

An Integrated School Improvement Plan for

West Central Elementary
School District #235

July 1, 2013 – June 30, 2014

Completed February, 2013

West Central Elementary



Table of Contents

I.	Introduction And Background	3
	I.1 School Community	3
	I.2 School Improvement Team	5
	Table 1: School Improvement Team	5
	I.3 Other Information	6
	I.4 No Child Left Behind Legislation	6
	I.5 WCE comparison to the State of Illinois ISAT average	6
II.	Data Collection, Organization and Trends	7
	II.1 Data Collection Methods	7
	Table 2: Data Collection Methods	7
	II. 2 District Assessment Data	8
	Table 3: District ISAT/PSAE/ACT Profile	8
II.2A	School Based Assessment Data	10
	Table 4A: ISAT – All Students	10
	Table 4B: ISAT - SPED/Low Income Subgroup	11
	Table 4C: ISAT – Gender Group	12
	Table 4D: ISAT – Female Subgroups	13
	Table 4E: ISAT – Male Subgroups	14
	Table 4F: ISAT – Quarter Report Card Grades	15
	Table 4G: ISAT – ISEL Assessment Scores	16
	Table 4H: ISAT – STAR Reading Assessment Grade Placement	18
	Table 4I: ISAT – STAR Reading	19
	Table 4J: ISAT – AIMSweb Fluency Assessments	20
	Overall Assessment Observations	22
II.3	Demographic Data	23
	Table 5: General School Data (School Report Card)	23
	Table 6: Enrollment Data (Fall Housing Report)	24
	Table 7: Special Education Student Subgroup Enrollment	24
	Demographic Comparisons and Trends	25
II.4	Program Data	26
	Table 8: Educator Data	26
	Table 9: Average Daily Minutes Instruction	27
	Table 10: Professional Growth Data	28
	Table 11: Student Discipline Data	30
	Special Education, Math and English Audit	32
	Curriculum Implementation Data	32
	Program Comparison and Trends	35
II.5	Perception Data	37
	Table 12: Parent Survey	37
	Table 13: Staff Survey	38
III.	Problem Statements and Hypothesis	41
	Table 14: Patterns of Strengths and Problems	41
	Table 15: Problem Statements	45
IV.	Goals, Strategies, Integrated Action Plan	47
	Table 16: Improvement Goals	47
	Table 17: Implementation of Activities Schedule	53
	Table 18: Professional Developmental Activities	54
V.	Reflection, Evaluation, Refinement	55
	V.1 School Improvement Team Meeting Schedule	55
	V.2 Monitoring	55
	V.3 Communication Plan	55

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 consolidated district (8th 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 was 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 2012 Sixth Day Enrollment report, West Central Elementary School serves 268 families and a total of 339 students. There are 185 male students and 154 female students. Kindergarten consists of 52 students, 42 first graders, 64 second graders, 61 third graders, 60 fourth graders, and 60 fifth graders. The average classroom has 17 students. 53 students have an Individual Education Plan. The Individual Education Plan includes direct instruction, speech, hearing, occupational therapy, and tutorial services. 36 of the 53 students receive speech services. 32 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 20 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 ten 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.

School Strength

- **Teacher-Pupil Ratio**

West Central Elementary has maintained a low teacher-to-pupil ratio. The average class contains slightly less than 17 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 and Reading. 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. 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**

Nine members of the Elementary Teaching Staff have their Master Degrees. Five 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 2012 parent survey, 16% of our parents (197 out of 268 families responded to the survey) do not have a home computer with internet access. Updating the districts technology capability to meet the planned state assessments will become a district priority in the very near future.

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

The benchmark scores for schools meeting the requirements of No Child Left Behind have yet to be determined for the 2013 State Assessments. West Central Elementary did meet the requirements for reading and math on the test administered in spring 2012. 86.3% of the students met or exceeded in reading and 92.9% met or exceeded in math. The State of Illinois benchmark to meet the No Child Left Behind was 85% of our students meeting or exceeding. West Central Elementary did score above the state average in both reading and math. 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 or Race to the Top rules and regulations.

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

The State of Illinois has encountered severe budget issues and one of the actions they have taken is to reduce funding to school districts across the state. Additional funding issues are expected which does have an impact on West Central as it attempts to keep a balanced budget and meet the needs of the students and the community.

The Elementary enrollment, based on the Fall Housing Report, has declined by 107 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 2012, the district enrollment declined to 848, (not including the Pre-School students). The 2010 census indicates Henderson Counties’ population dropped by 10.4%, from 8213 people to 7331 people.

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 serves on either the SIP team or a subcommittee.

Table 1:

School Improvement Team

TEAM MEMBER	POSITION	ROLE	LENGTH OF SERVICE	# OF YEARS ON TEAM
Mrs. Kathy Lafary	Administrator	Team Member	Constant	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. Cathie Smith	5 th Grade	Team Member	2008-2011 2012-2014	4

Sub-committees organized to support the School Improvement Leadership Team during the 2012-2013 school year:

- Parent Survey – Ms. Lewis, Mrs. Anderson
- Staff Survey – Ms. Lewis, Mrs. Anderson
- Open House/School Kick Off- Mrs. Lafary, Ms. Johnson, Mrs. Ragar, Mr. Ricketts, Mrs. Nelson, Mrs. Lumbeck
- Movie Night/Family Literacy – Mrs. Ackermann, Mrs. Neira, Mrs. Ford, Mr. Freiley, Ms. Bittner
- PTC –Mrs. Carnes, Mrs. Mills, Mrs. Winters, Mrs. Neira, Mrs. Thompson,
- PBIS–Mr. Burrell, Mrs. Carnes, Mrs. Ford, Mrs. Kelly, Ms. 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, Mrs. Ingles, Mrs. Winters, Ms. Lewis

Response to Intervention Team

- 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 46 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.

The Illinois State Board of Education is raising ISAT performance expectations for Spring 2013 to better align with more rigorous and robust standards.

- ISBE will be recalculating the ISAT performance expectations that align to higher expectations for elementary and middle school students.
- The new performance expectations will not affect Adequate Yearly Progress determinations for the 2012 ISAT data. However, the ISAT data collected in Spring 2013 will be analyzed for school and district accountability determinations using the new performance levels.
- The higher expectations of the new standards will likely result in a downward shift of where students rank in meeting or exceeding standards. This shift may be significant.

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.

I.5 West Central Elementary comparison to the State of Illinois ISAT average

West Central Elementary ISAT comparison to the average State of Illinois scores as indicated by percentage of students that meet or exceed. (in percentages for combined average of 3rd, 4th, and 5th)
Information collected from the Illinois Interactive Report Card website.

	Reading			Math		
	WC	State	Difference	WC	State	Difference
2012	86	76.6	+9.4	92.6	86.6	+6
2011	82.6	75.3	+7.3	93.6	86.3	+7.3
2010	80.3	74.3	+6	93	85	+8
2009	75.6	73.3	+2.3	90.3	84.6	+5.7
2008	77.6	73	+4.6	93	83.6	+9.4

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 Oct 12	127 133 95 209 170 197	To survey parent attitudes
Staff Survey	1	Staff	Jan 07 Jan 08 Jan 09 Nov 10 Nov 11 Oct 12	44 32 78 54 48 49	To survey staff attitudes
Staff Observations	11	Observations based on Tables	Fall 07 Fall 08 Fall 09 January 11 January 12 December 13		To interpret data
Documents	3	School Report Cards Fall Housing Report Exit Outcomes IIRC website	Fall 07 Fall 08 Fall 09 Fall 10 Fall 11 Fall 12		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% 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 2008	West Central 2009	West Central 2010	West Central 2011	West Central 2012
AYP set by NCLB	62.5%	70%	77.5%	85%	85%
3rd Grade – All					
Reading	69%	70%	84%	73%	85%
Math	84%	82%	93%	95%	88%
Writing		52%	44%	No test	No test
4th Grade – All					
Reading	79%	81%	75%	89%	85%
Math	96%	95%	93%	100%	93%
Science	87%	91%	82%	92%	85%
5th Grade – All					
Reading	79%	72%	85%	78%	87%
Math	92%	88%	93%	87%	93%
Writing	43%	70%	67%	No test	No test
6th Grade – All					
Reading	95%	79%	77%	92%	71%
Math	91%	81%	91%	90%	73%
Writing	63%	66%	68%	No test	No test
7th Grade – All					
Reading	76%	86%	77%	77%	85%
Math	79%	89%	82%	88%	88%
Science	85%	89%	81%	87%	88%
8th Grade – All					
Reading	82%	84%	82%	82%	84%
Math	75%	81%	82%	76%	85%
Writing	67%	60%	69%	No test	No test
11th Grade – All					
Reading	56%	38%	53%	57%	60%
Math	37%	24%	37%	45%	39%
Writing	54%	44%	53%	56%	No test
Science	47%	35%	47%	43%	42%
ACT Summary					
Composite	18.9	17.7	19.0	20.2	19.2
English	18.6	17.0	18.7	19.9	19
Math	17.7	16.9	18.6	19.3	18
Reading	19.3	18.2	19.1	20.7	20
Science Reasoning	19.0	18.0	19.0	20.1	20
Percent Test ACT	100%	98.6%	97.4%	100%	96%

Observations for 2012 - 2013

- 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 2012.

