

An Integrated School Improvement Plan for

West Central Middle School

West Central School District #235

July 1, 2013– June 30, 2014

**PROVIDING OPPORTUNITY,
EXPECTING EXCELLENCE**



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I. INTRODUCTION AND BACKGROUND

1.1 SCHOOL COMMUNITY

West Central Middle School is located at 215 West South Street in the town of Stronghurst, Illinois, and serves Grades 6, 7, and 8. Enrollment at the Middle School on our Fall Housing Report 2012 was 213 students; of this, 110 are male and 103 are female. Sixth grade consists of 74 students; 7th grade consists of 63 students; and 8th grade consists of 76. All grades are currently divided into four sections. Sixteen students have Individualized Education Plans. Students are served by Administration, faculty, and staff numbering 38: Students are divided into academic teams for instruction in core areas 21 full-time teachers, (2 special education teachers, 1 Title teacher), 1 library supervisor, 2 custodians, 3 kitchen staff, 2 secretaries, 3 paraprofessionals, 1 part-time psychologist, 1 part-time social worker, and 2 administrators. The academic program includes the core areas of English (subdivided into language arts and literature), mathematics, social studies, general science, and physical education. In addition to these areas, students in all 3 grades have classes in computer technology and art. Grade level exploratory classes are offered that include; “Choices,” which is a program taught one day a week through Bridgeway that addresses drug education, math enrichment and music enrichment for the 6th grade. Seventh grade is offered health for a semester and “Choices,” and 8th grade has career exploration and math enrichment classes.

The school offers a wide range of extra-curricular activities. Some of these activities include basketball, baseball, track, football, volleyball, speech, science olympiad, scholastic bowl, art club, drama, cheerleading, enrichment program, and student council. All students are provided the opportunity of taking band and chorus.

The majority of our students are from Henderson County with a small percentage coming from Warren and McDonough Counties. The largest percentage of the students is Caucasian and two students are Hispanic. Forty-five percent of the middle school students live below the poverty line.

West Central Middle School has an after school math tutorial program and a homework assistance program offered 5 nights per week. These programs, plus monthly educational enhancement opportunities, are provided through the 21st Century Grant administered through the Regional Office of Education. An enrichment program is also being offered on a weekly basis.

School Strengths

- Two administrators are certified in the new teacher evaluation system.
- Increased emphasis on enhancing professional practice identified by Charlotte Danielson.
- All three grade levels have implemented labs to address individual student needs as identified through data analysis. These labs are offered primarily for math and reading.
- The middle school met AYP in all areas from Spring of 2007 through Spring of 2011. The middle school did not meet AYP on the 2012 ISAT assessment
- Daily attendance at the Middle school has decreased since 2007-2008.
- The Regional Office of Education recognizes 100% of teachers as highly qualified in their subject area.
- We offer tutoring/homework assistance program five nights a week.
- Use of the Middle School Concept allows for daily collaboration between staff members for student and curriculum issues.
- RTI (Response to Intervention) responsibilities are addressed through grade level teams.

- PBIS along with OLWEUS has been implemented.
- Certified staff members participate regularly in professional development activities focusing on identified areas of weakness.
- Continue emphasis to assist with differentiation, data mining, and RTI interventions.
- Teachers have received instruction on Co-teaching and are increasing its use.
- All middle school teachers have received Teacher Academy training, (Best teaching practices).
- One middle school teacher has pursued National Board Teacher Certification.
- Eight middle school teachers have received state mentoring certification.
- RTI (Response to Intervention) responsibilities are addressed through grade level teams.
- The District provides family and student access to student grades, homework assignments, discipline, lunch account and attendance through Skyward internet access.
- The District utilizes a form of mass communication called Connect-Ed, to provide information to members of the community in a timely manner.
- The school offers a full time Title I teacher to address reading deficiencies.
- On site 21st Century after school opportunities are offered nightly.
- Continued emphasis on increasing student use of technology. Available technology includes: One classroom computer lab, three mobile labs, Smartboards, document cameras, computer tablets, and a video camera.
- 30% of full time faculty members have a Master's Degree.

School Challenges

- One of the biggest challenges facing the school continues to be economic hardships in the area. 45% of the students are identified as low income. The region has lost many factories, which has caused economic hardships on the residents and has increased some issues with student mobility. Filling the needs of low-income students, impacts school resources.
- The need to promote individual academic growth for all students by continuing to identify and implement strategies and techniques designed to improve student engagement is a challenge.
- According to ISAT scores, specific areas in both math and reading need more individual and/or small group instruction.
- There is inadequate time and trained personnel for small group instruction of social skills.
- According to teacher and student surveys and disciplinary referrals, inappropriate behavior continues to be a concern.
- Special education scores did not meet AYP in any area. (However there are not enough IEP students to qualify as a subgroup) Table 4a
- Providing adult coverage for special education students participating in general education classes (push in) remains a challenge.
- Over the past five years Spring EXPLORE Test scores have been below the target scores in math and science.
- Over the past five years the our 8th grade students have not met the expected target scores in science on the Spring EXPLORE Test
- Three out of the last five years 8th grade students have not met the target score in math on the Spring EXPLORE Test.

- Over the past five years our 8th grade males are not meeting the expected target scores on science, math, and reading on the Spring EXPLORE Test.
- For the past five years our 8th grade IEP students are not meeting the expected target scores on the Spring EXPLORE Test.

1.2 School Improvement Team

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

Table 1 School Improvement Team

TEAM MEMBER	POSITION	# OF YEARS ON TEAM
Jeff Nichols	Principal	8
Karen Rima	Administrator	6
Jamie Farniok	Spec Ed Coordinator	6
Terri Copeland	Language arts	7
Natalie Ensminger	Literature	7
Byron Helt	Science	3
Jeremy Hennings	Math	3
Tammy Rankin	Science	6

1.3 Other Information

Prior to the 2005 school year, our district was comprised of Southern Community School District for the southern part of Henderson County and Union Community School District that served the northern part of the county.

- West Central Middle School is a 6-8th grade school.
- At the beginning of the 2006-07 school year, we switched to a middle school.
- Students are bused to the campus by school provided buses.
- The facility was constructed in 1925, with an addition being built in 1955. It currently meets all Life Safety Standards.
- The plumbing has been upgraded in the handicapped accessible restrooms.
- Upgrades are made to the facility to meet Life Safety Standards.

II. DATA COLLECTION, ORGANIZATION AND TRENDS

2.1 Data Collection Methods

We used a variety of sources to gather information that would give us the clearest indication of areas of strength and weakness including surveys, ISAT scores, professional development, and demographic information. EXPLORE testing is administered to 8th grade students to determine additional needs of students before they enter high school. We are currently looking at diagnostic tests available for math. However, because we are a relatively new district, we are still developing trends that continue to shape our plans.

Table 2: Data Collection

TYPE	TITLE	TIME FRAME	RETURN RATE	PURPOSE
Survey	Parent Survey	August 2008 October 2009 October 2010 October 2011 October 2012	39% 22% 54% 49% 56%	To identify parent concerns.
Survey	Student Survey	August 2008 October 2009 October 2010 October 2011 October 2012	92% 100% 97% 100%	To identify student concerns.
Survey	Staff Survey	August 2008 October 2009 October 2010 October 2011	100% 100% 100% 100%	To identify staff concerns.
Formal Assessment	ISAT Overall Scores	2005-2006 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011 2011-2012	100% 100% 100% 100% 100% 100% 100%	To identify strengths and areas of concern.
Formal Assessment	EXPLORE Test	Sept. 2008 yr 3 April 2009 yr 3 Sept. 2009 yr 4 April 2010 yr 4 Sept. 2010 yr 5 April 2011 yr 5 Sept. 2011 yr 6 April 2012 yr 6 Sept. 2012 yr 7 Jan. 2013 yr 7	100% 100% 100% 100% 100% 100% 100% 100% 100% 100%	To identify 8 th grade high school readiness and areas of concern for 8 th grade students.
Documents	Teacher Certificates	2007-2008 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013	100% 100% 100% 100% 100% 100%	To determine that all teachers are certified and highly qualified to teach in their subject area
Documents	Fall Housing Report	2005-2013	NA	To identify individual students and special needs.

