of 2011 – 2012

- Overall enrollment decreased in the last six years by 71 students.
- In 11 – 12, the number of total students enrolled is 16 less than 10-11.
- The number of students has decreased by 34 students from 09-10 to 11-12.
- Kindergarten enrollment decreased by 20 students from 10-11 to 11-12.
- 5th Grade has the highest percentage of students with 20.3%.
- Kindergarten has the lowest percentage of students with 12.3%.
- When looking at future enrollment, there are in 11-12 179 students in grades K – 2nd compared to 196 students in grades 3rd – 5th.
- The 5th Grade in 2010 had 69 students and when that class was in Kindergarten, there were 68 students.
- The 2011 5th Grade class started in 06-07 students with 65 as Kindergarten students and now in 11-12 as 5th Grade students has increased by 11 students to 76 students.

Table 7:

Special Education Student Subgroup Enrollment

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

	05 - 06	06 - 07	07 - 08	08 - 09	09-10	10-11	11-12
	#	#	#	#	#	#	#
Total Special Education*	115	107	82	69	79	58	54
Mental Impairment	12	10	8	8	5	5	1
Learning Impairment							
Speech or Language Imp	58	57	56	58	55	49	42
Visual Impairment							
Emotionally Disturbed		3	2	2	1	1	2
Orthopedic							
Other Health Impairment	11	10	6	6	12	9	2
Specific Learning Disability	34	27	15	11	8	4	11
Autism				3	3	4	3
Development Delay					2	3	3
Deaf/Blindness							

Observations 2011 - 2012

- The number of students that are being served in Special Education has decreased by 4 students from the 11-12 school year when compared to the 10-11 school year.
- The number of students that are being served with Speech and Language Impairment has decreased by 7 students from the 11-12 school year when compared to the 10-11 school year.
- The total number of Special Education students has declined by 61 students during the past seven years.
- The number of autistic children has decreased by 1 student when compared to the 10-11 school year.
- There are no students that are classified as learning impaired, visually impaired, orthopedic, or deaf/blind students during 11-12 school year.
- Students identified as specific learning disabled has decreased from 34 to 11 since the 05-06 school year, a decrease of 23 students.
- With the exception of Speech or Language impairment, the largest identified area of special education students is Specific Learning Disability with 11 students identified in the 11-12 school year.
- The number of students that are classified as mentally impaired has decreased from 12 students in the 05-06 school year to 1 student in the 11-12 school year.
- Prior to the 2008-2009 school year, no West Central Students were identified on the autism spectrum.

Demographic Comparisons and Trends

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

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

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

The enrollment for 09 - 10 is 409 students. This is a decrease of 14 students from the preceding year. There are 24 classroom teachers and the average class size is 17.4 students. The enrollment during the past 5 years has decreased by 37 students. 49 per cent of our students are male.

The enrollment for 10 - 11 is 391 students. This is a decrease of 18 students from the preceding year. There are 23 classroom teachers and the average class size is 17 students. All Kindergarten through Fifth Grade has four sections except Third Grade, which has three sections. The enrollment during the past 6 years has decreased by 55 students. 52 per cent of our students are male.

The enrollment for 11 - 12 is 371 students. This is a decrease of 20 students from the preceding year. There are 21 classroom teachers and the average class size is 17.8 students. First Grade, Second Grade, and Fifth Grade each have four sections. Kindergarten, Third Grade, and Fourth Grade each have three sections. The enrollment during the past 6 years has decreased by 71 students. 54 per cent of our students are male.

II.4 PROGRAM DATA

Table 8:

Educator Data

	06 - 07	07 - 08	08 - 09	09-10	10-11	11-12
Total Full Time Classroom Teachers	34	34	34	34	33	31
Average Years Teaching	15.4	13.1	13	13.9	14.2	13.9
# Teachers New to Building	7	1	3	1	1	1
# First Year Teachers	3	0	2	1	1	1
# with B. A. Degree	27	27	25	25	24	22
# with M.A. & Above	8	7	9	9	9	10
# with Emergency or Provisional Certificates	0	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0	0
% Caucasian Teachers	100%	100%	100%	100%	100%	100%
# Male Teachers	4	4	2.5	2.5	3.75	4.75
# Female Teachers	30	30	30.75	30.75	29	26
# Total Paraprofessionals	18	18	16	18	16	15
# Classroom Instructional Paraprofessionals	3	3	3	3	3	3
# Total Under-qualified Paraprofessionals	0	0	0	0	0	0
# Total Counselors	0	0	0	0	0	0
# Total Librarians	.5	.5	.5	.5	.5	.5
# Total Social Workers/Psychologists	2	2	1	1	1	1
# Total Other Staff	5	5	5	5	5	5
# Speech Pathologist	1	1	1	1	.80	.80
# National Board Certified Teacher					1	4

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

Observations of 2011 - 2012

- There is one new teacher in his first year of teaching.
- The average years of teaching experience decreased by .25 to 13.9 years from 10-11 to 11-12.
There is a decrease in teachers by two when comparing 11-12 to 10-11.
- The number of full time classroom teachers declined by 3 from 09-10 to 11-12.
- There are two fewer paraprofessional in 10-11 when compared to 09-10.
- There is not an elementary counselor.
- All teachers are highly qualified and teaching in their qualified field.
- All paraprofessionals are highly qualified.
- 100% of the teachers are Caucasian.
- The number of teachers that have a Master’s Degree increased to 10 teachers during the 10-11 school year.
- The number of teachers that are male increased by 1 from 10-11 to 11-12.
- The Speech Pathologist is shared with another building.
- In the past five years, 5 of the 31 teachers are new to the building.
- In 10-11, one Teacher met the criteria established by the National Board for Professional Teaching Standards in Early and Middle Childhood/Literacy: Reading-Language Arts. Three additional Teachers qualified during the 2011-2012 school year. Two additional teachers in the elementary are working towards National Certification.
- The number of classroom instructional paraprofessionals has remained constant at three.
- 29 percent of the teachers have a Masters Degree.