- All 3rd - 8th Grades tested, with the exception of 6th grade, met Adequate Yearly Progress each year in Math as determined by No Child Left Behind.
- All 3rd – 5th Grades tested met Adequate Yearly Progress in 2012 in Reading as determined by No Child Left Behind.
- Writing was not assessed by the State of Illinois in 2011 or 2012.
- The percentage of students that meet or exceed in 3rd Grade Reading has improved by 16% since 2008.
- The percentage of students that meet or exceed in 3rd Grade Math has declined by 7% from 2011 to 2012.
- The percentage of students that meet or exceed in 3rd Grade Reading went from 73% in 2011 to 85% in 2012, an increase of 12% points.
- The percentage of students that meet or exceeded in 4th Grade reading has increased by 4% since 2009.
- The percentage of students that meet or exceeded in 4th Grade math has declined by 2% since 2009.
- The percentage of students that meet or exceeded in 4th Grade science has declined by 6% since 2009.
- The percentage of students that meet or exceed in 4th grade math is consistently at or above 93%.
- The percentage of students that meet or exceed in 5th Grade reading scores increased by 15% since 2009.
- The percentage of students that meet or exceed in 5th Grade math scores increased by 5% since 2009.
- The percentage of students that meet or exceed standards in 3rd, 4th, 5th grade math has been above Adequate Yearly Progress since 2008.
- Students that were assessed in 3rd Grade in 2011, then again in 4th Grade in 2012, improved the percentage that met or exceeded in the Reading scores by 12% points.
- Students that were assessed in 3rd Grade in 2011, then again in 4th Grade in 2012, declined the percentage that met or exceeded in the Math scores by 2% points.
- Students that were assessed in 4th Grade in 2011, then again in 5th Grade in 2012, declined in the percentage that met or exceeded Reading scores by 2% points.
- Students that were assessed in 4th Grade in 2011, then again in 5th Grade in 2012, experienced a decline in the percentage that met or exceeded Math scores by 7% points.
- Students that were assessed in 5th Grade in 2011, then again in 6th Grade in 2012, experienced a decrease in Reading scores by 7% points.
- Students that were assessed in 5th Grade in 2011, then again in 6th Grade in 2012, experienced a decline in the percentage that met or exceeded Math scores by 14% points.
- Students that were assessed in 6th Grade in 2011 in reading, then again in 7th Grade in 2012, experienced a decline in the percentage that met or exceeded by 7% points.
- Students that were assessed in 6th Grade in 2011, then again in 7th Grade in 2012, experienced a decline in the percentage that met or exceeded Math scores by 2% point.
- Students that were assessed in 7th Grade in 2011, then again in 8th Grade in 2012, experienced an increase in the percentage that met or exceeded Reading scores by 7% points.
- Students that were assessed in 7th Grade in 2011, then again in 8th Grade in 2012, decreased the percentage that met or exceeded Math scores by 3% points.
- ACT Composite scores have increased by 1.3 points since 2008.

II.2A: SCHOOL BASED ASSESSMENT DATA

Table 4A:

ISAT All Students

	2008 WC/State Avg.	2009 WC/State Avg.	2010 WC/State Avg.	2011 WC/State Avg.	2012 WC/State Avg.
Adequate Yearly Progress Goals	62.5%	70%	77.5%	85%	85%
3rd Grade – All					
Reading	69%/72%	70%/72%	84%/74%	73%/75%	85%/76%
Math	84%/85%	82%/85%	93%/86%	95%/87%	88%/88%
Writing		52%/62%	44%/64%	No test	No test
4th Grade – All					
Reading	79%/73%	81%/74%	75%/74%	89%/75%	85%/76%
Math	96%/85%	95%/86%	93%/86%	100%/88%	93%/88%
Science	87%/76%	91%/77%	82%/77%	89%/79%	85%/80%
5th Grade – All					
Reading	79%/74%	72%/74%	85%/75%	78%/76%	87%/78%
Math	92%/81%	88%/83%	93%/83%	87%/84%	93%/84%
Writing	43%/55%	70%/54%	67%/55%	No test	No Test

Observations for 2012 – 2013

- Adequate Yearly Progress, as determined by No Child Left Behind, required passing percentage has increased from 47.5% of students meeting or exceeding in 2006 to 85% meeting or exceeding in 2012.
- Adequate Yearly Progress percentage requirements remained at 85% this 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, 2011, and 2012.
- In 2012, the number of West Central students meeting and exceeding on the ISAT exceeded the state average in all areas tested except 3rd Grade math with both at 88%.
- Grades 3 exceeded the benchmark in math in 2012 and matched the benchmark in reading.
- Grades 4 exceeded the benchmark in math in 2012 and matched the benchmark of 85% in reading and science.
- Grades 5 exceeded the benchmark in math and reading in 2012
- The number of 4th Grade students that met or exceeded for science in 2011 was 5% points higher than the state average
- In 2009, five out of the nine areas tested met or exceeded the state average.
- In 2010, 8 of the 9 areas tested met or exceeded the state average.
- In 2011, 6 of the 7 areas tested met or exceeded the state average.
- In 2012, 7 of the 7 areas tested met or 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 five consecutive years
- Students in the 4th grade have met or exceeded the state average in all areas for 5 consecutive years.
- Students that were assessed in 4th Grade in 2011, then again in 5th Grade in 2012 decreased in the number of students that met or exceeded math scores by 7%.
- Students that were assessed in 3rd Grade in 2011, then again in 4th Grade in 2012 decreased in the number of students that met or exceeded math scores by 2%.
- Students that were assessed in 3rd Grade in 2011, then again in 4th Grade in 2012 increased in the number of students that met or exceeded reading scores by 12%.
- The percentage of students that met or exceeded 5th Grade Math scores increased by 9% points in 2012 when compared to 2011.
- The percentage of students that met or exceeded in Math is consistently higher than in Reading in all three grades for 5 consecutive years.

Table 4B:

ISAT
Special Education and Low Income Subgroup
Adequate Yearly Progress Data

	2008	2009	2010	2011	2012
Adequate Yearly Progress Goals	62.5%	70%	77.5%	85%	85%
3rd Grade					
Reading – Low Inc/Non-Low Inc	53%/81%	76%/63%	83%/86%	65%/84%	77%/90%
Reading – IEP/Non-IEP	23%/79%	46%/75%	63%/87%	40%/78%	67%/86%
Math – Low Income/Non-Low Inc	78%/90%	80%/84%	91%/96%	90%/100%	85%/90%
Math – IEP/Non IEP	46%/93%	61%/86%	75%/95%	100%/98%	67%/90%
4th Grade					
Reading – Low Inc/Non-Low Inc	79%/79%	66%/93%	73%/77%	88%/91%	87%/83%
Reading – IEP/Non-IEP	62%/83%	59%/86%	50%/81%	40%/93%	83%/85%
Math – Low Inc/Non-Low Inc	93%/98%	91%/98%	90%/97%	100%/100%	97%/96%
Math – IEP/Non-IEP	77%/100%	83%/97%	93%/93%	100%/100%	100%/96%
Science – Low Inc/Non-Low Inc	82%/91%	84%/95%	81%/83%	88%/97%	87%/88%
Science - IEP/Non-IEP	62%/93%	75%/94%	57%/88%	60%/93%	100%/85%
5th Grade					
Reading – Low Inc/Non-Low Inc	79%/78%	69%/76%	74%/93%	82%/72%	86%/91%
Reading – IEP/Non-IEP	14%/91%	54%/76%	71%/86%	57%/79%	60%/91%
Math – Low Inc/Non-Low Inc	94%/90%	91%/85%	97%/91%	84%/90%	92%/97%
Math – IEP/Non-IEP	64%/97%	77%/91%	86%/94%	86%/87%	80%/95%

Observations 2012 – 2013

- Adequate Yearly Progress percentage requirements stayed the same at 85% in 2012 from 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.
- In 2012, 4th grade low-income scores exceeded non-low income scores in both reading and math.
- The average percent of special education students in the seven areas tested that met or exceeded in 2012 was 80%, compared with 73% in 2011, 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 4 percentage points over the past five years.
- In 3rd Grade Reading, the non-low income students improved from 63% meeting or exceeding in 08-09 to 90% meeting or exceeding in 2012, a 27% points difference.
- In 3rd Grade Reading, non-low income student scores exceeded low income scores every year from 2008 to 2012 except one year-2009.
- In 3rd Grade Math, non low income student scores exceeded low income scores every year from 2008 to 2012.
- In 3rd Grade Reading, the percentage of low-income students that met or exceeded from 53% in 2008 to 77% in 2012, a 24% point increase.
- 3rd Grade low-income scores have increased in math from 78% meeting or exceeding in 2008 to 85% meeting or exceeding in 2012, a 7% increase.
- In 4th Grade Science, non-low income student scores exceeded low income scores every year from 2008 to 2012.
- All 4th Grade students met or exceeded on the 4th Grade math assessment in 2011 and 93% met or exceeded in 2012
- The percentage of 4th Grade IEP students who met or exceeded standards in Math has increased in each of the last 5 years from 77% to 100%.

- 4th Grade low-income scores have increased in reading from 79% meeting or exceeding in 2008 to 87% in 2012, a 9% point increase.
- The percentage of 5th Grade IEP students that met or exceeded in Math, has increased in the last 5 years from 64% to 80%.
- In 5th Grade reading, no- low income student scores exceeded low income scores every year from 2008 to 2012 except 2008 and 2011.
- In 5th Grade math, low-income student scores exceeded non-low income scores in 2008, 2009, and 2010 and not in 2011 or 2012.
- The students in the 5th grade IEP group that met or exceeded improved from 75% in 3rd grade to 100% in 2011 in 4th grade to 92% in 5th grade in 2012.
- 5th grade low-income scores have increased in reading from 79% meeting or exceeding in 2008 to 86% in 2012.
- 5th grade low-income scores in math have fluctuated little in the past 5 years, with 92% meeting or exceeding in 2012. This is an increase from the lowest year, 84% meeting or exceeding in 2011.
- Of the 14 sub groups tested in 2012, only 8 met the NCLB requirement of 85% meeting or exceeding state standards.
- From 2008-2012, low income students scored below non-low income students in reading and math 10 out of the 15 times.