2.2 District Assessment Data

West Central School District #235 ISAT/PSAE Longitudinal Data Report for 2011-12 ISAT & PSAE Assessments

Note: Shaded areas in tables are non-testing years for students. Numbers given are the percentage who meet and/or exceed standards in the total class for the given year.

Class of 2013

ISAT/PSAE Area Tested	2006 (5 th)	2007 (6 th)	2008 (7 th)	2009 (8 th)	2010 (9 th)	2011 (10 th)	2012 (11 th)	2013 (12 th)
Reading	74%	75%	76%	84%			60%	
Math	86%	79%	79%	80%			39%	
Writing				60%			DNT	
Science			85%				42%	

Class of 2014

ISAT/PSAE Area Tested	2006 (4 th)	2007 (5 th)	2008 (6 th)	2009 (7 th)	2010 (8 th)	2011 (9 th)	2012 (10 th)	2013 (11 th)	2014 (12 th)
Reading	79%	80%	95%	86%	82%				
Math	91%	90%	91%	89%	82%				
Writing		42%	63%		71%				
Science	92%			89%					

Class of 2015

ISAT/PSAE Area Tested	2006 (3 rd)	2007 (4 th)	2008 (5 th)	2009 (6 th)	2010 (7 th)	2011 (8 th)	2012 (9 th)	2013 (10 th)	2014 (11 th)	2015 (12 th)
Reading	65%	74%	79%	79%	77%	82%				
Math	89%	91%	92%	81%	82%	76%				
Writing			43%	65%		DNT				
Science		83%			81%					

Class of 2016

ISAT/PSAE Area Tested	2007 (3 rd)	2008 (4 th)	2009 (5 th)	2010 (6 th)	2011 (7 th)	2012 (8 th)	2013 (9 th)	2014 (10 th)	2015 (11 th)	2016 (12 th)
Reading	62%	79%	72%	76%	77%	84%				
Math	86%	96%	88%	91%	88%	85%				
Writing			70%	68%		DNT				
Science		87%			87%					

Class of 2017

ISAT/PSAE Area Tested	2008 (3rd)	2009 (4th)	2010 (5th)	2011 (6th)	2012 (7th)	2013 (8th)	2014 (9th)	2015 (10th)	2016 (11th)	2017 (12th)
Reading	69%	81%	85%	92%	85%					
Math	84%	95%	93%	90%	88%					
Writing			67%	DNT						
Science		80%			88%					

Class of 2018

ISAT/PSAE Area Tested	2009 (3rd)	2010 (4th)	2011 (5th)	2012 (6th)	2013 (7th)	2014 (8th)	2015 (9th)	2016 (10th)	2017 (11th)	2018 (12th)
Reading	70%	75%	78%	71%						
Math	81%	93%	87%	73%						
Writing	51%		DNT	DNT						
Science		82%								

Class of 2019

ISAT/PSAE Area Tested	2010 (3rd)	2011 (4th)	2012 (5th)	2013 (6th)	2014 (7th)	2015 (8th)	2016 (9th)	2017 (10th)	2018 (11th)	2019 (12th)
Reading	84%	89%	89%							
Math	93%	100%	94%							
Writing	44%		DNT							
Science		92%								

Class of 2020

ISAT/PSAE Area Tested	2011 (3rd)	2012 (4th)	2013 (5th)	2014 (6th)	2015 (7th)	2016 (8th)	2017 (9th)	2018 (10th)	2019 (11th)	2020 (12th)
Reading	73%	85%								
Math	95%	96%								
Writing	DNT									
Science		87%								

Class of 2021

ISAT/PSAE Area Tested	2012 (3rd)	2013 (4th)	2014	2015	2016	2017	2018	2019	2020	2021
Reading	84%									
Math	88%									
Writing	DNT									
Science										

DNT = Did Not Test in 2011 due to cut backs in state spending

Table 3

ADEQUATE YEARLY PROGRESS DATA							
BASED ON ISAT & PSAE MEETS and EXCEEDS							
All Subjects & Subgroups required to be 92.5%% or above							
Updated August, 2012							
	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011	West Central 2012
Annual Target	47.5%	55%	62.5%	70%	77.5%	85%	92.5%
3rd Grade							
Reading –All	65%	62%	69%	70%	84%	73%	84%
Reading – Low Inc/ Others	59% 70%	58% 65%	53% 82%	76% 63%	83% 85%	65% 84%	77% 90%
Reading – IEP/ Others	17% 74%	43% 67%	23% 79%	46% 75%	63% 87%	40% 78%	67% 86%
Math – All	89%	86%	84%	82%	93%	95%	88%
Math – Low Inc/ Others	84% 93%	84% 88%	78% 90%	80% 84%	91% 96%	87% 100%	85% 90%
Math – IEP/ Others	58% 94%	71% 90%	46% 93%	61% 86%	75% 95%	100% 98%	67% 90%
Writing				52%	44%	DNT	DNT
4th Grade							
Reading – All	79%	75%	79%	81%	75%	89%	85%
Reading – Low Inc/ Others	63% 91%	73% 78%	79% 79%	66% 93%	73% 77%	88% 91%	83% 87%
Reading – IEP Others	50% 86%	7% 89%	62% 83%	59% 86%	50% 81%	40% 93%	83% 85%
Math – All	91%	91%	96%	95%	93%	99%	96%
Math – Low Inc Others	84% 95%	95% 88%	93% 98%	91% 98%	90% 97%	98% 100%	97% 96%
Math – IEP/ Others	56% 100%	54% 99%	77% 100%	83% 97%	93% 93%	100% 100%	100% 96%
Science – All	92%	83%	87%	91%	82%	89%	87%
Science – Low Inc/ Others	84% 98%	82% 85%	82% 91%	84% 95%	81% 83%	88% 94%	87% 88%
Science-IEP Others	75% 97%	46% 91%	62% 93%	75% 94%	57% 88%	60% 93%	100% 85%
5th Grade							
Reading – All	74%	79%	79%	72%	85%	78%	89%
Reading – Low Inc/ Others	69% 78%	50% 98%	79% 78%	69% 76%	74% 93%	82% 61%	86% 91%
Reading – IEP/ Others	32% 87%	33% 90%	14% 92%	54% 76%	71% 86%	57% 79%	60% 91%
Math – All	86%	90%	92%	88%	93%	87%	94%
Math – Low Inc Others	77% 92%	77% 98%	94% 90%	91% 85%	97% 91%	84% 68%	92% 97%
Math – IEP/ Others	63% 93%	53% 98%	64% 97%	77% 91%	86% 94%	86% 87%	80% 95%
Writing		42%	43%	43%	67%		