Teacher Daily Schedule

Table 9:

2010 – 2011 Daily Teacher Schedule

Average daily minutes spent daily by grade level on each subject

10 - 11	Math	Science/SS	P.E.	Lunch/Recess	Title 1	Additional Recess	TOTAL Lang Arts BLOCK	Reading	Word Work	Writing	SSR
Kindergarten	86	20	40	40	30	6	140	50	30	35	25
Grade 1	75	10	40	40	30	10	155	50	35	35	35
Grade 2	66	10	40	40	30	5	167	53	28	45	41
Grade 3	60	35	40	40	30	0	170	65	35	35	35
Grade 4	50	60	40	40	30	0	150	45	30	45	30
Grade 5	60	45	40	40	30	0	167	50	18	43	56

2011 – 2012 Daily Teacher Schedule

Average daily minutes spent daily by grade level on each subject

11 - 12	Math	Science/SS	P.E.	Lunch/Recess	Title 1	Additional Recess	TOTAL Lang Arts BLOCK	Reading	Word Work	Writing	SSR
Kindergarten	86	20	40	40	35	6	140	50	30	35	25
Grade 1	75	10	40	40	30	0	165	60	35	35	35
Grade 2	60	10	40	40	30	0	200	50	45	60	45
Grade 3	70	32	40	40	30	0	160	60	33	32	35
Grade 4	75	45	40	40	0	0	160	45	30	45	40
Grade 5	70	53	40	40	0	0	162	55	20	41	46

Observations for 11 – 12

- Time does not include computer or keyboarding instruction.
- Second Grade Math instruction decreased by 6 minutes daily in 11-12 when compared to the prior year.
- Third Grade Math instruction increased by 10 minutes daily in 11-12 when compared to the prior year.
- Fourth Grade Math instruction increased by 25 minutes daily in 11-12 compared to the prior year.
- Fifth Grade Math instruction increased by 10 minutes daily in 11-12 when compared to the prior year.
- Fourth Grade Science/Social Studies instruction decreased by 15 minutes daily in 11-12 compared to the prior year.
- Fifth Grade Science/Social Studies instruction increased by 8 minutes daily in 11-12 compared to the prior year.
- First Grade Language Arts instruction increased by 10 minutes daily in 11-12 compared to the prior year.
- Second Grade Language Arts instruction increased by 33 minutes daily in 11-12 compared to the prior year.
- Third Grade Language Arts instruction decreased by 10 minutes daily in 11-12 compared to the prior year.
- Fourth Grade Language Arts instruction increased by 10 minutes daily in 11-12 compared to the prior year.
- Fifth Grade Language Arts instruction decreased by 5 minutes daily in 11-12 compared to the prior year.
- The amount of time devoted to Silent Sustained Reading increased by 10 minutes in 4th Grade when compared to the preceding year.
- The amount of time devoted to Silent Sustained Reading decreased by 10 minutes in 5th Grade when compared to the preceding year.
- Kindergarten devotes the most time to Mathematic instruction during the typical school day when comparing the six different grade levels.
- Kindergarten devotes the least amount of time to Language Arts instruction during the typical school day when comparing the six different grade levels.
- Fifth Grade devotes the most time to Science/Social Studies instruction during the typical school day.
- Second Grade devotes the most time to Language Arts instruction during the typical school day.
- First and Third Grade devotes the most time to Reading instruction during the typical school day.

Table 10:**Professional Growth Data**

TOPIC	MONTH YEAR	GRADE LEVELS	SCHOOL WIDE (YES/NO)	FORMAT
Workshop on Increasing Male Students' Academic Scores in Reading & Math	Sept 18, 2007	K - 5	Yes	Interactive Presentation
ISAT Writing	Jan 08	K - 5	No	Workshop
Illinois Reading Conference	Mar 08	K - 5	No	State Conference
Writing Workshop	Summer 08	K - 12	No	Workshop
Boys and Reading	Summer 08	K - 12	No	Workshop
Stuff You Can Use for Managing and Motivating All Students	Aug 08	K - 8	No	Workshop
Accelerated Reading	Aug 08	K - 5	Yes	Workshop
Poverty Simulation	Aug 08	K - 12	Yes	Workshop
Differentiated Instruction	Oct 08	K - 5	Yes	Workshop
Strategies for Teaching Higher Order Thinking and Questioning Techniques	Nov 08	K - 5	Yes	Workshop
Writing Follow Up Workshop	Jan 09	K - 12	No	Workshop
Cooperative Learning Workshop	Feb 09	K - 12	No	Workshop
Music Across the Curriculum	Feb 09	K - 12	No	Workshop
Math Across the Curriculum	Feb 09	K - 12	No	Workshop
Higher Order Thinking	Feb 09	K - 5	Yes	Workshop
Writing Workshop	Feb 09	K - 12	No	Workshop
Writing Analysis	June 09	K - 12	No	Workshop
Understanding Poverty	June 09	All District Employees	No	Workshop
Math Curriculum Mapping	July 09	K - 12	No	Collaborative Discussion
Algebraic Thinking	August 09	K - 5	Yes	Workshop
Accelerated Reader Webinar provided by Renaissance Learning	October 09	K - 5	Yes	Interactive Workshop Online
Higher Order Thinking Skills by Dr. Castle	November 09	K - 5	Yes	Workshop
Write to Learn Workshop	February 10	K - 12	No	Workshop
Writing Workshop-Alignment of district writing curriculum	June 10	K - 12	No	Workshop