Table 4C:

ISAT Gender Subgroups Percentages of Students That Meet or Exceed					
	2008	2009	2010	2011	2012
Adequate Yearly Progress Goals	62.5%	70%	77.5%	85%	85%
Reading					
Male Students	66%	70%	76%	76%	83%
Female Students	85%	82%	87%	86%	88%
Math					
Male Students	91%	90%	90%	95%	88%
Female Students	90%	87%	96%	92%	96%
Science					
Male Students	90%	92%	82%	97%	93%
Female Students	85%	89%	81%	86%	78%
Writing					
Male Students		45%	49%	No test	No test
Female Students		74%	63%	No test	No test

Observations for 2012 – 2013 on gender groups at the building level

- Adequate Yearly Progress percentage requirements have increased by 7.5 points per year to 85% in 2011 and remained the same in 2012.
- 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 and 2012, the State of Illinois did not offer a writing test as part of the ISAT.
- From 2008 - 2012, the percentage of male students that met or exceeded in Reading increased by 17% points.
- From 2010 to 2011, male reading scores stayed the same, after three years of improvement.
- From 2008 to 2012, the percentage of female students that met or exceeded in Reading increased by 3% points.
- From 2008 to 2011, there was an increase of 7% points in male Science scores that met or exceeded.
- From 2008 to 2012, a greater percentage of males met or exceeded in Science than females.
- In 2012, male students exceeded Adequate Yearly Progress in all areas except Reading at 83%.
- In 2012, female students exceeded Adequate Yearly Progress in all areas except Science at 78%.
- In 2011-2012, male reading scores improved 7% points when compared to 2011.
- In 2011-2012, the percentage of male students that met or exceeded in math decreased by 7% points.
- In 2011-2012, the percentage of female students that met or exceeded in math increased by 4%.

- In 2011-2012, the percentage of male students that met or exceeded in science decreased by 4%.
- In 2011-2012, the percentage of female students that met or exceeded in science decreased by 8%.
- In 2011-2012, the percentage of female students that met or exceeded in reading was than the percentage of males that met or exceeded by 5%.
- In 2011-2012, the percentage of female students that me or exceeded in math was higher than the percentage of males that met or exceeded by 8%.
- In 2011-2012, the percentage of male students that met or exceeded in science was higher than the percentage of female students that met or exceeded by 15%.
- The percentage of female students that have met or exceeded has exceeded the percentage of male students in reading every year from 2008-12.
- The gap is closing between female students and male students in reading from a 19% point gap in 2008 to a 5% point gap in 2012.
- Female students met Adequate Yearly Progress in math and reading every year from 2008-2012.
- Male students met Adequate Yearly Progress in math and science every year from 2008-2012.

Table 4D:

**ISAT Gender Subgroup Scores
Female**

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

	2008 WC Female	2009 WC Female	2010 WC Female	2011 WC Female	2012 WC Female
Adequate Yearly Progress Goals	62.5%	70%	77.5%	85%	
3rd Grade					
Reading	79%/76%	81%/76%	89%/77%	75%/78%	89%/80%
Math	82%/85%	81%/85%	97%/86%	89%/88%	92%/88%
4th Grade					
Reading	85%/77%	81%/77%	81%/77%	92%/78%	84%/80%
Math	95%/85%	95%/87%	91%/87%	100%/87%	94%/89%
Science	85%/76%	89%/77%	81%/77%	87%/79%	78%/80%
5th Grade					
Reading	90%/77%	83%/77%	89%/79%	90%/80%	91%/82%
Math	93%/82%	85%/84%	100%/84%	83%/85%	100%/85%

Observations 2012 - 2013 on females by grade level

- Adequate Yearly Progress percentage requirements remained the same at 85% in 2012.
- The 3rd Grade Reading percentage of females that met or exceeded has been above the state average for 4 of the past 5 years. In 2011, it was 3% points below the state average.
- The 3rd Grade Math percentage of females that met or exceeded has been above the state average for the last 3 years.
- The 3rd Grade Reading percentage increased by 14% points from the 2011 to 2012 school year.
- The 4th Grade Reading percentage of females that met or exceeded has been above the state average all 5 years.
- The 4th Grade Math percentage of females that met or exceeded has been above the state average for all 5 years.
- The 4th Grade Science percentage of females that met or exceeded has been above the state average for 4 out of the past 5 years.
- The 5th Grade Reading percentage of females that met or exceeded has been above the state average for 5 out of the past 5 years.
- The 5th Grade Math percentage of females that met or exceeded has been above the state average for 4 of the past 5 years.
- The 5th Grade had 100% of females meet or exceed in math in 2010 and 2012.
- The percentage of females meeting and exceeding in 2012 5th Grade math remained the same (100%) when compared to the percentage of females from the 4th Grade 2011 math percentage meeting and exceeding.

- The percentage of females meeting and exceeding in 2012 4th Grade reading increased by 9% points when compared to the percentage of females from the 3rd Grade 2011 reading percentage meeting and exceeding.
- The percentage of students meeting and exceeding in 2012 4th Grade math increased by 5% points when compared to the percentage of students from the 3rd Grade 2011 math percentage meeting and exceeding.
- The percentage of females meeting and exceeding in 2012 5th Grade reading decreased by 1% points when compared to the percentage of females from the 4th Grade 2011 reading 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

	2008 WC Male	2009 WC Male	2010 WC Male	2011 WC Male	2012 WC Male
Adequate Yearly Progress Goals	62.5%	70%	77.5%	85%	85%
3rd Grade					
Reading	59%/67%	61%/67%	78%/74%	72%/72%	82%/73%
Math	86%/85%	83%/85%	88%/86%	100%/87%	85%/88%
4th Grade					
Reading	71%/70%	82%/70%	95%/86%	86%/71%	86%/72%
Math	97%/84%	95%/85%	93%/86%	100%/87%	93%/87%
Science	90%/76%	92%/77%	82%/77%	97%/79%	93%/80%
5th Grade					
Reading	68%/70%	57%/70%	81%/71%	68%/73%	82%/74%
Math	91%/81%	93%/81%	86%/82.4%	89%/83%	87%/72%

Observations for 2012– 2013 on males by grade level

- Adequate Yearly Progress percentage requirements have remained the same at 85% in 2012.
- The 3rd Grade Math and reading percentage of males that met or exceeded has been at or above the state average 3 out of 5 years.
- The 4th Grade Reading percentage of males that met or exceeded has been above the state average 5 out of 5 years.
- The 4th Grade Math percentage of males that met or exceeded has been above the state average for 5 years.
- The 4th Grade Science percentage of males that met or exceeded has been above the state average for 5 years.
- The 5th Grade Reading percentage of males that met or exceeded has been above the state average 2 out of 5 years.
- The 5th Grade Math percentage of males that met or exceeded has been at or above the state average for 5 years.
- The percentage of males that met or exceeded 4th Grade reading in 2012 increased by 14% points from their 3rd Grade reading 2011 assessment.
- The percentage of males that met or exceeded 4th Grade 2012math decreased by 7% points from their 3rd Grade 2011 math assessment.
- 2010 was the first year that the 3rd Grade males scored above the state average in reading.
- In 2012, 5th Grade reading increased by 14 percentage points in the percentage of males meeting and exceeding from the preceding year.
- In 2012, 3rd Grade reading increased 10 percentage points in the percentage of males meeting and exceeding from the preceding year.
- In 2012, the 4th Grade reading state average remained the same in the percentage of males meeting and exceeding from the preceding year.

Table 4F:

2012 – 2013
1st Quarter Report Card Grades
3rd, 4th and 5th Grade

3rd Grade - 63 Students Total: 57% of the 3rd Grade are boys and 43% 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	24	16	26	23	21	11	33	24	30	24	134	98
B's	12	10	7	4	13	14	1	1	4	2	37	31
C's		1	2		2	2	1	1	1		6	4
D's												
F's			1								1	
Pass							1	1	1	1	2	2
											180	135

4th Grade - 59 Students Total: 58% of the 4th Grade are boys and 42% 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	17	17	23	19	15	16	18	18	21	85	94
B's	15	7	16	2	11	9	14	6	14	3	70	27
C's	3	1	1		4	1	4	1	2	1	14	4
D's												
F's	1										1	
											170	125

5th Grade -63 Students Total: 48% of the 5th Grade are boys and 52% 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	22	28	18	27	20	22	13	25	18	24	91	126
B's	5	3	7	4	4	9	15	7	5	7	36	30
C's	2	1	3	1	5	1	1		5	1	16	4
D's			1									1
F's												
											143	161

2012 - 2013 Observations

- There were 914 grades issued in 3rd, 4th and 5th Grade for the first quarter.
- 628 out of 914 grades were A's, 69%.
- 100% of the 3rd Grade boys received A's and B's in reading, with 66% of the grades an A.
- 96% of the 3rd Grade girls received A's and B's in reading, with 59% of the grades an A.
- 94% of the 3rd Grade boys received A's and B's in math, with 58% of the grades an A.
- 92% of the 3rd Grade girls received A's and B's in math, with 40% of the grades an A.
- 88% of the 4th Grade boys received A's and B's in reading, with 44% of the grades an A.
- 96% of the 4th Grade girls received A's and B's in reading, with 68% of the grades an A.
- 88% of the 4th Grade boys received A's and B's in math, with 55% of the grades an A.
- 96% of the 4th Grade girls received A's and B's in math, with 60% of the grades an A.
- 93% of the 5th Grade boys received A's and B's in reading, with 75% of the grades an A.
- 97% of the 5th Grade girls received A's and B's in reading, with 88% of the grades an A.
- 83% of the 5th Grade boys received A's and B's in math, with 69% of the grades an A.
- 97% of the 5th Grade girls received A's and B's in math, with 69% of the grades an A.
- 74% of 3rd Grade grades were an A.
- 61% of 4th Grade grades were an A.
- 71% of 5th Grade grades were an A.
- No grades below a C in 3rd and 5th grade reading.
- In 3rd grade each boy earned an average of 3.72 A's while each girl earned 3.62 A's.
- In 4th grade each boy earned an average of 2.5 A's while the girls earned 3.76 A's.
- In 5th grade each boy earned an average of 3.1 A's while the girls earned 3.9 A's.