Table 3	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011	West Central 2012
6th Grade	47.5%	55%	62.5%	70%	77.5%	85%	92.5%
Reading – All	81%	75%	95%	79%	76%	92%	71%
Reading – Low Inc/ Others	69% 89%	61% 86%	93% 96%	79% 79%	72% 81%	86% 95%	67% 77%
Reading – IEP/ Others	40% 90%	20% 91%	82% 97%	36% 87%	20% 85%	40% 95%	0% 77%
Math – All	80%	76%	91%	81%	91%	90%	73%
Math – Low Inc Others	66% 89%	68% 82%	82% 96%	76% 85%	90% 92%	83% 95%	64% 85%
Math – IEP/ Others	53% 87%	30% 90%	36% 100%	36% 90%	50% 97%	40% 94%	0% 79%
Writing			63%	66%	68%	NA	NA
7th Grade							
Reading – All	68%	76%	76%	86%	77%	77%	85%
Reading – Low Inc/ Others	58% 77%	68% 81%	61% 85%	72% 94%	70% 83%	74% 81%	73% 93%
Reading – IEP/ Others	25% 80%	53% 81%	29% 84%	55% 91%	10% 87%	25% 87%	40% 89%
Math – All	76%	81%	79%	89%	82%	88%	88%
Math – Low Inc/ Others	63% 88%	74% 85%	61% 91%	80% 94%	73% 90%	87% 89%	85% 90%
Math – IEP/ Others	20% 92%	47% 89%	29% 89%	36% 98%	20% 91%	42% 97%	20% 93%
Science – All	81%	91%	85%	89%	81%	87%	88%
Science – Low Inc/ Others	70% 92%	87% 94%	79% 89%	88% 90%	76% 85%	87% 86%	77% 95%
Science – IEP/ Others	50% 90%	73% 95%	43% 93%	55% 94%	20% 90%	67% 90%	40% 92%
8th Grade							
Reading – All	75%	74%	83%	84%	82%	82%	84%
Reading – Low Inc/ Others	81% 70%	58% 89%	65% 90%	78% 89%	71% 89%	79% 85%	84% 84%
Reading – IEP/ Others	50% 83%	32% 86%	36% 91%	60% 89%	40% 88%	36% 90%	42% 92%
Math – All	65%	65%	75%	81%	82%	76%	85%
Math – Low Inc/ Others	61% 88%	51% 78%	63% 81%	69% 89%	71% 89%	69% 83%	81% 89%
Math – IEP/ Others	20% 79%	11% 80%	42% 81%	33% 91%	20% 91%	18% 85%	33% 95%
Writing		61%	67%	60%	71%	DNT	DNT

Table 3	West Central 2006	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011	West Central 2012
11th Grade – PSAE							
Reading	52%	46%	56%	38%	53%	51%	60%
Reading – Low Inc Others	29% 58%	19% 62%	43% 64%	36% 40%	35% 71%	37% 56%	59% 60%
Reading – IEP/ Others	8% 62%	7% 54%	10% 66%	8% 45%	0% 66%	0% 54%	0% 62%
Math	36%	31%	37%	24%	37%	45%	39%
Math – Low Inc/ Others	7% 43%	10% 43%	24% 44%	16% 30%	14% 61%	32% 50%	33% 42%
Math – IEP/ Others	8% 42%	0% 37%	0% 45%	0% 29%	0% 46%	0% 48%	0% 40%
Science	42%	45%	47%	35%	47%	43%	42%
Science – Low Inc Others	27% 45%	23% 59%	38% 53%	29% 40%	32% 61%	37% 45%	36% 57%
Science – IEP/ Others	8% 49%	0% 54%	10% 55%	0% 43%	0% 57%	0% 45%	0% 52%
Writing	52%	54%	54%	44%	53%	56%	DNT
English		54%	63%	45%	53%	62%	63%
Mathematics		18%	18%	15%	26%	29%	24%
Reading		37%	40%	28%	32%	39%	43%
Science		14%	14%	18%	17%	21%	24%
Meeting All Four		10%	9%	14%	13%	17%	14%
ACT Summary							
Composite	17.9	18.4	18.9	17.7	19.0	20.2	19.2
English	17.1	18.5	18.6	17.0	18.7	19.9	19
Math	17.5	17.3	17.7	16.9	18.6	19.3	18
Reading	18.0	18.5	19.3	18.2	19.1	20.7	20
Science Reasoning	18.5	18.8	19.0	18.0	19.0	20.1	20
Percent Tested on ACT	100%	100%	100%	98.6%	97.4%	90%	96%
Number Tested	67	84	57	72	78	66	73

2011-2012 (Table 3)

- Reading and Math scores have dropped for the class of 2017 from 6th to 7th grade.
- Reading and Math scores dropped for the class of 2018 from 6th to 7th grade.
- Three out of the last four years student math scores have decreased from 7th grade to 8th grade.

2010-2011 (Table 3)

- The past five years 8th grade Non-IEP students met ISAT Reading standards at 86% or above.
- Since going to spiraling math program 8th grade math scores show 81% meeting or exceeding in 2009, 82% in 2010, and 76% in 2011.
- The 6th grade students who met or exceeded standards in reading increased 8 percentage points while there was a 1 percentage point decrease in math scores when compared to 2010 ISAT
- The 2011 6th grade IEP subgroup ISAT reading test scores indicated that three of the five students showed positive growth in reading, while one of the same five students showed growth in math compared to their 2010 ISAT scores.
- The scores for the 2011 6th grade subgroup containing students with IEP's decreased in reading by 31 percentage points and 46 percentage points in math when compared to 2010 ISAT scores.

- The 2011 7th grade IEP subgroup ISAT reading test scores indicated that six of the nine students showed positive growth in reading, while six of the same nine students showed growth in math compared to their 2010 ISAT scores.
- The number of 7th grade students with IEP's increased in reading by 5 percentage points while there was an 8 percentage point decrease in math when compared to the 2010 ISAT scores for the same subgroup.
- The 2011 8th grade IEP subgroup ISAT reading test scores indicated that twelve of the thirteen students showed positive growth in reading, while twelve of the same thirteen students showed growth in math compared to their 2010 ISAT scores.
- The 6th grade students met AYP in reading with 92% meeting or exceeding on ISAT.
- The 7th grade students did not meet AYP in reading with 77% meeting or exceeding on ISAT.
- The 8th grade students did not meet AYP in reading with 82% meeting or exceeding on ISAT.
- The 6th grade students met AYP in math with 90% meeting or exceeding on ISAT.
- The 7th grade students met AYP in math with 88% meeting or exceeding on ISAT.
- The 8th grade students did not meet AYP in math with 76% meeting or exceeding on ISAT.

2009-2010

- Writing is not figured in AYP. However, scores are tracked and data is used to guide instruction.
- In 2010 the IEP students collectively did not meet AYP in all tested areas at all grade levels.
- 6th grade IEP students from 2009 to 2010 dropped 27 percentage points in math compared to their 5th grade test.
- The percentage of 8th graders improving math scores has increased each year from 2007-2010.
- Although the Class of 2015 has always made AYP in math, the percentage of students meeting or exceeding has decreased or shown little growth every year in math.
- The class of 2015 has improved in reading only one of the past five years.
- Science met AYP every year.
- Low income students scored lower in every area in every grade than non-low income students on the 2010 ISAT.

Table 4a School ISAT Special Education Subgroup Results

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
AYP Goal	55%	62.5%	70%	77.5%	85%	92.5%
6 th Grade Reading	20%	82%	36%	20%	40%	0%
6 th Grade Math	30%	36%	36%	50%	40%	0%
6 th Grade Writing	NA	NA	15.4%	68%	NA	NA
7 th Grade Science	73%	43%	55%	20%	67%	40%
7 th Grade Reading	53%	29%	55%	10%	25%	40%
7 th Grade Math	47%	29%	36%	20%	42%	33%
8 th Grade Reading	32%	36%	60%	40%	36%	42%
8 th Grade Math	11%	42%	33%	20%	18%	33%
8 th Grade Writing	NA	NA	26.7%	71%	NA	NA

Special Education Subgroup based on ISAT meets and exceeds. Notes: Since 07-08, special Education has not been designated subgroup for the middle school due to the lower number of students enrolled in special education.

2011-2012 Observations (Table 4a)

- Math scores went down from the 6th grade to 8th grade for the class of 2016.
- Reading scores went up from 6th grade to 8th grade for the class of 2016.
- Math scores decreased three out of the last four classes from 6th grade to 8th grade.

2010-2011 Observations (Table 4a)

- The past 5 years the percentage of IEP students meeting or exceeding standards in math in the 6th grade decreased for the same groups of students on the 7th grade test with the exception of 2009.
- The percentage of IEP students meeting or exceeding standards in math in the 7th grade decreased for the same group of students on the 8th grade test with the exception of 2009.
- Percentage of IEP students meeting or exceeding 5th grade math decreased the past five years.
- The percentage of IEP students meeting or exceeding standards in reading in the 6th grade decreased the last three years for the same groups of students on the 7th grade test.
- The percentage of 8th grade IEP students meeting or exceeding on ISAT has decreased.
- 40% of 2011 6th grader IEP students met or exceeded standards in reading and math. In reading, this shows an increase of 20 percentage points from the 2010 test.
- 67% of 2011 7th grade IEP students met or exceeded in science up 47% points from 2010.
- 25% of 2011 7th grade IEP students met or exceeded in math.
- The number of 2011 8th grade IEP students who met or exceeded math standards decreased by 4 percentage points compared to the 2010 8th grade IEP students.
- The percentage of students meeting or exceeding standards in math in the 6th grade decreased for the same groups of students on the 7th grade test. One class remained the same while the percentage of students meeting or exceeding decreased.