Four Block Literacy Refresher Training	August 10	K – 5	Yes	Workshop
Experiencing student disabilities and co-teaching in an inclusion setting	August 10	K – 12	Yes	Workshop
AIMSweb Training	August 10	K – 5	Yes	Workshop
Technology Workshop on SOCS (District website)	August 10	K – 5	Yes	Workshop
Accelerated Reading Webinar on individual goal setting	September 10	K – 5	Yes	Webinar
Discussion of eight components of providing reading instruction	2 components per quarter 10-11	K – 5	Yes	Workshop
State Standards related to ISAT Assessment in Reading by Roni Haller-Ohara	October 10	2 – 5	No	Workshop
State Standards related to Extended Response on the ISAT Assessment by Roni Haller-Ohara	November 10	2 – 5	No	Workshop
Building Background Knowledge in Reading by Judy Johnston	August 11	K - 5	Yes	Workshop
Accelerated Math Webinar by Renaissance Learning	August 11	K - 5	Yes	Webinar
Technology update presenting lessons using wireless technology with the Elmo	August 11	K - 5	Yes	Workshop
Workshop on implementing PBIS	August 11	K - 5	Yes	Workshop
Implementation of the Common Core Learning Standards	August 11	K - 12	Yes	Workshop
Writing Data Driven Individual Education Plan Goals	September 11	K - 5	No	Workshop
Implementation of the Common Core Learning Standards—Focus on Math	September 11 December 11	K - 5	Yes	Collaborative Discussion
Implementation of the Common Core Learning Standards—Focus on Language Arts	October 11 November 11	K - 5	Yes	Collaborative Discussion

Observations in 2011 – 2012 (as of January, 2012)

- With March 10 beginning the new cycle of school improvement activities, there are a total of 10 staff development activities offered for elementary staff development for the 10 - 11 school year.
- Individual college courses are no longer being included in the staff development chart.
- There have been ten staff development opportunities provided to all certified staff.
- Five of the ten activities since February 10, 2011, are directly related to implementation of the new Common Core Standards..
- Seven of the ten staff development activities were provided by individuals not employed by the district.
- The reading background workshop was provided by the district writing consultant.
- The writing data driven individual education plan goals workshop was provided by the district special education consultant.
- 40 different workshops have been offered since 2007. 12 focused on reading—6 focused on math—8 focused on writing. The other 14 focused on a variety of subjects.
- Of the 40 workshops, 22 were offered to all elementary teachers. 14 were offered to all K-12 teachers. 1 workshop was for all district employees.

Table 11:**Student Discipline Data**

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

	Semester 1 2011-2012	Semester 2 2011-2012			
Kindergarten	50				
1 st grade	11				
2 nd grade	11				
3 rd grade	13				
4 th grade	4				
5 th grade	23				
Total Referrals	67 out of 372 Students				

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

	Semester 1 2011-2012	Semester 2 2011-2012			
Disruptive	15				
Physical aggression	64				
Fighting	12				
Disrespect	78				
Harassment	8				
Inappropriate Language	11				
Property damage	11				
Other	19				
Total	218				

Suspensions

	Semester 1 2011-2012	Semester 2 2011-2012				
OSS	4.5 days (5 students)					
ISS	9.5 days (10 students)					
Bus	22 days (7 students)					

Number of Referrals Based on 5 Top Locations

	Semester 1 2011-2012 Total Referrals= 218	Semester 2 2011-2012				
Bus	89 (49%)					
Classroom	58 (27%)					
Hallway	19 (9%)					
Recess	17 (8%)					
Specials	17 (8%)					

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

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

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

❖ English

- Continue with staff development opportunities for writing.

- Continue with implementation of a writing curriculum.

❖ **Math**

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

❖ **Special Education**

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

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

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

Curriculum Implementation Data

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

Math Curriculum: All Grades K – 5th use Saxon Math. Saxon Math stresses incremental development. Concepts are practiced frequently and extensively over the school year. Grades 1 and 2, have daily meeting board activities and use manipulative on a regular basis. Supplemental materials are added as needed for extra practice throughout the grade levels. Accelerated Math software was updated to include Kindergarten and 1st Grade. This program continues to provide support for problem solving skills of all K – 5th Grade students. Grades K – 2 uses 2001 Saxon Math worksheets. New 2012 edition Saxon Math books were purchased for the 3rd and 4th Grade for the 2011-2012 school year.. New 2008 edition Saxon Math books were purchased for the 5th Grade prior to the start of the 2010-2011 school year.

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

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

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

expectations to the Illinois Learning Standards. Writing workshops presented to the entire elementary staff continue to aid in the advancement of the writing curriculum. 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, ISAT preparation, and RtI interventions. It also provides support and resources to strengthen the classroom instruction. Title does screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction. In the morning, each Title I Teacher and two associates go into the Kindergarten, First, and Second Grade classrooms for thirty minutes in each classroom. This makes a team of four to give intensive small group instruction at the student's ability level focusing on the student's developing reading needs. The afternoon consists of the Title I teachers working with small groups of students on individualized instruction in Reading and Math.

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

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

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

Enrichment Program: The West Central CUSD #235 Board of Education, has approved that the district provide an after school enrichment program one day a week for some of our academically-talented students. The intent of program is to provide an appropriate program of enrichment focused on the integration of technology in multi-disciplinary units of study, the development of individual student interests, growth in higher-level thinking skills, and the provision of an opportunity for

interaction with other talented children in the district. This program began in Fall 06. Approximately 25 students in Grades 3rd - 5th participate in this program.

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

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

Positive Behavioral Intervention Program: West Central Elementary implemented during the 2011-2012 school year a behavioral program called PBIS which stands for Positive Behavior Intervention Program. Training was provided by the West Central Special Education Cooperative. Through the use of cool tools, teachers are able to instruct the students on how to behave properly in a variety of settings. PBIS stresses positive behavior through the use of Heat Bucks. Students earn Heat Bucks by behaving properly and making good choices on the school bus and while in school. Students are able to spend their Heat Bucks in the school Heat Store once a month. By setting forth clear expectations, West Central Elementary is attempting to create an environment in which all students can be successful.

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. Students receiving Tier 3 (one-on-one) interventions are met on approximately every six weeks. During these meetings, the RtI committee, classroom teacher, Title teacher, and parents review the interventions and the progress being made. New goals are set every six weeks until a student either progresses out of the RtI program or an individualized education plan is created.

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

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

2010 - 2011 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.