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 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					
Fall 2012	30/35	13/14	5/6	3/4	6/9					
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	
Spring 2012	53/52	16/15	10/9	8/8	24/19	20/14	12/7	9/9	9/5	

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 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	
Fall 2012	52/53	17/17	9/9	8/9	23/20	19/15	14/11	10/9	11/3	
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
Spring 2012	54/54	21/18	10/10	9/9	26/25	24/23	20/21	11/10	20/16	156/64

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 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
Fall 2012	3/4	12/15	61/74	7/13	71/96	5/7	8/9
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
Spring 2012	5/5	16/20	92/99	11/6	87/98	8/7	10/11

Observations of 2012 - 2013

- In Spring 2012, Kindergarten is at or above the state average in all areas.
- In Spring 2012, First Grade scores are at or above the state average in 9 out of 10 tested areas.
- In Spring 2012, 2nd Grade average is equal to or above the state average in 3 out of the 7 areas.
- From Fall 2011 to Spring 2012, Kindergarten improved in every area.
- From Fall 2011 to Spring 2012, 1st Grade improved in every area.
- From Fall 2011 to Spring 2012, 2nd Grade improved in every area.
- From Spring 2008 to Spring 2012, 1st Grade fluency has increased from 61 words per minute to 156 words per minute, an increase of 95 words per minute.
- From Spring 2008 to Spring 2012, 2nd Grade fluency has decreased from 101 words per minute to 92 words per minute, a decrease of 9 words per minute.
- In Spring 2012, 2nd grade fluency dropped 29 words per minute to go below state target.

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 12-13) 2012 - 2013

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	2.1	2.1							
Third Grade	2.2	2.1	3.7	3.4					
Fourth Grade	2.3	2.2	3.4	3.3	4.5	4.2			
Fifth Grade	2.4	2.3	3.4	3.1	3.9	4.2	5.4	5.4	
Sixth Grade	2.2	2.1	3.2	3.0	3.7	3.7	5.2	5.1	6.3

Observations of 2012 - 2013

- 2nd Grade class average scores remained constant in the fall when compared to the previous Spring.
- 3rd Grade class average scores are lower in the Fall when compared to the previous Spring by .3.
- 4th Grade class average scores are lower in the Fall when compared to the previous Spring by .3.
- 5th Grade class average scores remained constant in the Fall from the previous Spring
- 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, all 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%	62%	
Second Grade	2.8	58%	67%	85%	
Third Grade	3.8	52%	55%	71%	
Fourth Grade	4.8	55%	60%	52%	
Fifth Grade	5.8	53%	46%	53%	

Observations of 2012 - 2013

- Spring of 2010 is the first year that this test data was collected.
- In the Spring of 2010, the 1st Grade class was 20% points above the national average of 50%.
- In the Spring of 2012, the 2nd grade class was 35% points above the national average of 50%
- All five grade levels exceeded the 50% national average in 2010.
- In 2012, all grades exceeded the 50% national average
- The percentage of students that met or exceeded 2nd Grade reading in 2012 increased by 31% points from their 1st Grade reading 2011 assessment.
- The percentage of students that met or exceeded 3rd Grade reading in 2012 increased by 4% points from their 2nd Grade reading 2011 assessment.
- The percentage of students that met or exceeded 4th Grade reading in 2012 decreased by 3% points from their 3rd Grade reading 2011 assessment.
- The percentage of students that met or exceeded 5th Grade reading in 2012 decreased by 7% points from their 4th Grade reading 2011 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.

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	114	129	143
# tested	74	76	73
# met	38	46	52
% met	51%	61%	71%
4th grade	Fall	Winter	Spring
TARGET	105	120	136
# tested	56	57	57
# met	34	29	31
% met	61%	51%	54%
3rd grade	Fall	Winter	Spring
TARGET	77	105	119
# tested	59	60	60
# met	35	39	45
% met	59%	65%	75%
2nd grade	Fall	Winter	Spring
Target	55	80	92
# tested	68	66	65
# met	40	43	51
% met	59%	65%	79%
1st grade	Fall	Winter	Spring
Target		30	53
# tested		60	61
# met		29	40
% met		48%	66%

Observations of 2012–2013

- 5th Grade percentage of students that met from fall to spring in 11-12 increased by 20% points.
- 4th Grade percentage of students that met from fall to spring in 11-12 decreased by 7% points.
- 3rd Grade percentage of students that met from fall to spring in 11-12 increased by 16% points.
- 2nd Grade percentage of students that met from fall to spring in 11-12 increased by 20% points.
- 1st Grade percentage of students that met from winter to spring in 11-12 increased by 18% points.
- 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.

Observations of 2012 – 2013

On the Illinois State Achievement Test, West Central Elementary students did meet all the state and federal standards as required by No Child Left Behind. 86.3% of our students met or exceeded on the 2012 reading assessment of the ISAT with 85% meeting or exceeding being the state and federal goal. 92.9% 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 7 out of 7 tested academic areas. The percentage of male students that met or exceeded on the 2012 ISAT math assessment increased by 7% when compared to the 2011 ISAT math assessment. The percentage of students with an Individual Educational Plan that met or exceeded state standards on the 2012 ISAT reading assessment improved by 9.5 percentage points when compared to the 2011 ISAT.

Based on information from the Illinois Interactive Report Card, West Central Elementary has improved their overall composite score of meeting/exceeding to 88.9% with the 2012 ISAT. This is a 6 percentage point improvement since 2009 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)

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%	#	%	#	%
Attendance	426	94%	421	95%	409	94%	392	95%	375	96%
Truancy Rate	0	0	0	0	0	0	0	0	4	1%
Mobility Rate	64	15%	35	8%	40	10%	47	12%	36	10%
Low Income Rate		49%		53%		56%		55%		55%
Suspension Rate										
Transfers IN	40	9%	25	6%	24	6%	25	6%	23	6%
Transfers Out	24	6%	27	6%	16	4%	22	6%	18	5%
Promotion Rate										
Retention Rate	3	1%	3	1%	0	0	2	1%	1	.003%
HS Grad. Rate										
HS Drop-Out Rate										
Gender	M 210/49	F 216/51	M 202/49	F 213/51	M 214/52	F 203/48	M 214/55	F 178/45	M 201/54	F 175/46
Caucasian	203	209	195	201	209	191	212	161	199	158
African-American		1						1		1
Hispanic	2	4	2	4	2	4	1	8	1	8
Other (Specify)										
Indian	1			2		2		1		1
Multiethnic	4	2	5	6	3	6	1	7	1	7

Observations of 2012-2013

- Truancy rate was zero for four years, but increased to 1.1% in 2011-2012.
- 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 11-12 enrollment dropped by 17 students to 375 from the 10-11 school year.
- The 11-12 mobility rate of students decreased by 2.4 percentage points from the 10-11 school year.
- The percentage of students that transferred out decreased by 0.8 percentage points from 10-11 to 11-12 school year.
- Five more students transferred into the district during the 12-13 year than transferred out during the 11-12 school year.
- In 11-12 there are 26 more male students than female students in the elementary.
- One student was retained during the 11-12 school year.
- The enrollment dropped each of the past five years, from 426 students in 07-08 to 375 in 11-12, a decrease of 51 students, (9%).

- In the past five years, the attendance rate has ranged from a low of 94.4% in 07-08, to a high of 95.8% in 11-12.
- The 11-12 attendance rate increased by 1.1 percentage points to 95.8 when compared to the 94.7 during the 10-11 school year.
- From 2007 to 2011, the percentage of students that are considered low income has increased. From 49.2% to 55.2%.
- The low income rate has remained at 55% for the past two years.
- There have been more boys than girls since 2009-10.