2009-2010 (Table 4a)

- The middle school does not have an IEP subgroup. The collective IEP group did not meet AYP. However, scores are tracked and data is used to guide instruction.
- IEP students collectively scored highest on the writing portion of the ISAT.

Table 4aa 2011-2012 ISAT Special Education Subgroup Growth Chart

Class of 2016	Math			Reading			Class of 2017	Math			Reading		
	Student	6th	7th	8th	6th	7th		8th	Student	6th	7th	8th	6th
16013	+35 M	- 2 M	+2 M	+24 M	+ 6 M	-2 M	17018	-20 B	+7 B		-17 B	+2 B	
16027	+22 M	-9 M	+13 M	-15 B	+14 M	+2 B	17033	-3 B	+15 B		+23 B	-23 B	
16029	+2 M	+19 M	-2 M	-21 B	+10 B	+28 M	17034	-31 B	+23 B		-25 B	+37 B	
15004	-4 B	+10 B	+12 B	-3 B	+16 B	+0 B	17046	-5 M	+3 M		+1 M	+21 M	
13082	+4 B	-9 W	+17 B	+5 M	-34 B	+44 M	17047	+11 M	+3 B		+10 M	-8 M	
16076	+1 B	+10 B	+11 B	+25 B	-28 B	+31 B							
16060	-6 M	+14 M	+0 M	-23 B	+10 B	+10 B							
15007	-6 W	+19 B	+14 B	+15 B	- 7 B	+10 B							
16066	-7 B	+30 B	+5 B	-11 B	+15 B	+5 B							
15104	+9 B	+18 B	-8 B	+4 B	+0 B	-3 B							
15105	+12 B	-22 W	+35 B	+25 B	+1 B	+32 M							

Table 4aaa 2011-2012 ISAT Special Education Subgroup Growth Chart

Class of 2018	Math			Reading			Class of 2019	Math			Reading			
	Student	6th	7th	8th	6th	7th		8th	Student	6th	7th	8th	6th	7th
18084	-46 B			-54 W			18003							
18014	-38 B			-40 B			19104							
18019	-10 B			-10 B			19103							
17002	-25 B			-54 B			19075							
17003	NA E			-60 M			19077							
							19062							

To preserve student autonomy, numbers are used as opposed to student names. Growth was calculated by using the student's previous year's ISAT score and either adding or subtracting points.

2011-2012 Observations (Table 4aa)

- For the class of 2016, eight out of eleven student scores improved on the eighth grade reading test from their seventh grade score.
- For the class of 2016, eight out of eleven student scores improved on the eighth grade math test from their seventh grade score.
- For the class of 2017, three out of five student scores improved on the seventh grade reading test from their sixth grade score.
- All five student scores from class of 2017 improved in reading from sixth grade to seventh grade.
- For the class of 2018, sixth grade scores dropped in both math and in reading.

2010-2011 Observations (Table 4aa)

- 67% of the current eighth grade class showed improvement in math and in reading (6 out of 9).
- 60% of the current seventh grade students with an IEP increased in reading (3 out of 5).
- 20% of current seventh graders' scores increased in math on the 2011 ISAT (1 out of 5).
- 12 out of 13 IEP students (class of 2014) who were tested showed growth in math and reading.
- Four current freshmen with an IEP increased their ISAT reading scores by 20 or more points.
- Five current freshmen with an IEP increased their ISAT math scores by 20 or more points.
- Six current 8th graders with an IEP increased their ISAT math scores by 10 or more points.
- Five current 8th graders with an IEP increased their ISAT reading scores by 10 or more points.
- Two current 7th graders with an IEP increased their ISAT reading scores by 10 or more points.
- Three current 7th graders with an IEP decreased their ISAT math scores by 20 or more points.
- Two current 7th graders with an IEP decreased their ISAT reading scores by 15 or more points.

Observations (Table 4aa)
2009-2010

8th Grade

- One student was not tested and one student (#10) did not receive services.
- Eight out of nine students increased in math, four by over twenty-one points.
- Four out of nine went down in reading; three were by seven or less points.
- Three increased reading scores by fifteen or more points.

7th Grade

- One student participated in the alternative test.
- One student showed a twenty-three point increase in reading.
- One student's reading score remained unchanged.
- Four out of ten student scores went down in reading. (Two by twelve points or more).
- Four out of ten student scores went down in math by five or more points.
- Three students' math scores increased by nine or more points.

6th Grade

- Six out of nine students went down in math (all seven or less points)
- Five out of nine students went down in reading (four over eleven points)
- Two math scores increased by twenty-two or more points.
- Two reading scores increased by twenty-four or more points.

Overall

- Sixty-one percent of IEP students increased ISAT math scores.
- Fifty percent of IEP students increased ISAT reading scores and one was unchanged.

Table 4b ISAT Low Income Subgroup (percentage of students meeting or exceeding standards)

	Rdg. 07/08	Rdg 08/09	Rdg 09/10	Rdg 10/11	Rdg 11/12	Math 07/08	Math 08/09	Math 09/10	Math 10/11	Math 11/12	Sci 07/08	Sci 08/09	Sci 09/10	Sci 10/11	Sci 11/12
6th	93%	79%	72%	86%	67%	82%	76%	90%	83%	85%	NA	NA	NA	NA	NA
7th	61%	72%	70%	74%	73%	61%	80%	73%	87%	85%	79%	88%	76%	87%	77%
8th	65%	78%	71%	79%	84%	63%	69%	71%	68%	81%	NA	NA	NA	NA	NA

2011-2012 (Table 4b)

- Math scores went down from the 6th grade to 8th grade for the class of 2016.
- Reading scores went up from 6th grade to 8th grade for the class of 2016.
- Over the past 6 years the percentage of 7th grade low income students meeting or exceeding math standards has decreased from their 6th grade scores.
- 5 of the past 6 years the percentage of 8th grade low income students meeting or exceeding math standards has decreased from their 7th grade scores.

2010-2011

- Over the past 5 years the percentage of 7th grade low income students meeting or exceeding math standards has decreased from their 6th grade scores.
- 4 of the past 5 years the percentage of 8th grade low income students meeting or exceeding math standards has decreased from their 7th grade scores.
- 4 of the past 5 years the percentage of 6th grade low income students meeting or exceeding math standards has decreased from their 5th grade scores.
- The percentage of the 2011 6th grade low income subgroup met AYP at 86% in reading; this is a 12 percentage point increase from the 2010 5th grade low income subgroup.
- The percentage of the 2011 6th grade low income subgroup did not meet AYP in math; this is a 7 percentage point decrease from the 2010 6th grade low income subgroup.
- The 2011 7th grade low income subgroup met AYP in math 87%.
- The 2011 7th grade low income subgroup did not meet AYP in reading at 74%; this is a 2 percentage point increase from the 2010 6th grade low income subgroup in reading.
- The 2011 8th grade low income subgroup did not meet AYP (85%) in reading due to 79% of students meeting or exceeding. However, there was a 9 percentage point increase from the 2010 7th grade low income subgroup in reading.

2009-2010

- Low income students in the class of 2015 math scores decreased each of the past three years.
- Low income students in the class of 2016 math scores decreased each of the past four years.
- Low income students in the class of 2016 reading scores increased every year prior to 2010.