2011 - 2012 Parent/School Compact: The parent-school compact was included in the 11 - 12 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

Program Comparisons and Trends

During the 06 - 07 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. Due to increases in enrollment in the lower grades, the West Central school board increased the number of teachers by two in August of 06. There has been an increase of staff development opportunities offered on the West Central premises, which has increased the number of staff members able to participate. In the 06 - 07 school year, a new reading text book series was

purchased for Grades K – 3rd. In the Fall of 06, an enrichment program and tutoring program were implemented. In the 06 - 07 school year, we began to implement the RTI system. RTI, or Response to Intervention, is an emerging approach to the diagnosis of Learning Disabilities.

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

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

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

During the 10 - 11 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti-Bullying Program continued with activities including Red Ribbon Week, recognition of students for making a positive difference through a “Be A Buddy” program, and a bullying prevention activity once a month. Exploration into the PBIS program has begun. Low class size has been maintained with four sections at all grade levels except 3rd Grade. The average class size is 17 students. Grades 1 – 5 are working on increasing reading fluency using a reading program called Six Minute Solution. Additional site licenses for Accelerated Math have been purchased. The Accelerated Reading program continues and allows for parents to monitor progress from a home computer. A new software reading program has also been added for Special Education students and students in RTI called Lexia. Additional computers and smart boards were added to each of the special education rooms. Each of the 5th Grade classrooms has a Promethean Board. The elementary now has wireless capability.

During the 11 - 12 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Positive Behavior Intervention Program has been implemented replacing the Olweus Program. Low class size has been maintained with four with an average class size is 17.7 students. Additional site licenses for Accelerated Math have been purchased. The Accelerated Reading program continues and allows for parents to monitor progress from a home computer. A software reading program has also been added for Special Education students and students in RTI called Lexia and some of the older students are working with a program called Reading Plus.. New 2012 edition math books were purchased for the 3rd and 4th Grades.

II.5 PERCEPTION DATA

TABLE 12:

PARENT SURVEY FALL 2011

170 surveys returned: This was the second year that the elementary survey was done on line. This survey was only available during the scheduled conference times.

Home computer with internet access? 84% yes

16% no

Attended one of the following events in the past year

Open House/School Kick Off 81%

Movie Night 19%

Music Concerts 49%

P/T Conferences 99%

Donuts with Dad's 19%

Muffins with Mom's 48%

PTC meeting 9%

Other Special Activity 24%

Anti-Bullying program effective? 82% yes

17% no

Confident helping with math homework? 97% yes

2% no

Confident helping with reading homework? 99% yes

1% no

Child feel safe on the bus? 91% yes

8% no

Communication tools

Skyward 52%

Homework Hotline 26%

Connect Ed 86%

Adequate opportunity for communication? 97% yes

2% no

Observations in 2011 – 2012

- There were 170 surveys returned in the fall of 2011 compared to 209 in the fall of 2010. This is the second year that surveys were done online.
- 170 surveys were returned from 291 families (58%) at the Fall 2011 conferences.
- 209 surveys were returned from 299 families (70%) at the Fall 2010 conferences.

- There was a 6% point increase of parents reporting that they do have internet access at home, to 84%.
- 70% of families reported attending the Open House/School Kick Off Night which is consistent with the prior year.
- There was a 1% points decrease to 82% of parents indicating that the anti bullying program is being effective.
- There was a 4% points increase of parents indicating that their students felt safe on the bus, from 87% in the fall of 2010 to 91 % in the fall of 2011.
- 8 percent of the surveys indicated concerns about their child riding the bus.
- Connect Ed is an important part of our communication system with parents according to 86% of our parents. Skyward was second with 52% of our parents.
- Only 26% of our families reported using Homework Hotline.
- 97% of the surveys completed stated adequate communication occurred between the school and home.
- Kindergarten parents would not have been exposed to some of the events unless they have older siblings in the elementary; same is true for families that are new to the district.

Table 13:

**2011 – 2012
Staff Survey**

48 of 71 Surveys returned, including associates, cooks, custodians, secretaries, teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
The teacher in-service provides beneficial information.	15%	52%	4%	2%	2%	23%
Family involvement activities are scheduled to allow working parents to participate.	27%	54%	6%	2%		8%
The school is safe for students and staff.	40%	46%	4%	2%	4%	2%
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	31%	46%	10%	6%		4%
The PBIS Program has been effective in our school.	44%	42%	2%			8%
The facilities are clean.	42%	52%			2%	2%
The schools furniture and equipment is in good working condition.	10%	67%	6%	13%		2%
Accelerated Reader is a valuable component in the curriculum.	33%	38%	10%	2%		15%
Accelerated Math is a valuable component in the curriculum.	29%	35%	8%	4%	2%	19%
The school has a consistent writing program in place.	4%	31%	19%	25%		19%
The Library offers sufficient reading materials to meet the needs of the students.	23%	56%	2%	6%		10%
My classroom library offers sufficient reading materials to meet the needs of the students.	13%	42%	4%	8%		31%
The schools computer facilities are kept updated with the latest technology.	31%	42%	13%	4%		8%
There is good quality and frequency of communication between the school and parents.	29%	58%	6%	2%		2%
I am aware of the school's discipline policies and procedures.	33%	54%		2%		8%
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	4%	27%	29%	8%		29%