Table 6:

**Enrollment Data
Fall Housing Report**

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
Grade Levels in School	K – 5		K - 5		K – 5		K – 5		K – 5	
	#	%	#	%	#	%	#	%	#	%
School Population	423		409		391		375		340	
Grade K	66	15.6	70	17.1	66	16.9	46	12.3	53	15.6
Grade 1	61	14.4	62	15.2	67	17.1	65	17.3	42	12.4
Grade 2	68	16.1	64	15.6	60	15.3	68	18.1	63	18.5
Grade 3	78	18.4	72	17.6	57	14.5	60	16	62	18.2
Grade 4	71	16.8	70	17.1	72	18.4	60	16	59	17.3
Grade 5	79	18.8	71	17.4	69	17.6	76	20.3	61	17.8

Observations of 2012–2013

- Overall enrollment decreased in the last five years by 83 students.
- In 12-13, the number of total students enrolled is 35 less than 11-12.
- The number of students has decreased by 51 students from 10-11 to 12-13.
- Kindergarten enrollment increased by 7 students from 11-12 to 12-13.
- 2nd Grade has the highest percentage of students with 18.5%.
- 1st Grade has the lowest percentage of students with 12.4%.
- When looking at future enrollment, in 12-13 there are 158 students in grades K – 2nd compared to 182 students in grades 3rd – 5th.
- 3rd grade in 2008-09 had a decrease of 9 students by the time they were 5th graders in 2010-11.

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.

	08 - 09	09-10	10-11	11-12	12-13
	#	#	#	#	#
Total Special Education*	69	79	58	54	53
Mental Impairment	8	5	5	1	2
Speech or Language Imp	58	55	49	42	36
Visual Impairment					
Emotionally Disturbed	2	1	1	2	0
Orthopedic					
Other Health Impairment	6	12	9	2	4
Specific Learning Disability	11	8	4	11	19
Autism	3	3	4	3	2
Development Delay		2	3	3	3
Deaf/Blindness					

Observations 2012 - 2013

- The number of students that are being served in Special Education has decreased by 1 student from the 12-13 school year when compared to the 11-12 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 16 students during the past seven years.
- The number of autistic children has decreased by 1 student when compared to the 11-12 school year.
- There are no students that are classified as learning impaired, emotionally disturbed, visually impaired, orthopedic, or deaf/blind students during 12-13 school year.
- Students identified as specific learning disabled has increased from 11 to 19 in the past year.
- With the exception of Speech or Language impairment, the largest identified area of special education students is Specific Learning Disability with 19 students identified in the 12-13 school year.
- The number of students that are classified as mentally impaired has decreased from 8 students in the 08-09 school year to 2 students in the 12-13 school year.
- Prior to the 2008-2009 school year, no West Central Students were identified on the autism spectrum. (Based on previous SIP Plans)
- Total number of Special Education students has gone down the last three years.

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.

Based on Table 6, the enrollment for 12-13 is 340 students. This is a decrease of 35 students from the preceding year. There are 20 classroom teachers and the average class size is 17 students. Second grade and third grade each have four sections. Kindergarten, first, fourth, and fifth have three sections. The enrollment during the last five years has decreased by 83 students.

II.4 PROGRAM DATA

Table 8:

Educator Data

	08 - 09	09-10	10-11	11-12	12-13
Total Full Time Classroom Teachers	34	34	33	31	30
Average Years Teaching	13	13.9	14.2	13.9	13.5
# Teachers New to Building	3	1	1	1	1
# First Year Teachers	2	1	1	1	1
# with B. A. Degree	25	25	24	22	22
# with M.A. & Above	9	9	9	10	8
# with Emergency or Provisional Certificates	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0
% Caucasian Teachers	100%	100%	100%	100%	100%
# Male Teachers	2.5	2.5	3.75	4.75	4.75
# Female Teachers	30.75	30.75	29	26	26
# Total Paraprofessionals	16	18	16	15	15
# Classroom Instructional Paraprofessionals	3	3	3	3	3
# Total Under-qualified Paraprofessionals	0	0	0	0	0
# Total Counselors	0	0	0	0	0
# Total Librarians	.5	.5	.5	.5	.5
# Total Social Workers/Psychologists	1	1	1	1	1
# Total Other Staff	5	5	5	5	5
# Speech Pathologist	1	1	.8	.8	.8
# National Board Certified Teacher			1	4	4

- Out-of-field means that a teacher is teaching a class for which he/she has no certification in academic major or endorsement with sufficient credit hours in the content area taught.
- 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 2012-13

- There is one new teacher in her first year of teaching.
- The average years of teaching experience decreased by .4 to 13.5 years from 11-12 to 12-13.
- There is a decrease in teachers by one when comparing 11-12 to 12-13.
- The number of full time classroom teachers has declined by 4 from 09-10 to 12-13.
- There are three fewer paraprofessionals in 12-13 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 decreased to 8 teachers during the 12-13 school year.
- The number of teachers that are male increased by 2.25 since 2008-09.
- The Speech Pathologist is shared with another building.
- In the past five years, 7 of the 30 teachers are new to the building.
- There are 4 teachers Nationally Board Certified.
- The number of classroom instructional paraprofessionals has remained constant at three.
- 27 percent of the teachers have a Masters Degree.

Table 9:

2012 – 2013
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

2012-2013
Daily Teacher Schedule

Average daily minutes spent daily by grade level on each subject

12 - 13	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	145	50	35	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	65	30	40	40	30	0	165	60	35	35	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 2012-2013

- Time does not include computer or keyboarding instruction.
- 3rd grade Science/SS time decreased by 2 minutes in 2012-13 compared to 2011-12.
- Reading time has not changed in 2012-13 from previous year.
- 3rd grade math time decreased by 5 minutes in 2012-13 compared to the previous year.
- Title time decreased 5 minutes in Kindergarten from 2011-12 to 2012-2013.
- 3rd grade Language Arts block increased by 5 minutes in 2012-2013 compared to 2011-12.
- Kindergarten word work increased by 5 minutes in 2012-2013 compared to 2011-12.
- 3rd grade writing increased by 3 minutes in 2012-2013 compared to 2011-12.
- 2nd grade spends 60 minutes writing, while 3rd grade spends 35 minutes.

Table 10:

Professional Growth Data

TOPIC	MONTH YEAR	GRADE LEVELS	SCHOOL WIDE (YES/NO)	FORMAT
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
Common Core Institute	February 12	K-12	Yes	Workshop
Danielson Model Workshop-Galesburg	March 12	K-12	Yes	Workshop
Math Alignment with Common Core	May 12	K-12	Yes	Workshop

English Alignment with Common Core	May 12	K-12	Yes	Workshop
Technology – iPad and Smartboard	May 12	K-12	Yes	Workshop
Danielson Training	November 12 January 13 March 13 April 13	K-12	Yes	Workshop

Observations in 2012-2013 (as of March 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.
- Five of the ten activities since February 10, 2011, are directly related to implementation of the new Common Core Standards.
- 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.
- 23 different workshops have been offered since 2010. 10 focused on reading—3 focused on math—3 focused on writing. The other 6 focused on a variety of subjects. Some of these focused on multiple criteria. i.e. – Math Alignment with Common Core counted in math and common core.
- Of the 23 workshops, 14 were offered to all elementary teachers. 9 were offered to all K-12 teachers.
- 5 workshops in August 2011 compared to 4 in August 2010
- 2 workshops in September 2011 compared to 1 in September 2010
- In the 2011-12 school year there were 6 workshops/discussions related to the common core.
- In 2011-12 professional growth is driven by common core and Danielson Model.
- The last six workshops have been provided school wide to all certified staff.

Table 11:**Student Discipline Data**

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

	Semester 1 2011-2012	Semester 2 2011-2012	Year 2011-2012		
Kindergarten	16	3	19		
1 st grade	57	24	81		
2 nd grade	25	28	53		
3 rd grade	36	30	66		
4 th grade	15	12	27		
5 th grade	80	66	146		
Total Referrals	229	163	392		

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

	Semester 1 2011-2012	Semester 2 2011-2012	Year 2011-2012		
Disruptive	21	7	28		
Physical aggression	68	38	106		
Fighting	12	19	31		
Disrespect	81	74	155		
Harassment	9	4	13		
Inappropriate Language	15	9	24		
Property damage	10	4	14		
Other	12	9	21		
Total	228	164	392		

Suspensions

	Semester 1 2011-2012	Semester 2 2011-2012	Year 2011-2012			
OSS	4.5 days	7 days	11.5 days			
ISS	9.5 days	9.5 days	19 days			
Bus	22 days	15 days	37 days			

Number of Referrals Based on 5 Top Locations

	Semester 1 2011-2012 Total Referrals= 228	Semester 2 2011-2012 Total Referrals = 164	Year 2011-2012 Total Referrals = 392			
Bus	89 (39%)	64 (39%)	153 (39%)			
Classroom	58 (25%)	49 (33%)	107 (27%)			
Hallway	19 (8%)	9 (5%)	28 (7%)			
Recess	17 (7%)	17 (11%)	34 (9%)			
Specials (Art, Music, Physical Education)	17 (7%)	12 (8%)	29 (7%)			

Observations for 2012-2013

- In 2011-12, 5th grade had 65 more referrals than the next closest class, 2nd grade with 81.
- 39% of referrals occurred on the bus.
- In 2011-2012 there were 51 more referrals for disrespectful behavior than the next closest, which was physical aggression.
- 67% of the referrals occurred from physical aggression and disrespect.
- In 2011-12 more referrals were issued in the fall than the spring (58% in the fall compared to 42% in the spring).
- Under type of behavior the numbers of referrals in each category decrease from 1st to 2nd semester except for fighting.
- Under referrals based on location, classroom referrals made up a larger percentage 2nd semester (33%) compared to 1st semester (25%).
- Bathroom did not make top 5 for referrals.