Table 4c

ISAT Gender (Male) Subgroup Score

ADEQUATE YEARLY PROGRESS DATA

Data shows % of students who MEETS or EXCEEDS on ISAT & PSAE

	2008 WC Male	2008 State Male		2009 WC Male	2009 State Male		2010 WC Male	2010 State Male		2011 WC Male	2011 State Male		2012 WC Male	2012 State Male
3rd Grade														
Reading	38%	68%		61%	69%		78%	74%		71.5%	71.6%		81.8%	72.8%
Math	84%	85%		83%	85%		88%	86%		100%	86.8%		84.9%	87.5%
4th Grade														
Reading	55%	70%		82%	70%		95%	86%		86.1%	71.2%		86.2%	72%
Math	97%	84%		95%	85%		93%	86%		100%	86.9%		93.1%	87.1%
Science	90%	76%		92%	77%		82%	77%		97.1%	79.2%		93.1%	79.7%
5th Grade														
Reading	55%	70%		57%	70%		81%	71%		67.6%	73.9%		82.0%	74.3%
Math	82%	80%		93%	81%		86%	82%		89.2%	82.9%		87.2%	82.4%
6th Grade														
Reading	73%	76%		72%	77%		64%	78%		88.9%	80.6%		59.0%	78.4%
Math	79%	81%		76%	81%		93%	83%		88.9%	82.5%		69.2%	83.7%
7th grade														
Reading	58%	74%		79%	73%		69%	74%		63%	74.5%		75.0%	74.4%
Math	79%	79%		79%	81%		76%	83%		81.5%	82.2%		83.3%	82.6%
Science	88%	79%		85%	79%		71%	82%		92.6%	80.9%		80.6%	78.2%
8th Grade														
Reading	73%	78%		87%	80%		74%	81%		79.2%	81.9%		77.4%	82.6%
Math	75%	79%		81%	81%		71%	82%		68.2%	84.4%		74.2%	82.8%
11th Grade														
Reading	47%	51%		31%	55%		49%	51%		49%	48%		57.9%	47.7%
Math	38%	56%		25%	54%		34%	55%		57%	54%		39.2%	53.4%
Science	50%	54%		31%	54%		49%	55%		54%	52%		48.7%	54.8%

Table 4c

ISAT Gender (Female) Subgroup Scores

ADEQUATE YEARLY PROGRESS DATA

Data shows % of students who MEETS or EXCEEDS on ISAT & PSAE

	2008 WC Female	2008 State Female		2009 WC Female	2009 State Female		2010 WC Female	2010 State Female		2011 WC Female	2011 State Female		2012 WC Female	2012 State Female
3rd Grade														
Reading	79%	76%		81%	76%		89%	77%		75.0%	98%		88.4%	79.5%
Math	79%	85%		81%	85%		97%	86%		89.3%	87.8%		92.3%	88.0%
4th Grade														
Reading	78%	77%		81%	77%		81%	77%		91.9%	78.4%		84.4%	80.2%
Math	93%	85%		95%	87%		91%	87%		100%	88.6%		93.8%	89.2%
Science	85%	76%		89%	77%		81%	77%		86.5%	79.4%		78.2%	79.8%
5th Grade														
Reading	80%	77%		83%	77%		89%	79%		90%	79.6%		91.4%	81.5%
Math	90%	82%		85%	84%		100%	84%		83.3%	85.1%		100%	84.8%
6th Grade														
Reading	93%	83%		87%	83%		85%	85%		94.2%	87.8%		87.1%	86.1%
Math	95%	85%		87%	84%		89%	86%		91.5%	85.5%		80.6%	86.3%
7th grade														
Reading	74%	82%		93%	82%		86%	82%		85.1%	83.4%		84.3%	82.0%
Math	79%	82%		98%	85%		89%	86%		91.5%	86.5%		89.4%	86.7%
Science	82%	79%		93%	80%		92%	82%		83%	83%		89.5%	81.6%
8th Grade														
Reading	81%	86%		79%	87%		88%	88%		88.2%	88.3%		87.5%	90.0%
Math	75%	82%		79%	83%		90%	86%		85.3%	88.2%		87.6%	87.2%
11th Grade														
Reading	68%	55%		46%	59%		59%	56%		53%	54%		62.5%	53.6%
Math	36%	51%		23%	49%		41%	51%		34%	49%		87.5%	49.8%
Science	44%	48%		40%	47%		44%	50%		32%	46%		50.0%	48.6%

2011-2012 Observations (Tables 4c Gender)

- The number of sixth grade males' that met or exceeded in both math and reading dropped from their fifth grade year.
- Seventh grade males scored above state average in math, reading and science.
- Seventh grade girls scored above state average in math, reading and science.
- Over the last three years, each eighth grade class's math scores have decreased from the previous year.

2010-2011 Observations (Table 4c)

- 6th grade male math and reading scores were the same at 88.9%
- 7th grade reading scores for males were 22 points lower than for girls.
- 7th grade males scored nearly 10 points higher than girls in science.
- 6th, 7th, and 8th grade girls scored higher than males in every area except science.
- 6th, 7th, and 8th grade females scored higher than the state average in every area except 8th grade math.

2009-2010 (Table 4c)

- Females outscored males in all areas except 6th grade math.
- No female scores for 2010 were below the state average.
- Male ISAT scores for 2010 are below the state average in all areas except 6th grade math.
- Both male and female 6th graders' scores have decreased over the past three years in reading.
- Males' 7th grade science scores have decreased over the past 3 years.

Table 4d Percentage of students meeting or exceeding 70% on End of the Year Report Card

SY	Language Arts					Literature					Math					Science					Social Studies									
	07 08	08 09	09 10	10 11	11 12	07 08	08 09	09 10	10 11	11 12	07 08	08 09	09 10	10 11	11 12	07 08	08 09	09 10	10 11	11 12	07 08	08 09	09 10	10 11	11 12					
Class	%					%					%					%					%									
2019																														
2018				100	100				100	99				99	94				100	99									99	99
2017			100	97	92			100	100	96			100	100	99			100	100	97				100	99			100	99	99
2016		99	99	96	97		99	100	97	95		99	99	97	92		100	100	99	84				93	99			99	99	93
2015	85	95	97	99		89	100	100	100		93	100	100	98		83	100	100	91		87	100	99	99						

*Based on Grade Level

2011-2012 Observation (Table 4d-1)

- Over the past 6 years, the percentage of students meeting or exceeding on the end of year report card grades is higher than percentage of students meeting or exceeding on ISAT.

2010-2011 Observation (Table 4d-1)

- Over the past 5 years, the percentage of students meeting or exceeding on the end of year report card grades is higher than percentage of students meeting or exceeding on ISAT.

2009-2010 Observation (Table 4d-1)

- 8th grade class increased the number of students meeting or exceeding from the previous year in language arts. They remained the same in Social Studies and went down in Literature, Math and Science by one percentage point.
- 7th grade went down in Language Arts and went up in all other areas except science which was at 100%. The largest increase, 6 percentage points, came in Social Studies.
- 6th grade class met or exceeded in all subjects at 99% of students or higher.

Gender – Male End of the Year Report Card Grade 70% or Higher Average

Table 4d

SY	Language Arts Male				Literature Male				Math Male				Science Male				Social Studies Male			
	08 09	09 10	10 11	11 12	08 09	09 10	10 11	11 12	08 09	09 10	10 11	11 12	08 09	09 10	10 11	11 12	08 09	09 10	10 11	11 12
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
2019																				
2018			100	100			100	99			99	96			100	100			99	99
2017		100	97	91		100	100	96		99	100	100		100	100	99		100	99	99
2016	100	99	97	97	97	100	97	97	100	99	97	93	100	99	99	90	97	99	99	93
2015	98	97	99		96	97	100		98	100	98		100	100	91		89	99	99	
2014	100	91	99		100	100	99		100	100	99		100	100	99		97	100	99	

Gender – Female End of the Year Report Card Grade 70% or Higher Average

Table 4d

SY	Language Arts Female				Literature Female				Math Female				Science Female				Social Studies Female			
	08 09	09 10	10 11	11 12	08 09	09 10	10 11	11 12	08 09	09 10	10 11	11 12	08 09	09 10	10 11	11 12	08 09	09 10	10 11	11 12
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
2019																				
2018			100	100			100	100			100	99			100	99			100	100
2017		100	100	100		100	100	100		99	100	99		100	100	99		100	100	99
2016	100	100	100	100	100	100	99	100	100	100	100	99	100	100	100	93	97	100	100	100
2015	100	100	100		100	100	100		100	100	100		100	100	100		97	100	100	
2014	100	100	99		98	100	100		100	100	100		100	100	100		100	100	100	

2011-2012 Observations Tables 4d-2 & 4d-3

- Females’ earned a higher percentage than males in all areas.