Observations from the 2011-2012 Staff Survey

- In 11-12, 68% (48 of 71), staff surveys were returned compared to 77% from the preceding year.
- In 11-12, 81% of staff agrees that parents have a variety of opportunities to become involved..
- In 11-12, 86% of staff thinks the school is safe for students and staff, a decrease of 6 percentage points from the preceding year.
- In 11-12, 77% of the staff feels that the school has security procedures that are consistently followed, a decrease of 11 percentage points from the preceding year.
- In 11-12. 86% of staff feels the PBIS Program has been effective, an increase from 40% in the 10/11 school year that rated the effectiveness of the Olweus Anti-Bully Program.
- In 11-12, 86% of the staff for which this is applicable, find that the teacher in-services were beneficial. This is compared to 94% in the preceding year.
- In 11-12, 77% of staff feels the furniture and equipment is in good working order, a decrease by 7 percentage points from the preceding year.
- In 11-12, 71% of staff reports that Accelerated Reader is a valuable component in the curriculum, a decrease by 4 percentage points from the previous year.
- In 11-12, 64% of staff reports that Accelerated Math is an effective component in the curriculum, an increase of 2 percentage points from the prior year..
- In 11-12, 80% of the staff believes the computer facilities are kept updated with the latest technology. This is similar to the percentage from the previous year.
- In 11-12, of whom it is applicable, 79% of staff thinks their classroom libraries offer sufficient reading materials to meet the needs of the students, a decrease by 5 percentage points from the preceding year.
- In 11-12, 89% of the staff believes there is a good quality and frequency of communication between school and parents, an increase of 7 percentage points from the preceding year.
- In 11-12, 44% of the staff indicated that additional professional development in balanced literacy is needed. 41% of the staff indicated that it is not needed.
- In 11-12, 84% of the staff reports they are aware of the schools discipline policies and procedures, similar to the percentage from the preceding year.
- In 11-12, 94% of the staff agree or strongly agree that the facilities are clean.
- In 11-12, 25% of the staff believe that there is a consistent writing program in place.

2011-2012

III. PROBLEM STATEMENTS AND HYPOTHESES

Table 14:

Patterns of Strengths and Problems

Patterns of Strengths	Bullet Data Upon Which Conclusion is Drawn
1. West Central Elementary School was designated for 2009-2010, and 2010-2011 school years as a Spotlight School.	Illinois State Board of Education Illinois Interactive Report Card
2. On the 2011 ISAT, four of the six tested averages in reading and math exceeded the 85% in each NCLB subject area. 88% of student's met/exceeded state standards in NCLB tested areas in 2011 compared to 86% in 2010. The school has exceeded the state average for 6 consecutive years.	Table 3 – District ISAT Table 4A – School ISAT Illinois State Board of Education Report Card Illinois Interactive Report Card
3. On the 2011 ISAT, 93.5% of all students in Grades 3-5 met or exceeded in math. All three grades tested exceeded the state average. The number of students that met/exceeded was consistent with the percentage points from the previous year.	Table 3 – District ISAT Table 4A – School ISAT Illinois State Board of Education Report Card
4. All 4 th Grade students met or exceeded on the 2011 ISAT Math Test.	Table 3 – District ISAT Table 4A – School ISAT
5. On the ISAT, there was an increase in the percentage of Special Education students meeting/exceeding standards for each of the last five years:	Table 4B –Special Education and Sub-groups

6. Between 73% - 89% of each level at 3 rd , 4 th and 5 th Grade met/exceeded standards on the 2011 ISAT in Reading.	Table 3 – District ISAT Table 4A – School ISAT
7. 50% of the staff development activities provided to staff were identified in the current 10-11 school improvement plan.	Table 10 – Staff Development
8. 170 parent surveys were completed at the Fall Parent Teacher Conferences.	Table 11 – Parent Survey
9. 87% of our students had at least one parent/guardian attend parent/teacher conferences in the Fall of 2011. That improved by 5% points from the preceding year.	Statistics gathered from sign in sheets by the classroom teachers
10. The newly implemented PBIS Program has been a positive addition to the elementary curriculum.	Table 10 – Parent Survey-comments Table 11 – Staff Survey
11. Of the twenty one classrooms in the elementary, the class average is 18 students per classroom.	Table 6 – Fall Housing Report
12. A variety of Fine Arts programs are offered. This includes daily Physical Education, weekly lessons in Art and General Music, and 5 th Graders are allowed to participate in Band as an elective.	Table 9 Curriculum Implementation Data
13. Based on the Fall 2011 Star Reading Assessment, Grades 1-5 have a class average slightly higher than the National Average.	Table 4H – Star Reading Assessment
14. Based on the Spring 2011 Star Reading Assessment, Grades 1-4 have a class average higher than the national average at the end of the school year. These percentages range from 4% to 17% over the national average.	Table 4I – Star Reading Assessment
15. Fluency scores as measured by the ISEL Assessment have increased each year since 2005 in Grades 1 and 2.	Table 4G – ISEL Reading Assessment
16. 97% of our parents/guardians stated that communication between school and home was adequate.	Table 11 – 2011 Parent Survey
17. 73% of the school staff believe that the school computer lab is kept updated with the latest technology.	Table 12 – 2011 Staff Survey
18. Over the past 6 years, the average daily attendance rate has been over 95%.	Table 5 – General School Data
20. On the ISAT, 4 th Grade Female students have exceeded the female state average in reading, math, and science for 6 consecutive years. 5 th Grade female students have exceeded the state average for meeting or exceeding in math for 6 consecutive years.	Table 4D - ISAT Gender Groups
19. On the ISAT, 4 th Grade male students have exceeded the male state average in math and science for 6 consecutive years. 5 th Grade male students have exceeded the state average for meeting or exceeding in math for 6 consecutive years.	Table 4E – ISAT Gender Groups

Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. The five year average for boy's reading scores on the 3 rd Grade ISAT is 6 percentage points below the state average. In four of the past six years the boys have scored below the state average.	Table 4E – ISAT Gender Subgroup Scores Male
2. There is a need for additional updated technology available in the classrooms: Teacher and student work stations. Additional I Pads. Additional Promethean Boards.	Perception Data – Staff discussions during staff meetings and as documented by the January 2012 SIP data walk day.
3. In Spring, the 2013 ISAT AYP benchmark to meet the No Child Left Behind requirements is at 92.5% of our students meeting in reading. On the 2010 ISAT assessment 81.7% of our students met or exceeded. On the 2011 ISAT assessment 79.9% of our students met or exceeded.	Illinois State Board of Education Table 3 – District ISAT Table 4A – School ISAT
4. In Spring, the 2012 ISAT AYP benchmark to meet the No Child Left Behind requirements moves to 92.5% of our students meeting in math. On the 2010 ISAT assessment 93.6% of our students met or exceeded. On the 2011 ISAT assessment 93.5% of our students met or exceeded. Our challenge will be to maintain or improve upon the 2010 and 2011 scores.	Illinois State Board of Education Table 3 – District ISAT Table 4A – School ISAT
5. According to the 2011 ISAT test performance, low income students' scores were lower than non-low income students' scores in four of the six No Child Left Behind tested areas. Those areas included: 3 rd grade reading and math, 4 th grade reading, and 5 th grade math. 5 th Grade reading was the tested area that low income students exceeded non-low income. All 4 th Grade students met or exceeded 4 th Grade Math.	Table 4B – ISAT Special Education and Sub-groups
6. In Spring, the 2013 ISAT AYP benchmark to meet the No Child Left Behind requirements stays at 92.5% of our students meeting in reading. On the 2010 ISAT assessment 76.9% of our low income students met or exceeded in reading. On the 2011 ISAT assessment 77.3% of our low income students met or exceeded in reading.	Illinois State Board of Education Table 4B – ISAT Special Education and Sub-groups
7. In Spring, the 2012 ISAT AYP benchmark to meet the No Child Left Behind requirements moves to 92.5% of our students meeting or exceeding in math. On the 2010 ISAT assessment 92.3% of our low income students met or exceeded in math. On the 2011 ISAT assessment 90.7% of our low income students met or exceeded in math.	Illinois State Board of Education Table 4B – ISAT Special Education and Sub-groups
8. On the 2011 ISAT, students in 3 rd , 4 th and 5 th Grades had 10% fewer male students meet/exceed in Reading when compared to female students On the 2010 ISAT, students in 3 rd , 4 th and 5 th Grades had 11% fewer male students meet/exceed in Reading when compared to female students.	Table 4C – ISAT Gender Sub-groups
9. General observations made by an elementary reading consultant was that our lowest scoring area on the ISAT Reading was the extended response portion of the assessment.	Elementary ISAT reading analysis conducted by Roni Heller-Ohara during the 2010-2011 school year. This two year trend was observed on the 2010 ISAT as well as the 2011 ISAT. ISAT analysis by Sip Team.
10. Low income students miss a higher percentage of school than non-low income students	2009-2010 school end of the year attendance records (Low income student made up 54% of the student population yet accounted for 64% of the absences.)

11 The mobility rate has increased during the past three years from 8% to 12%.	Table 5 – General School Data
12. Student enrollment has decreased by 71 students over the past 6 years.	Table 5 – General School Data Table 6 – Enrollment Data
13. Star Reading assessments show a decrease in student scores from 1 st and 2 nd Grades from Spring to Fall as they move to the next grade. (over the summer).	Table 4H – Star Reading Assessment Grade Placement
14. There was a decrease in the percentage of students that met the AIMSweb Fluency Assessment in Grades 1,2, and 3 when comparing the Fall of 2011 to the Fall of 2010.	Table 4J – AIMSweb Fluency
15. 16% of the 170 Parent Surveys that were completed in the Fall of 2011 indicated that a home computer with internet access was not available to our students.	Table 11 – Parent Survey
16. 36% of the staff believes that there is a consistent writing program in place.	Table 12 – Staff Survey

Table 15:

Problem Statements

<u>Problem Statement #1:</u> The goal in 2013 is that 92.5% of students (goal of 2012 was that 92.5%) will meet or exceed on the Illinois Standards Achievement Test in reading. We did not meet the 2011 yearly AYP requirements as defined by <u>No Child Left Behind in Reading.</u>				
Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
We have a need for additional training on teaching Reading strategies focusing on comprehension and extended response.	Table 4A Table 4G	Table 4B Table 4H	Table 4C	Table 4D
Percentage wise male students do not score as well as female students on ISAT or report cards.	Table 4C	Table 4D	Table 4E	Table 4F
We need to increase the use of interactive technology to engage students in the learning process.	Staff Observations			
Students lose reading skills during the summer break.	Table 4J	Table 4H		
Our parents need addition support in reading strategies.	Staff Observations			

Problem Statement #2: The goal in 2013 is that 92.5% of students (goal of 2012 was that 92.5%) will meet or exceed on the Illinois Standards Achievement Test in Math. We have met or exceeded current yearly AYP requirements as defined by No Child Left Behind. Our goal is to maintain or improve the Illinois Standards Achievement Test scores in Math.

Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
We are using different copyright years of a Math series which causes an alignment issue within the Math curriculum.	Staff Observations	Curriculum Implementation	Math Audit	
We need additional professional development opportunities in providing Math instruction related to the state standards and math extended response questions	Math Audit	Staff Survey		
We need additional technology to be available in the classroom to support providing Math instruction that would emphasize student interactive learning.	Staff Observations	Math Audit		
We need to identify areas of deficiency from ISAT test results concerning student performance, and target instruction.	2010 2011 ISAT scores	Table 3	Individual Student ISAT Scores	
We need additional staff development on differentiated instruction to meet the needs of our higher performing students.	Staff Survey	Table 4	Individual Student ISAT Scores	
We need to explore software programs that would assist individuals with skills and monitor improvement.	Table 4A	RTI observations		

Problem Statement #3: Students that are experiencing behavioral difficulties are missing academic instruction.

Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
Some individual students need additional emotional and social skills support.	Staff Survey Observations			
Some staff lack the skills to deal with specific emotional and social issues.	Staff Survey	TAT Referrals	Office Referrals	
Some students are having continual disciplinary issues on the school buses.	Parent Survey	Staff Survey Observations	Swis	

IV. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

Table 16:

Improvement Goals

IMPROVEMENT GOAL #1a: To improve the percentage of students that meet/exceed on the ISAT in Reading to 92.5% for the 12 – 13 school year				
CURRENT CONDITIONS and DATA SOURCE: On the 2011 ISAT, 79.9% of all our students met or exceeded in Reading. Table 3A, Table 4A , Table 4B				
SPECIFIC ACTIONS: To monitor and improve Reading instruction through data acquired from AIMSweb, ISAT, Star Early Literacy, and STAR reading assessments				
Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Provide reward to students that successfully meet the Henderson County summer reading goals program.	August 2012	Principal	Office \$100	Number of participants
To collect data on summer reading use at the Henderson County Library and measure maintenance of reading skills with the Star Reading Assessment focusing on students in 1 st and 2 nd Grade.	September 2012	Principal	No cost	Evaluate Star Reading scores in Fall of 2012 and compare participants versus non-participant scores
Assess students early during the first semester with AIMSweb, and ISEL	August/September 2012	Title Teachers	District & Special Education CO OP	Title
Assess students early during the first semester Star reading assessments	August/September 2012	Teachers	District \$445.50	Classroom Teachers
AIMSweb and Star Reading Assessments during December	December 2012	Title Teachers	District & Special Education CO OP	Title
Administer ISAT	March 2013	Teachers	State	Completed
AIMSweb and Star Reading, ISEL, Star Early Literacy Assessments during April/May	April/May 2013	Title Teachers	District & Special Education CO OP \$544.50	Title
Research reading interventions primarily in the area of comprehension and purchase	12-13	Principal Title Teachers	\$1000	Principal
To maintain the afterschool tutoring provided to 4 th and 5 th Grade students	12-13	Principal	?	Principal Staff
Analyze student assessment to identify students that did not meet assessment standards and plan appropriate remediation strategies	12-13	Staff	None	SIP Team End of year assessment data

IMPROVEMENT GOAL #1b: To improve the percentage of students that meet/exceed on the ISAT in Reading to 92.5% for the 11 – 12 school year

CURRENT CONDITIONS and DATA SOURCE: On the 2011 ISAT, 79.9% of all our students met or exceeded in Reading.

SPECIFIC ACTIONS: To provide professional development programs related to improving student achievement in reading

Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
In-service staff on how to use local assessment data to improve instruction and student learning	2012-2013	District Consultants SIP Team	None	Workshop Evaluation
To provide workshop related to ISAT and extended response test preparation	November 2012-2013	SIP Team Principal	Title I \$1000	Workshop Evaluation
To attend workshops related to ISAT test preparation sponsored by the Regional Office of Education	2012-2013	ROE	Title I \$300	Number of workshops attended
To subscribe to International Reading Association	2012-2013	Library	Title I \$29	Subscription purchased
To subscribe to Illinois Reading Association Council	2012-2013	Library	Title I \$40	Subscription purchased
To subscribe to Reading A-Z for online use	2012-2013	Library	Title I \$84.95	Subscription purchased
Monitor progress of implementation and evaluate activity	2012-2013	Principal SIP Team	None	SIP Team

IMPROVEMENT GOAL #2a: To improve and maintain the percentage of students (including low income) that meet/exceed on the ISAT in Math to 92.5% for the 11 – 12 school year

CURRENT CONDITIONS and DATA SOURCE: On the 2011 ISAT, 93.5% of all our students met or exceeded in Math. Table 3A, Table 4A , Table 4B

SPECIFIC ACTIONS: To increase the math resources available to students.

Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
We need additional technology to be available in the classroom to support providing Math instruction that would emphasize student interactive learning. This would include all Elmos being wireless and presentation clickers to upgrade the Elmo. Additional Promethean Boards for each of the 4 th Grade classrooms (plans for '13-'14 include adding Promethean Boards in 3 rd grade classrooms).	2012-2013	Technology Coordinator	District Funds	Purchase Order
Star Math be available to students as an enrichment opportunity and to assist with alternative methods of reinforcing basic mathematical concepts	2012-2013	Library	Title I \$247.50	Purchase Order
Purchase of additional software to provide different methods of instruction and interventions	2012-2013	Principal	Title I \$270.00	Purchase Order
Research and possible purchase of a math progress monitoring program	2012-2013	Principal RTI Team	District Funds	Purchase Order
Order new Saxon materials for K - 2	2012-2013	Principal	District Funds	Purchase Order
To maintain the afterschool tutoring provided to 4 th and 5 th Grade students	2012-2013	Principal	District Funds	Principal Teachers
Monitor progress of implementation and evaluate activity	2012-2013	Principal SIP Team	None	SIP Team

IMPROVEMENT GOAL #2b: To improve and maintain the percentage of students (including low income) that meet/exceed on the ISAT in Math to 92.5% for the 11 – 12 school year

CURRENT CONDITIONS and DATA SOURCE: On the 2011 ISAT, 93.5% of all our students met or exceeded in Math.

SPECIFIC ACTIONS: To provide professional development programs related to improving student achievement in math

Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
In-service staff on how to use interactive technology such as Promethean Boards, websites, and software to improve instruction and student learning	Fall 2012-2013	Technology Coordinator	None	Workshop evaluation
In-service staff on sources through the internet to improve instruction and student learning	Fall 2012-2013	SIP Team Teachers Technology Department	District	Workshop evaluation
To provide workshop related to ISAT and extended response test preparation	Fall 2012-2013	SIP Team	Math Consultant	Workshop evaluation
Monitor progress of implementation and evaluate activity	2012-2013	Principal SIP Team	None	SIP Team

IMPROVEMENT Goal #3: To improve the percentage of students (including subgroups) that meet/exceed on the ISAT to 92.5% for the 12 - 13 school year

DATA SOURCE: Table 3A, Table 4A, Table 4B, Table 4C.