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 2nd through 5th Grade students can use the Typing Web online program to learn typing. They have their own login that saves their work for them. This program allows students to work individually and encourages correct finger positioning. 1st Graders use Microsoft Word and type their word walls words. They are learning to use both hands at the keyboard and to distinguish left handed keys and right handed keys. The lab is also utilized by K-5th grades, when available to take Star Reading and Star Early Literacy tests, as well as Accelerated Reading Assessments. 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.

2012 - 2013 Parent/School Compact: The parent-school compact was included in the 12 - 13 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.

During the 12-13 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 is in its second year. Low class size has been maintained with an average class size of 16.95 students according to the Sixth Day Enrollment. The K-2 Saxon math curriculum aligned to the Common Core has been updated. Smart Boards have been purchased and incorporated into the fourth grade curriculum. An internet subscription for Brain Pop was purchased. The Danielson Model of Instruction has been introduced to the staff.

II.5 PERCEPTION DATA

TABLE 12:

PARENT SURVEY FALL 2012

197 surveys were returned out of 268 families. These surveys represented 229 students. This was the third year that the elementary survey was done online. This survey was only available during the scheduled conference times.

Home computer with internet access?	84% yes
	15% no

Attended one of the following events in the past year

Open House/School Kick Off	76%
Movie Night	13%
Music Concerts	62%
P/T Conferences	97%
Donuts with Dad's	28%
Muffins with Mom's	49%
PTC meeting	8%
Other Special Activity	23%

Anti-Bullying program effective?	85% yes
	13% no

Confident helping with math homework?	93% yes
	6% no

Confident helping with reading homework?	99% yes
	1% no

Child feels safe on the bus?	88% yes
	9% no

Communication tools

Skyward	53%
Homework Hotline	10%
Connect Ed	85%

Adequate opportunity for communication?	96% yes
	3% no

Observations in 2012–2013

- 197 surveys were returned from 268 families (74%) at the Fall 2012 Conferences.
- The percentage of parents reporting that they do have internet access at home is the same as 2011 at 84%.
- 76% of families reported attending Open House/School Kick-off Night compared to 70% in 2011.
- There was a 3% points increase to 85% of parents indicating that the anti-bullying program is being effective.

- There was a 3% decrease of parents indicating that their students felt safe on the bus, from 91% in the fall of 2011 to 88% in the fall of 2012.
- Connect Ed is an important part of our communication system with parents according to 85% of our parents. Skyward was second with 53% of parents.
- Only 10% of our families reported using Homework Hotline.
- 96% of the surveys completed stated adequate communication occurred between school and home.
- 97% of families reported attending P/T conferences.
- A low percentage, 8% of parents attend PTC meetings.
- A high percentage of parents, 99%, feel confident helping with reading homework.
- Only 13% of parents participated in Movie Night.

Table 13:

**2012– 2013
Staff Survey**

49 of 63 Surveys returned, including associates, cooks, custodians, secretaries, and teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc.)	43%	51%	4%	2%		
The teacher in-service provides beneficial information.	8%	53%	10%	2%	2%	27%
Family involvement activities are scheduled to allow working parents to participate.	19%	71%	6%	4%		
The school is safe for students and staff.	36%	53%	8%	2%		
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	31%	51%	12%	6%		
The PBIS Program has been effective in our school.	20%	63%	8%	4%		4%
The facilities are clean.	29%	69%		2%		
The schools furniture and equipment is in good working condition.	10%	79%	4%	6%		
Accelerated Reader is a valuable component in the curriculum.	38%	40%	10%	4%		8%
Accelerated Math is a valuable component in the curriculum.	27%	42%	20%	4%		8%
The school has a consistent writing program in place.	4%	32%	37%	14%	2%	10%
The Library offers sufficient reading materials to meet the needs of the students.	14%	69%	8%	2%		6%
My classroom library offers sufficient reading materials to meet the needs of the students.	16%	55%	4%			24%
The schools computer facilities are kept updated with the latest technology.	14%	49%	10%	14%	8%	4%
There is good quality and frequency of communication between the school and parents.	33%	53%	14%			
I am aware of the school's discipline policies and procedures.	37%	57%	4%			2%
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	10%	21%	31%	10%		27%

**2011 – 2012
Staff Survey**

48 of 71 Surveys returned, including associates, cooks, custodians, secretaries, and 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%

2010 – 2011 Staff Survey

63 of 74 Surveys returned, including associates, cooks, custodians, secretaries, and teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
The teacher in-service provides beneficial information.	62%	33%	3%			2%
Family involvement activities are scheduled to allow working parents to participate	30%	49%	11%		2%	3%
The school is safe for students and staff.	52%	37%	2%	3%		
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	46%	41%	6%	3%		
The OLWEUS Anti-Bullying Program has been effective in our school.	8%	32%	40%	10%		8%
The facilities are clean.	21%	57%	6%	13%		
The schools furniture and equipment is in good working condition.	19%	62%	5%	8%	2%	2%
Accelerated Reader is a valuable component in the curriculum.	38%	37%	5%	8%	2%	2%
Accelerated Math is a valuable component in the curriculum.	29%	32%	17%	3%		16%
The school has a consistent writing program in place.	8%	43%	29%	3		14%
The Library offers sufficient reading materials to meet the needs of the students.	38%	48%	3%			10%
My classroom library offers sufficient reading materials to meet the needs of the students.	22%	35%	3%	8%		29%
The schools computer facilities are kept updated with the latest technology.	22%	57%	13%			5%
There is good quality and frequency of communication between the school and parents.	33%	46%	6%	3%		6%
I am aware of the school's discipline policies and procedures.	33%	52%	8%			5%
A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.	6%	17%	30%	10%	2%	30%

Observations from the 2012-2013 Staff Survey

- In 12 -13, 78% (49 of 63), staff surveys were returned compared to 68% from the preceding year.
- In 12-13, 94% of staff agrees that parents have a variety of opportunities to become involved.
- In 12-13, 89% of staff thinks the school is safe for students and staff, a decrease of 6 percentage points from the preceding year.
- In 12-13, 82% of the staff feels that the school has security procedures that are consistently followed, a increase of 5 percentage points from the preceding year.
- In 12-13. 83% of staff feels the PBIS Program has been effective, a decrease of 3% from the previous year.
- In 12-13, 61% of the staff for which this is applicable, find that the teacher in-services were beneficial. This is compared to 86% in the preceding year.
- In 12-13, 89% of staff feels the furniture and equipment is in good working order, an increase of 12% points from the preceding year.
- In 12-13, 78% of staff reports that Accelerated Reader is a valuable component in the curriculum, an increase of 7% points from the previous year.

- In 12-13, 69% of staff reports that Accelerated Math is an effective component in the curriculum, an increase of 5% points from the prior year..
- In 12-13, 63% of the staff believes the computer facilities are kept updated with the latest technology. This is a decrease of 17% points from 11-12.
- In 12-13, of whom it is applicable, 71% of staff thinks their classroom libraries offer sufficient reading materials to meet the needs of the students, a decrease by 8 percentage points from the preceding year.
- In 12-13, 86% of the staff believes there is a good quality and frequency of communication between school and parents, a decrease of 7% points from the preceding year.
- In 12-13, 31% of the staff indicated that additional professional development in balanced literacy is needed. 10% of the staff indicated that it is not needed.
- In 12-13, 94% of the staff reports they are aware of the schools discipline policies and procedures, an increase of 10% points from 11-12.
- In 12-13, 98% of the staff agree or strongly agree that the facilities are clean, an increase of 4% points from 11-12.
- In 12-13, 36% of the staff believes that there is a consistent writing program in place, an increase of 11% points from 11-12.
- In 12-13, 22% of staff believes that the computer facilities are not adequate. That is an increase of 18% from 2011-12.
- In 12-13, 53% of staff either disagree or are not sure that the school has a consistent writing program in place. This is a 9% increase from 2011-12.

2012-2013

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 2012 ISAT, four of the six tested averages in reading and math exceeded the 85% in each NCLB subject area. 89% of student's met/exceeded state standards in NCLB tested areas in 2012 compared to 87.5% in 2011. 86% of the students met or exceeded in 2010. The school has exceeded the state average for 7 consecutive years.	Table 3 – District ISAT Table 4A – School ISAT Illinois State Board of Education Report Card Illinois Interactive Report Card
3. On the 2012 ISAT, 92.9% 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 on the 2011 ISAT math was 93.5%.	Table 3 – District ISAT Table 4A – School ISAT Illinois State Board of Education Report Card
4. Students that received accommodations on the ISAT improved their meet and exceeds in reading from 53% in 2011 to 62.5% in 2012. 75% met or exceeded in math on the 2012 ISAT.	Table 4B –Special Education and Sub-groups
5. Between 85% - 87% of each level at 3 rd , 4 th and 5 th Grade met/exceeded standards on the 2012 ISAT in Reading.	Table 3 – District ISAT Table 4A – School ISAT
6. Between 88% - 93% of each level at 3 rd , 4 th and 5 th Grade met/exceeded standards on the 2012 ISAT in Math.	Table 3 – District ISAT Table 4A – School ISAT
7. 69% of the staff development activities provided to staff were identified in the current 11-12 school improvement plan.	Table 10 – Staff Development