2010-2011 Observations Tables 4d-2 & 4d-3

- Females remain stronger than males in all areas.

2009-2010 Observations Tables 4d-2 & 4d-3

- A greater percent of females scored consistently higher than 70 percent at all levels.

Table 4e EXPLORE Test (Administered to 8th grade only)

	Target	2008-09	2009-10	2010-11	2011-12	2012-13		2008-09	2009-10	2010-11	2011-12	2012-13
Subject		Fall	Fall	Fall	Fall	Fall		Spring	Spring	Spring	Spring	*Winter
English	13	14.5	15.0	13.7	13.3	13.2		16.1	16.5	14.6	14.6	14.2
Math	17	15.3	16.3	14.8	14.6	14.3		16.8	17.1	15.5	15.3	14.9
Reading	15	15.1	15.8	14.4	14.3	14.5		16.3	17.2	15.4	15.2	15.1
Science	20	16.6	16.7	16.1	15.9	16.2		18.0	17.6	16.9	16.6	16.8
Composite	15	15.5	16.0	14.9	14.6	14.7		17.0	17.2	15.7	15.5	15.3

**The second assessment was changed from March to January. Students are expected to meet the target scores at the end of 8th.*

Five year trend (Table 4e)

- For 5 years spring EXPLORE scores have exceeded targets in English, reading, and composite.
- Over the past 5 years fall EXPLORE test scores have not met target scores in math and science.
- Over the past 5 years, spring EXPLORE composite scores have increased over fall scores.

2012-2013 (Fall) Table 4e

- Overall class fall scores have decreased each year.

2012-2013 (Winter Table 4e)

- This is the first year that students have taken the EXPLORE test in January as compared to April in previous years.
- Showed growth in every area from fall 2012 to winter 2013.
- Students met the benchmark scores in English, Reading and Composite on January assessment.

2011-2012 (Fall) (Table 4e)

- The average scores of 8th graders in the fall 2011 are lower in every area than the 8th grades in the fall of 2010.
- 8th graders only met the target for English in the fall of 2011.

2011-2012 (Spring) (Table 4e)

- In each class scores increased from fall to spring in all subjects every year.
- Average scores in English, reading, and composite exceeded target scores.

2010-2011 (Fall) (Table 4e)

- Average scores of 8th graders in the fall of 2010 are lower in every area than fall of 2009.

2010-2011 (Spring) (Table 4e)

- On the spring 2011 EXPLORE Test as compared to the Fall 2010 testing the English scores increased 0.9 points, math scores 0.7, reading 1.0, science 0.8 and composite 0.8 points.
- 8th graders met in English and reading in the spring of 2011.
- 8th grade students surpassed the target score by the greatest margin in English.
- All scores increased from fall to spring.
- Even though English scores in the fall of 2010 were lower than the fall of 2009, they were still above the target.

2009-2010 (Table 4e)

- On the spring 2010 EXPLORE Test as compared to the Fall 2009 testing the English scores increased 1.5 points, math scores 0.8, reading 1.4, science 0.9 and composite 1.2 points.
- For the past four years scores in all areas of EXPLORE have increased from fall to spring.
- Students met in all areas except science on the spring assessment.
- Students surpassed the target score by the greatest margin in English.
- Students achieved higher scores than all previous classes in all areas except science.
- Science was the highest score in the fall 2009 testing.

Table 4f EXPLORE Test Results by Subject and Gender

	Target	Local		Local		Local		Local		Local	
		2008-2009 Fall		2009-2010 Fall		2010-2011 Fall		2011-2012 Fall		2012-2013 Fall	
		Male	Fem	Male	Fem	Male	Fem	Male	Fem	Male	Fem
Eng	13	14.3	14.8	13.6	16.1	12.6	15.0	12.0	14.1	11.8	14.6
Math	17	15.9	14.6	16.1	16.4	14.6	15.1	14.0	15.0	13.5	15.0
Rdg	15	15.1	15.0	14.8	16.5	13.4	15.6	12.5	15.3	12.4	16.4
Sci	20	16.5	16.7	15.9	17.3	15.6	16.8	15.0	16.3	15.5	16.8
Comp	15	15.7	15.4	15.1	16.7	14.1	15.8	13.5	15.2	13.5	15.8

		2008-2009 Spring		2009-2010 Spring		2010-2011 Spring		2011-2012 Spring		2012-2013 Winter	
		Male	Fem	Male	Fem	Male	Fem	Male	Fem	Male	Fem
Eng	13	16.1	16.2	14.9	17.0	13.6	15.9	13.0	15.4	12.9	15.5
Math	17	17.2	16.3	16.0	17.5	15.3	15.9	14.6	15.7	14.4	15.4
Rdg	15	16.2	16.5	15.3	17.8	14.2	16.8	13.5	16.0	13.0	17.2
Sci	20	18.0	18.1	16.6	17.9	16.3	17.6	15.7	17.1	16.0	17.6
Comp	15	17.0	16.9	15.9	17.6	15.0	16.7	14.4	16.2	14.2	16.5

Observations: Explore Test Table 4f Subject/Gender

2012-2013 Fall Testing (Table 4f)

- Males’ scores decreased in three out of five categories over the past five years.

2012-2013 Winter Testing (Table 4f)

- Females scored higher than males in all areas.
- The average girls’ score met benchmarks in English, reading and composite.
- The average scores of males did not meet benchmarks in English, reading, and composite.

2011-2012 Fall Testing (Table 4f)

- Males and females scored lower this year than last year.
- Males did not meet in any areas.
- Females met in English and reading.

2011-2012 Spring Testing (Table 4f)

- Three out of four years female scores have decreased in all areas.
- Male scores decreased every year for the past four years.

2010-2011 Fall Testing (Table 4f)

- Males did not make target score in any area.
- Males scored lower than any other year.
- Females scored lower this year than last year.
- Females did achieve target scores in English, reading, and composite.

2010-2011 Spring Testing (Table 4f)

- Females scored higher than males in every category.
- Males and females scored higher in all categories from fall to spring.
- Males made target score in English and composite.
- Females made target score in English, reading and composite.
- All scores for males and females dropped in all areas from 2009-2010 to 2010-2011.

2009-2010 Fall Testing (Table 4f)

- Females scored higher in every category than the females of fall of 2007 and 2008.
- Females scored higher than males in every category.
- Males scored higher in math than the 2 previous years.
- Males scored lower in science and reading than the 2 previous years.

2009-2010 Spring Testing (Table 4f)

- Scores increased in every category (except males in math).
- Females scored higher than males in every category.
- Males increased 1.3 in English from fall to spring; females increased 0.9 in English.
- The gender gap increased.
- Males’ scores dropped in all areas from 2008-2009 to 2009-2010.
- Females met all target areas except science.
- Males met target in English and reading.
- Males increased in all areas from fall to spring except in math.
- Females increased in all areas from fall to spring.

2008-2009 Fall Testing (Table 4f)

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

2008-2009 Spring Testing (Table 4f)

- Local gender groups are comparable.
- Males met all target scores except in science in spring 2008-2009.
- Females met all target scores except in math and science for the past three years.
- Both gender groups met composite score target.