SPECIFIC ACTIONS: Increase parental involvement through providing assistance and training in reading and math

Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Appoint a committee to plan events	Prior to August 2012	School Improvement Team	None	Dates placed on school calendar
To host an School Kick Off/Curriculum Night to distribute educational hints prior to the start of the 12 - 13 school year Teachers will be encouraged to have curriculum packets available for parents	August 2012	Teacher Committee	Title I Parental Involvement Funds \$500	Comparison of attendance data to 11 - 12 school year
Increase the percentage of parents that fill out an elementary parent survey at the fall Parent /Teacher Conference	October 2012	Survey Committee	Title I Parental Involvement Funds \$100	Comparison of number of surveys completed compared to 11 - 12 school year
Muffins with Mom to discuss reading Donuts with Dad to discuss reading	First Semester	Title I Principal SIP Team	Title I Parental Involvement Funds \$200 per program	Comparison of attendance data to 11 – 12 school year
Family Movie Literacy Night to provide a school to community connection	Second Semester	Teacher Committee	Title I Parental Involvement Funds \$400	Comparison of attendance data to 11 - 12 school year
Monitor progress of implementation and evaluate activity	12 - 13	SIP Team	None	Evaluation of each activity

IMPROVEMENT GOAL #4: To improve student's self esteem and increase student success during the 2012-2013 school year.

CURRENT CONDITIONS and DATA SOURCE: Parent survey, Table 4A, and Table 4B

SPECIFIC ACTIONS: To provide professional development programs and activities related to the implementation of the PBIS Program.

Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Provide additional training for the staff regarding PBIS	12-13 School Year	PBIS Team	District	Professional Development Completed
In-Service all elementary staff including teachers, associates, cooks, bus drivers	August 2012	PBIS Team	District	Professional Development Completed
Review and revise positive rules matrix	August 2012	PBIS Team	District	Workshop
Continue Implementing Incentive Program	August 2012	PBIS Team	District	End of year Evaluation by PBIS Team
Continue implementing the character educational component of PBIS	Monthly	Classroom Teachers	District	End of year Evaluation by PBIS Team
Continue month student recognition assembly	Monthly	PBIS Team	District	PBIS Paperwork
Monitor student discipline referrals with Swis Software Program	Monthly	PBIS Team	No cost	End of the year review of data and comparison to 11-12 school year
Monitor progress of implementation and evaluate activities through student, staff, and parent surveys as well as Swis data detailing referral numbers and types.	May 2013	PBIS Team	None	PBIS Minutes

Table 17 2012-2013 Implementation of Activities Schedule

Activity	Month Year	Grade Level	# of Anticipated Participant	School-wide Yes/No	Format
Complete end of year ISEL, AIMSweb, Star Reading assessments	May 2012	K - 5		Yes	Grade Level Teams
Order of new Saxon Math refill kits grades K-2 (aligned to Common Core)	Summer 2012	3 - 4		No	Purchase Order
Purchase membership in Illinois Reading Council and International Reading Association	Summer 2012	K - 5		Yes	Purchase Order
Purchase subscription to A-Z Reading	Summer 2012	4		No	Purchase Order
Provide incentive for students to participate in the summer reading programs at the Henderson County Library	August 2012	K - 5		Yes	Henderson County Library Program
Open House/School Kick Off	August 2012	K - 5	400	Yes	Evening
To collect data on summer reading use of the libraries, specifically 1 st and 2 nd Grade and compare Fall Star Reading results to overall class averages.	1 st Semester 2012 – 2013	1 - 2		Yes	Assessment
Complete beginning and end of year ISEL, AIMSweb, Star Reading assessments	August/September April/May 2012 - 2013	K - 5	Students	Yes	Assessment
Monitor use of Accelerated Math and Star Math software	2012 – 2013	K - 5		Yes	Reports
Purchase of additional supplies in technology	2012 – 2013	K - 5		Yes	Purchase Order
Provide time for staff to identify and work on areas identified for improvement from the ISAT	2012 – 2013	2 - 5		No	Schedule
Training in use of technology	2012 – 2013	K - 5		Yes	In-service
Increase the percentage of parents that fill out an elementary parent survey at the fall Parent /Teacher Conference	Fall 2012	K - 5		Yes	Comparison to 11-12 school year
Muffins with Mom to discuss Reading Donuts with Dad to discuss Reading	Fall 2012	K - 2	Parents	No	Mornings
Family Movie Night	March 2013	K - 5	Families	Yes	Evening
Research reading intervention primarily in the area of comprehension	2012-2013	K - 5	Students	Yes	Purchase order
Analyze student district assessments and plan individual strategies	Fall/Winter/Spring 2012-2013	K - 5	Students	Yes	Data Reports
Research and possibly purchase a math progress monitoring tool for RtI purchases	2012-2013	K - 5	Students	Yes	Purchase order

Table 18: 2011-2012 Professional Development Activities

Activity	Month Year	Grade Level	# of Anticipated Participant	School-wide Yes/No	Format
In-service staff on using student data to drive instruction	August 2012	K - 5		Yes	Staff Meeting
Continued support for those staff pursuing Nation Board Certification	2012-2013	K - 5		No	Professional Development
PBIS Training for new staff	1/2 SIP Day August 2012	K - 5		Yes	In-service
In-service staff on Tier 1 and Tier 2 strategies for RTI within the classroom	August 2012	K - 5		Yes	In-service
Review of ISAT Data from 11-12 assessment with individual scores being reviewed and individual plans for those students needing assistance being developed	August 2012	K - 5		Yes	In-service
Software Technology Update	August 2012	K - 5		Yes	In-service
ISAT Reading and Extended Reading Response Workshop	2012	2 - 5		No	In-service
ISAT Math and extended response	2012	K - 5		Yes	In-service
Assessment workshop and Gallery Walk of elementary data	January 2012	K - 5		Yes	In-service
ISAT Workshops through ROE	2012 - 2013	3 - 5		No	Workshops
In-service on use of technology in the classroom (Promethean Boards, Elmo, etc...)	2012 - 2013	K - 5		No	In-service
Interactive Math Workshop	Fall 2012	K - 5		Yes	In-service
District training on the Danielson model	2012-2013	K - 5		Yes	In-service

V. REFLECTION, EVALUATION, REFINEMENT

V.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

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

V.2 MONITORING

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

V.3 COMMUNICATION PLAN

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