8. 197 parent surveys were completed at the Fall Parent Teacher Conferences. This was an increase of 27 surveys completed when compared to the prior year	Table 12 – Parent Survey
9. 86% of our students had at least one parent/guardian attend parent/teacher conferences in the Fall of 2012. That improved by 5% points from the preceding year.	Statistics gathered from sign in sheets by the classroom teachers
10. The PBIS Program has been a positive addition to the elementary curriculum.	Table 12 – Parent Survey-comments Table 13 – Staff Survey SIP Day Gallery Walk
11. Of the twenty classrooms in the elementary, the class average is 17 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 2012 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 2012 Star Reading Assessment, Grades 1-4 have a class average higher than the national average. These percentages range from 2% to 35% over the national average.	Table 4I – Star Reading Assessment
15. Fluency scores as measured by the ISEL Assessment have increased 4 out of 5 years in Grades 1 and 2.	Table 4G – ISEL Reading Assessment
16. 96% of our parents/guardians stated that communication between school and home was adequate.	Table 12 – 2012 Parent Survey
17. 63% of the school staff believes that the school computer lab is kept updated with the latest technology. This is a decrease of 10% from the preceding year.	Table 13 – 2011 Staff Survey
18. Over the past 7 years, the average daily attendance rate has been over 96%.	Table 5 – General School Data School Report Card
19. On the ISAT, 4 th Grade Female students have exceeded the female state average in reading, math, and science for 7 consecutive years. 5 th Grade female students have exceeded the state average for meeting or exceeding in reading for 5 consecutive years.	Table 4D - ISAT Gender Groups
20. 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 reading, math, and science for 5 consecutive years.	Table 4E – ISAT Gender Groups
21. As of December, 2012, for the 2012-2013 school year, 26 students have transferred in since August 16 compared to 5 students transferring out	District enrollment data
22. 80% of the staff indicated that they believe Renaissance Learning is a beneficial component of our curriculum.	Table 13 – Staff Survey
23. Low-income students scored higher than non-low income students in 2 areas.	Table 4B -- Special Education and Sub-groups
24. 84% of our families indicated that they have internet access.	Table 12 – Parent Survey
25. The percentage of low-income students that met or exceeded on the ISAT reading increased from 77.3% in 2011 to 83.9% in 2012.	Table 4B -- Special Education and Sub-groups

Patterns of Problems	Bullet Data Upon Which Conclusion is Drawn
1. On the 2012 ISAT, students in 3 rd , 4 th and 5 th Grades had 5% fewer male students meet/exceed in Reading when compared to female students On the 2011 ISAT, students in 3 rd , 4 th and 5 th Grades had 10% fewer male students meet/exceed in Math when compared to female students.	Table 4C—ISAT Gender Subgroups Table 4D – ISAT Gender Subgroup Scores Female Table 4E – ISAT Gender Subgroup Scores Male
2. On the 2012 ISAT, students in 3 rd , 4 th and 5 th Grades had 7% fewer male students meet/exceed in Math when compared to female students On the 2011 ISAT, students in 3 rd , 4 th and 5 th Grades had 3% fewer male students meet/exceed in Reading when compared to female students.	Table 4C—ISAT Gender Subgroups Table 4D – ISAT Gender Subgroup Scores Female Table 4E – ISAT Gender Subgroup Scores Male
3. There is a need for additional updated technology available in the classrooms: Teacher and student work stations. Additional I Pads. Additional Smart Boards. 63% of the staff indicated on a staff survey that the computer lab meets their needs	Perception Data – Staff discussions during staff meetings and as documented by the December 2012 SIP Day Gallery Walk. Table 13 -- Staff Survey
4. In Spring, the 2013 ISAT AYP reading benchmark to meet the No Child Left Behind requirements will be determined at a later date by the Illinois State Board of Education. On the 2012 ISAT assessment in reading, 86.3% 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
5. In Spring, the 2013 ISAT AYP math benchmark to meet the No Child Left Behind requirements will be determined at a later date by the Illinois State Board of Education On the 2012 ISAT assessment 92.9% of our students met or exceeded. On the 2011 ISAT assessment 93.5% of our students met or exceeded.	Illinois State Board of Education Table 3 – District ISAT Table 4A – School ISAT
6. According to the 2012 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, 5 th grade reading and 5 th grade math. 4th Grade reading and math was the tested areas that low income students exceeded non-low income.	Table 4B – ISAT Special Education and Sub-groups
7. In Spring, the 2013 ISAT AYP reading benchmark to meet the No Child Left Behind requirements will be determined at a later date by the Illinois State Board of Education. On the 2012 ISAT assessment 83.9% 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
8. In Spring, the 2013 ISAT AYP math benchmark to meet the No Child Left Behind requirements will be determined at a later date by the Illinois State Board of Education. On the 2012 ISAT assessment 92.5% 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
9. The mobility rate has ranged during the past four years from 10% to 12%.	Table 5 – General School Data

10. Student enrollment has decreased by 107 students since the 2006-2007 school year.	Table 5 – General School Data Table 6 – Enrollment Data
11. Star Reading assessments show a decrease in student scores from 3rd and 4th Grades from Spring to Fall as they move to the next grade. (over the summer).	Table 4H – Star Reading Assessment Grade Placement
12. 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
13. 16% of the 197 Parent Surveys that were completed in the Fall of 2012 indicated that a home computer with internet access was not available to our students.	Table 12 – Parent Survey

Table 15:

Problem Statements

Problem Statement #1: The goal in 2014 is that West Central Elementary will meet or exceed the state average in Reading on the Illinois Standards Achievement Test by 3 percentage points. This data will be calculated using data from the Illinois Interactive Report Card.				
Priority Hypotheses	DataSource 1	DataSource 2	DataSource 3	DataSource 4
We have a need for additional training on teaching Reading strategies focusing on higher order thinking and differentiation.	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 and 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			
Additional training, support, and resources to meet the requirements of the new Common Core Standards.	Table 4A Table 4G	Table 4B Table 4H	Table 4C	Table 4D
Our parents need addition support in reading strategies.	Staff Observations			

Problem Statement #2: The goal in 2014 is that West Central Elementary will meet or exceed the state average in Math on the Illinois Standards Achievement Test by 3 percentage points. This data will be calculated using data from the Illinois Interactive Report Card.				
Priority Hypotheses	Data Source 1	Data Source 2	Data Source 3	Data Source 4
Additional training, support, and resources to meet the requirements of the new Common Core Standards.	Table 4A	Table 4B	Table 4C	Table 4D
We need to increase the use of interactive technology to engage students in the learning process.	Staff Observations			
We need additional staff development on higher order thinking and differentiated instruction to meet the needs of all students.	Staff Survey			
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	Table 11		
Some staff lack the skills to deal with specific emotional and social issues.	Staff Survey	TAT Referrals	Office Referrals	Table 11
Some students are having continual disciplinary issues on the school buses.	Parent Survey	Staff Survey Observations	SWIS	Table 11

V. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

Table 16:

IMPROVEMENT GOALS

IMPROVEMENT GOAL #1a: The goal in 2014 is that West Central Elementary will meet or exceed the state average in Reading on the Illinois Standards Achievement Test by 3 percentage points.				
CURRENT CONDITIONS and DATA SOURCE: New assessments have been developed by the State of Illinois incorporating the Common Core Standards. Expectations have increased for student performance beginning with the 2013 Illinois Standards Achievement Test.				
SPECIFIC ACTIONS: To monitor and improve Reading instruction through data acquired from AIMSweb, ISAT, Star Early Literacy, and STAR reading assessments, IIRC website, as well as to increase the reading resources available to students.				
Specific Steps	Timeline	Person/ Group Responsible	Cost Funding Source	Evaluation
Assess students early during the first semester with AIMSweb and ISEL	August/September 2013	Title Teachers	District & Special Education CO OP	Title
Assess students early during the first semester Star reading assessments	August/September 2013	Teachers	Title I \$843.75	Classroom Teachers
AIMSweb and Star Reading Assessments during December	December 2013	Title Teachers	District & Special Education CO OP	Title
Administer ISAT	March 2014	Teachers	State	Completed
AIMSweb and Star Reading, ISEL, Star Early Literacy Assessments during April/May	April/May 2014	Title Teachers	Title I & Special Education CO OP \$360	Title
Research and purchase additional reading interventions primarily in the area of differentiated instruction, including BrainPop	2013-2014	Principal Title Teachers	\$2,780	Principal
To offer an after school tutoring provided to 4 th and 5 th Grade students	2013-2014	Principal	District	Principal Staff
Analyze student assessment to identify students that did not meet assessment standards and plan appropriate remediation strategies	2013-2014	Staff	None	SIP Team End of year assessment data
Research and purchase resources to address the curriculum gaps in grammar/writing as aligned to the Common Core Standards	2013-2014	SIP team	District	SIP Team
Purchase Renaissance Learning	2013-2014	Title I	Title I \$2,561.50	Title I
To improve instruction through the use of the Danielson Model to improve reading.	2013 – 2014	District	District	District

Monitor progress of implementation and evaluate activity	2013-2014	Principal SIP team	None	SIP Team
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IMPROVEMENT GOAL #1b: The goal in 2014 is that West Central Elementary will meet or exceed the state average in Reading on the Illinois Standards Achievement Test by 3 percentage points.

CURRENT CONDITIONS and DATA SOURCE: New assessments have been developed by the State of Illinois incorporating the Common Core Standards. Expectations have increased for student performance beginning with the 2013 Illinois Standards Achievement Test.