Table 4g EXPLORE Test: Special Education Subgroup

Explore Test Results by Subject	Target Score		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012		Spring 2008	Spring 2009	Spring 2010	Spring 2011	Winter 2012
			2009	2010	2011	2012	2013		2009	2010	2011	2012	2013
English	13		10.5	9.6	10.5	9.1	9.2		11.4	10	9.3	10.6	9.5
Math	17		8.9	6.3	10.1	11.2	12.1		10.7	9.9	11.1	11.3	12.0
Reading	15		10.5	10.4	11.5	10.3	10.3		11.6	11.9	11.0	10.4	11.8
Science	20		12.7	10.7	12.6	13.7	13.0		13.8	13.3	13.4	12.5	13.1
Composite	15		10.9	9.4	11.4	11.3	11.3		12.0	11.5	11.3	11.3	11.8

Observations (Table 4g)

2012–2013 Fall Test – Special Education (Table 4g)

- English and math scores were higher than the prior fall scores.
- Composite score remained the same.
- Fall scores are at least four points below the target score in all categories.

2012-2013 Spring Test – Special Education (Table 4g) *Second assessment was taken in January

- There was slight growth in every area except math.
- On average students did not hit benchmarks in any area.

2011–2012 Fall Test – Special Education (Table 4g)

- Students scored lower in the fall of 2011-2012 in English and reading than the previous year.
- Students scored higher in math and science in fall of 2011-2012 than the 4 previous years.

2011-2012 Spring Test – Special Education (Table 4g)

- Student composite scores from fall to spring remain below target score.

2010–2011 Fall Test – Special Education (Table 4g)

- This group’s composite score was higher than those for the past 3 years.
- Students scored higher in the fall of 2010 than they did in the fall of 2009 in every area.
- Although no one met the target score the students came closest in English.
- Students continue to have their lowest scores in science.

2010–2011 Spring Test – Special Education (Table 4g)

- Student scores improved from fall to spring in math and science.
- Students scored below the target scores in all areas.
- Composite scores have decreased every year.
- Compared to the previous year 2009-2010, the scores are lower in English and reading.

2009–2010 Fall Test – Special Education (Table 4g)

- Lower in every category compared to the past 2 years.
- Special education students score below the target scores in all areas.

2009–2010 Spring Test – Special Education (Table 4g)

- Biggest gains were in math and science.
- Special education students score below the target scores in all areas.
- All areas showed improvement from fall testing.
- Compared to the previous year 2008-2009, the scores are lower except in reading.
- Composite scores have decreased every year.

Table 4h Reading Fluency

	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr	Fall	Wint	Spr
6 th Grade Target	125	140	150	125	140	150	125	140	150	125	140	150	125	140	150
# tested				74	75	74	73	73	71	72	73	70	74	76	
# met				12	6	3	10	9	8	10	10	9	9	8	
% met				16%	8%	4%	14%	12%	11%	14%	14%	13%	12%	11%	
7 th Grade Target	125	140	150	125	140	150	125	140	150	128	136	150	128	136	150
# tested	79	82	82	80	78	78	73	73	73	71	73	72	62	63	
# met	3	1	1	28	21	30	27	37	51	35	34	33	28	33	
% met	4%	1%	1%	35%	27%	38%	40%	51%	70%	49%	47%	49%	45%	52%	
8 th Grade Target	130	140	150	130	140	150	130	140	150	130	140	150	133	146	151
# tested	73	75	74	78	77	76	76	76	79	76	78	76	73	74	
# met	33	41	38	47	47	45	33	33	45	33	38	41	35	34	
% met	45%	55%	51%	61%	61%	59%	43%	43%	57%	43%	49%	54%	48%	46%	

Note: Reading Fluency program was started in 2007-2008 with 8th graders. As additional grades were added, the number of evaluators and methods of interpretation of data differed. As of 2010-2011 one individual is responsible for interpretation of data for the middle school.

2011-2012 (Table 4h)

- There was 33% drop from the class of 2017 from spring of their 7th grade year to the fall of 8th grade.

2010-2011 (Table 4h)

- 8th grade fluency increased from 7th grade in all three seasons, fall, winter, and spring from 8% to 19% when compared to 2009-2010 scores.
- 7th grade fluency increased from 6th grade dramatically compared to 2009-2010 scores.
- 6th grade students meeting fluency decreased 3% from fall to spring.
- 7th grade fluency increased 30% and 8th grade increased 14%.
- Current 7th graders meeting recommended fluency target increased from 8% to 51% from the winter 2010 to the winter 2011.
- The current 8th graders meeting recommended fluency target increased from 27% to 43% from the winter 2010 to the winter 2011.

2009-2010 (Table 4h)

- Approximately 25% of the 7th graders in 2009-2010 met the target compared to the 7th grade in 2008-2009
- Approximately 50% of the 8th graders in 2009-2010 met the target compared to their previous year scores

SUMMARY OF ASSESSMENT

Our middle school scores on ISAT for boys and girls fall behind the state average in nearly all areas starting in 6th grade. Extended response in both reading and math continues to be a challenge for the middle school. Four out of five years we have had a new 6th grade math teacher. Science scores continue to exceed the state average on the ISAT. The percentage of students meeting on our end-of-year report card grades does not reflect the same student performance on ISAT and other assessments.

2.3 DEMOGRAPHIC DATA

Table 5

Discipline Referrals by Type of Infraction

	2007-2008			2008-2009			2009-2010			2010-2011			2011-2012		
	P	VA	PA	P	VA	PA	P	VA	PA	P	VA	PA	P	VA	PA
P=passive aggressive VA=verbal aggressive PA=physical aggressive															
Bus	20	16	21	28	14	17	12	14	18	1	11	14	11	29	53
Class room	121	37	59	88	52	14	49	70	33	1	24	19	42	70	46
Playground	1	0	5	1	3	2	3	1	6	0	0	6	0	0	0
Cafeteria	3	1	3	4	7	1	4	6	1	1	5	5	0	10	8
Hallway				4	4	16	4	3	9	3	6	6	3	6	13
Locker Room				1	2	0	2	0	1	0	0	5	1	0	5
Restroom				4	0	1	0	0	1	2	0	0	3	0	0
Phone										15	0	0	13	0	0
Confirmed incidents of bullying	0	6	15	6	8	1	0	8	2	0	0	0	14	10	0
Other/Non-aggressive/Disruptive	9	4	11	0	0	0	89	0	0	95	0	0	0	0	0
Tardies resulting in det.										42	0	0	NA	NA	NA
Tardies det./lunch det.													138	0	0
Total Per category	154	64	116	137	91	52	163	102	71	160	46	55	225	125	125
Yearly Totals	334			280			336			261			475		

Passive aggressive is defined as a student who repeatedly refuses to do what is asked when asked. Other can be defined as infractions such as cell phone use, minor language, etc.

2011-2012 (Table 5)

- Tardies tripled from the previous year. *We now count lunch detentions.
- Passive/aggressive classroom referrals have significantly increased since 07-08.
- Passive /aggressive confirmed incidents of bullying has increased from previous years.

2010-2011 (Table 5)

- Most of our discipline referrals occur on phones.
- Total infractions decreased by 75 incidents from 2009-2010.
- Most physical aggressive infractions happened in the classroom
- Incidents of bullying decreased from 2009-2010 to 2010-2011 by 10 incidents.
- Total discipline infractions decreased from 2009-2010 to 2010-2011.

2009-2010 (Table 5)

- Most offenses are reported from the classroom.
- There were more referrals in 2009-2010 than all previous years.
- Verbal aggression offenses increased in 2009-2010 from 2008-2009.
- Passive Aggressive offenses in classrooms went down over 50% from 2008-2009 to 2009-2010.
- There was a significant increase in “other” infractions.
- Significantly less passive-aggressive bus and classroom referrals from 2008-2009 to 2009-2010
- Significant increase in physical referrals from 2008-2009 to 2009-2010
- Most offenses take place in the classroom (45%). 10% decrease from 2008-2009.
- Confirmed incidences of bullying have decreased by 33% from 2008-2009

Table 6 Discipline Referral Totals by Grade and Gender

	07-08 Males	08-09 Males	09-10 Males	10-11 Males	11-12 Males		07-08 Females	08-09 Females	09-10 Females	10-11 Females	11-12 Females
6 th	13	42	45	55	188		11	7	27	32	57
7 th	136	46	91	59	103		47	14	23	15	77
8 th	92	124	136	98	85		22	42	14	5	24

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

2011-2012 (Table 6)

- Males had more discipline referrals than females.
- 6th grade male (in general) total referrals have increased each year.
- Male discipline referrals increased as they got older.