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	2013-2014	District Consultants SIP Team	None	Workshop Evaluation
To attend workshops related to ISAT test preparation sponsored by the Regional Office of Education	2013-2014	ROE	Title I \$300	Number of workshops attended
To subscribe to International Reading Association	August 2013	Title I	Title I \$39	Subscription purchased
To subscribe to Illinois Reading Association Council	August 2013	Title I	Title I \$45	Subscription purchased
To subscribe to Reading A-Z for online use	August 2013	Title I	Title I \$89.95	Subscription purchased
Once a month staff volunteers will present Common Core related activities at staff meetings with or without the use of technology	2013-2014	Staff	None	SIP Team
District consultants to present ideas related to Higher Order Thinking skills and differentiation.	2013-2014	District Consultants	None	Workshop Evaluation
Monitor progress of implementation and evaluate activity	2013-2014	Principal SIP Team	None	SIP Team

IMPROVEMENT GOAL #2a: The goal in 2014 is that West Central Elementary will meet or exceed the state average in Math on the Illinois Standards Achievement Test by 3 percentage points.

CURRENT CONDITIONS and DATA SOURCE: New assessments have been developed by the State of Illinois incorporating the Common Core Standards. Expectations have increased for student performance beginning with the 2013 Illinois Standards Achievement Test.

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 maintenance and replacement of Elmos being wireless and presentation clickers to upgrade the Elmo. Additional SMART Boards for each of the 3 rd Grade classrooms	2013-2014	Technology Coordinator	District Funds	Purchase Order
Accelerated Math and STAR Math be available to students as an enrichment opportunity and to assist with alternative methods of reinforcing basic mathematical concepts	2013-2014	Title I	Title I \$2751.25	Purchase Order
Purchase of additional software to provide different methods of instruction and interventions, including STARFALL	2013-2014	Principal	Title I \$600.00	Purchase Order
Research and possible purchase of a math progress monitoring program	2013-2014	Principal RTI Team	District Funds	Purchase Order
To offer an after school tutoring provided to 4 th and 5 th Grade students	2013-2014	Principal	District Funds	Principal Teachers
To improve instruction through the use of the Danielson Model to improve math.	2013 – 2014	District	District	District
Monitor progress of implementation and evaluate activity	2013-2014	Principal SIP Team	None	SIP Team

IMPROVEMENT GOAL #2b: The goal in 2014 is that West Central Elementary will meet or exceed the state average in Math on the Illinois Standards Achievement Test by 3 percentage points.

CURRENT CONDITIONS and DATA SOURCE: New assessments have been developed by the State of Illinois incorporating the Common Core Standards. Expectations have increased for student performance beginning with the 2013 Illinois Standards Achievement Test.

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, SMART boards, websites, and software to improve instruction and student learning	Fall 2013-2014	Technology Coordinator	None	Workshop evaluation
In-service staff on sources through the internet to improve instruction and student learning	Fall 2013-2014	SIP Team Teachers Technology Department	District	Workshop evaluation
To provide workshop related to ISAT, Higher Order Thinking Skills, and differentiation.	Fall 2013-2014	SIP Team	Math Consultant	Workshop evaluation
Once a month staff volunteers will present Common Core related activities at staff meetings with or without the use of technology	2013-2014	Staff	None	SIP Team
District consultants to present ideas related to Higher Order Thinking skills and differentiation.	2013-2014	District Consultants	None	Workshop Evaluation
Monitor progress of implementation and evaluate activity	2013-2014	Principal SIP Team	None	SIP Team

IMPROVEMENT Goal #3: The goal in 2014 is that West Central Elementary will meet or exceed the state average on the Illinois Standards Achievement Test by 3 percentage points.

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 2013	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 2013	Teacher Committee	Title I Parental Involvement Funds \$500	Comparison of attendance data to 12-13 school year
Increase the percentage of parents that fill out an elementary parent survey at the fall Parent /Teacher Conference	October 2013	Survey Committee	Title I Parental Involvement Funds \$100	Comparison of number of surveys completed compared to 12 - 13 school year
Pretzels or Popcorn with Parents to discuss math	Sept/Oct 2013	Title I Principal SIP Team	Title I Parental Involvement Funds \$200 per program	Comparison of attendance data to 12 – 13 school year
Muffins with Mom to discuss reading/math Donuts with Dad to discuss reading/math	First Semester	Title I Principal SIP Team	Title I Parental Involvement Funds \$200 per program	Comparison of attendance data to 12 – 13 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 12 - 13 school year
Monitor progress of implementation and evaluate activity	2013-2014	SIP Team	None	Evaluation of each activity

IMPROVEMENT GOAL #4: To improve students' self-esteem and increase student success during the 2013-2014 school year.

CURRENT CONDITIONS and DATA SOURCE: Parent survey, Table 4A, and Table 4B, Table 11

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 and committee regarding PBIS	2013-2014	PBIS Team	District	Professional Development Completed
In-Service for all elementary staff including teachers, associates, cooks, bus drivers on PBIS program	August 2013	PBIS Team	District	Professional Development Completed
Review and revise PBIS positive rules matrix	August 2013	PBIS Team	District	Workshop
Continue Implementing PBIS Incentive Program	August 2013	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 2014	PBIS Team	None	PBIS Minutes

Table 17

**2013-2014
Implementation of Activities Schedule**

Activity	Month Year	Grade Level	# of Anticipated Participant	School-wide Yes/No	Format
Complete beginning, middle and end of year ISEL, AIMSweb, Star Reading assessments	May 2013 – May 2014	K - 5		Yes	Grade Level Teams
Purchase membership in Illinois Reading Council and International Reading Association	Summer 2013	K - 5		Yes	Purchase Order
Purchase subscription to A-Z Reading	Summer 2013	K - 5		No	Purchase Order
Purchase Renaissance Learning	Summer 2013	K - 5	Students	Yes	Purchase Order
Purchase of additional software to provide different methods of instruction and interventions, including STARFALL	Summer 2013	K - 5	Students	Yes	Purchase Order
Open House/School Kick Off	August 2013	K - 5	400	Yes	Evening
Increase the percentage of parents that fill out an elementary parent survey at the fall Parent /Teacher Conference	Fall 2013	K - 5		Yes	Comparison to 12-13 school year
Monitor use of Accelerated Math and Star Math software	2013–2014	K - 5		Yes	Reports
Purchase of additional supplies in technology	2013–2014	K - 5		Yes	Purchase Order
Provide time for staff to identify and work on areas identified for improvement from the ISAT	2013–2014	2 - 5		No	Schedule
Training in use of technology	2013-2014	K - 5		Yes	In-service
Muffins with Mom to discuss Reading/Math Donuts with Dad to discuss Reading/Math	2013-2014	K - 2	Parents	No	Parent Program
Pretzels/Popcorn with Parents to discuss math	2013-2014	3 – 5	Parents	No	Parent Program
Research reading intervention primarily in the area of differentiated instruction	2013-2014	K - 5	Students	Yes	Purchase order
Analyze student district assessments and plan individual strategies	2013-2014	K - 5	Students	Yes	Data Reports

Research and possibly purchase a math progress monitoring tool for Rtl purposes	2013-2014	K - 5	Students	Yes	Purchase order
To offer an after school tutoring provided to 4th and 5th Grade students	2013-2014	Principal	Students	No	Weekly
Continue Implementing PBIS Incentive Program	2013-2014	K – 5	Students	Yes	Purchase Order
Continue implementing the character educational component of PBIS	2013 - 2014	K – 5	Students	Yes	Staff
Continue monthly student recognition assembly	2013 – 2014	K – 5	Students	Yes	PBIS team
Monitor student discipline referrals with SWIS Software Program	2013 – 2014	K – 5	Students	Yes	PBIS team
Research and purchase resources to address the curriculum gaps in grammar/writing as aligned to the Common Core Standards	2013-2014	K – 5		Yes	Staff Development and In-service
Family Movie Night	Spring 2013	K - 5	Families	Yes	Evening

Table 18: 2013-2014

Professional Development Activities

Activity	Month Year	Grade Level	# of Anticipated Participant	School-wide Yes/No	Format
Review and revise PBIS positive rules matrix	Summer 2013	K – 5		Yes	PBIS team
Provide additional training for the staff and committee regarding PBIS	August 2013	K - 5		Yes	In-service
In-Service all elementary staff including teachers, associates, cooks, bus drivers on PBIS program	August 2013	K - 5		Yes	In-service
In-service staff on Tier 1 and Tier 2 strategies for RTI within the classroom	August 2013	K – 5		Yes	In-service
Software Technology Update	August 2013	K - 5		Yes	In-service
Review of ISAT Data from 12-13 assessment with individual scores being reviewed and individual plans for those students needing assistance being developed	Fall 2013	K - 5		Yes	In-service
In-service staff on how to use assessment data to improve instruction and student learning	Fall 2013	K – 5		Yes	Staff Meeting
Assessment workshop and Gallery Walk of elementary data	December 2013	K - 5		Yes	In-service
Once a month staff volunteers will present Common Core related activities at staff meetings with or without the use of technology	2013-2014	K – 5		Yes	Staff Meeting

In-service on use of technology in the classroom (Promethean Boards, Elmo, etc...)	2013 - 2014	K - 5		No	In-service
To provide workshops related to ISAT, Higher Order Thinking Skills, and differentiation	2013-2014	K - 5		Yes	In-service
District consultants to present ideas related to Higher Order Thinking skills and differentiation in reading.	2013-2014	K - 5		Yes	In-service
District consultants to present ideas related to Higher Order Thinking skills and differentiation in math.	2013-2014	K - 5		Yes	In-service
District training on the Danielson model	2013-2014	K - 5		Yes	In-service

V. REFLECTION, EVALUATION, REFINEMENT

V.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

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

V.2 MONITORING

- To monitor the progress on our goals throughout the year, we will utilize a 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