2010-2011 (Table 6)

- Males continue to have a higher number of referrals than females.
- 2010-2011 8th graders had more referrals than the other grades.

2009-2010 (Table 6)

- Hard to tell whether more students received referrals or few students received multiple referrals
- The majority of referrals for males in 2009-2010 were in the 8th grade
- The majority of referrals for females in 2009-2010 were in the 6th grade

Table 7 General School Data – Based on End of Year Report

	WEST CENTRAL 2007-2008		WEST CENTRAL 2008-2009		WEST CENTRAL 2009-2010		WEST CENTRAL 2010-2011		WEST CENTRAL 2011-2012	
Total School Population	242	100%	245	100%	233	100%	223	100%	219	100%
Average Daily Attendance	230	95%	233	95.2%	230	94.4%	211	94.8%	208	95.1%
Truancy Rate	2	.9%	1	0.4%	3	0.9%	3	1.3%	8	4.6%
Mobility Rate	20	8.5%	16	6.6%	7	3.1%	16	7.2%	58	12.8%
Suspension Rate	8	3.4%	48	19.6%	41	17.4%	45	20%	48	22%
Expulsion Rate	0	0%	0	0%	0	0%	0	0%	0	0
Low Income Rate	--	42.6%	--	35.9%	--	47%	105	47.1%	115	52.5%
Transfers/Withdrawal	16	7%	6	2.45%	7	3.1%	7	3.14%	10	4.6%
Promotion Rate	235	99.6%	244	99.59%	233	100%	223	100%	217	99%
Retention Rate	1	.4%	1	0.4%	0	0%	0	0%	2	1%
Gender	F - 113	M - 123	F - 117	M - 128	F-126	M-107	F-119	M-107	F-117	M-102
Caucasian	233	98.7%	236	96.4%	224	97.4%	212	95.1%	217	95.9
African-American	0	0	1	0.4%	1	0.4%	0	0%	0	0
Hispanic	2	.9%	5	2.0%	3	1.3%	6	2.7%	5	2.3
Other (American Indian)	0	0	0	0	0	0%	2	.9%	0	0
Multi	1	.4%	3	1.2%	2	.8%	3	1.3%	4	1.8

2011-2012 (Table 7)

- The average daily attendance rate has increased the last three years.
- Truancy rate has increased the last four years.
- The mobility rate has increased the last three years.
- The low income rate has increased the last four years.

2010-2011 (Table 7)

- Total school population has declined four out of the past six years.
- Low income percentages have increased five out of six years.

2009-2010 (Table 7)

- Average daily attendance has remained steady over the past 5 years
- Mobility rate has declined to 3.1%. The lowest rate since consolidation.
- Low income rate in 2009-2010 is the highest in 5 years
- Promotion rate continues to be above 99%.

Table 8 Attendance Record

School Year	Yearly Rate	Non-IEP Students Attendance	IEP Students Attendance
2007-2008	94.4%	85.5%	78.5%
2008-2009	95.2%	85.0%	85.0%
2009-2010	94.4%	96.4%	92.4%
2010-2011	94.8%	95.0%	93.2%
2011-2012	95.1%	87.9%	82.3%

2011-2012 (Table 8)

- Over-all attendance rate improved from the previous year.
- IEP students’ attendance rate decreased from the previous year.
- Non-IEP students’ attendance rate decreased from the previous year.

2010-2011 (Table 8)

- Attendance rates for IEP have increased by nearly fifteen percentage points since 2007-2008.
- Attendance rates for non-IEP students have increased nearly ten percentage points since 2007-2008.

2009-2010 (Table 8)

- IEP student attendance has improved. Partial inclusion was implemented in the 2008-2009 and full inclusion was implemented in 2009-2010.

Table 9 Enrollment Data (From Fall Housing Report)

	WEST CENTRAL 2006-07		WEST CENTRAL 2007-08		WEST CENTRAL 2008-09		WEST CENTRAL 2009-2010		WEST CENTRAL 2010-2011		WEST CENTRAL 2011-2012		WEST CENTRAL 2012-2013	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
	256	100	243	100	246	100	233	100	223	100	221	100	213	100
6 th	88	35	77	32	82	34	76	33	71	32	72	33	74	34
7 th	77	30	91	37	75	30	80	34	75	34	71	32	63	30
8 th	91	35	75	31	88	36	77	33	77	34	78	35	76	36

*In 2007-2008 and 2008-2009 the building housed a fifth grade ED student.

2012-2013 (Table 9)

- Enrollment has declined for the fifth straight year.

2011-2012 (Table 9)

- Enrollment has declined by 35 students from fall of 2006 to the fall of 2011.
- 2011 6th grade has increased by 2 students from the fall 6th grade class of 2010.
- The number of 7th graders decreased from 75 in 2010 to 71 in 2011.

2010-2011 (Table 9)

- Student enrollment has declined by 36 students from the fall of 2005 to the fall of 2010.
- Enrollment has declined by 10 students since the fall of 2010.
- The number of 8th grade students being promoted has declined due to lower enrollment for four of the first five years of the newly consolidated district

2009-2010 (Table 9)

- Enrollment has declined by 26 students from 2005 to the fall of 2009.
- 6th grade has the fewest number of students

Table 10 Student IEP Subgroup Enrollment

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Building Population	256	100	243	100	246	100	233	100	223	100	221	100	213	100%
Total Special Education*	60	23	41	17	38	15.4	36	15	30	13.5	26	11.8	17	8
Cognitive Disability	7	3.0	6	2.5	6	2.4	8	22	9	4	4	1.8	3	1.8
Hearing Impaired	0	0	2	.82	1	.4	1	1.7	0	0	0	0	0	0
Speech/Lang Impairment	4	2.0	5	2.0	1	.4	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emotionally Disturbed	5	2.0	2	2.0	2	.8	0	0	1	0.5	0	0	0	0
Orthopedic	0	0	1	.41	0	0	0	0	0	0	0	0	0	0
Other Health Impairment	10	4.0	7	.28	5	2	8	22	9	4	9	4	6	3.5
Specific LD	34	13	20	8.0	23	9.3	17	47	10	4	9	4	7	4.1
Multiple Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	0
Deaf/Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autism					1	.4	2	.05	1	0.5	1	0.45	1	0.5

2012-2013 (Table 10)

- The number and percentage of students with an IEP has decreased for the past six years.

2011-2012 (Table 10)

- The number of IEP students decreased from the previous year.
- The largest decrease by disability is in students with cognitive disabilities.
- Specific learning disability continues to be the largest disability category.

2010-2011 (Table 10)

- The number of IEP students continues to decline.

2009-2010 (Table 10)

- The highest percent of students with IEPs are classified as having a specific learning disability.
- The special education numbers continue to decrease

Summary of Demographic

Most of our demographic data remained constant over the last five years. Fewer students are enrolled in special education programs. Number of students qualifying as low-income continues to increase.

2.4 PROGRAM DATA

Table 11 Educator Data *Includes all Middle School Staff except Administrators

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total Full Time Teachers	22	21	19	18	17	17	17
Total Part-time Teachers					5	5	4
Average Years Teaching for All Teachers in the Building	14.8	14.15	16	16.3	14.4	15.3	13.52
# Teachers New to Building	3	5	1	2	4	1	3
# First Year Teachers	2	4	1	1	3	1	3
% with B.A./B.S. Degree	86%	69.2%	79%	83%	76.5%	76.5%	76.5%
% with M.A. & Above	14%	36.8%	20%	17%	23.5%	23.5%	23.5%
# with Emergency/Provisional Cert.	0	0	0	0	0	0	0
# Teachers Working Out of Field	0	0	0	0	0	0	0
% Teacher Attendance	94.8%	95.5%	95%	96.9%	96%	96%	NA
% Caucasian Teachers	100%	100%	100%	100%	100%	100%	100%
% Male Teachers	14%	14%	12%	17%	23.5%	23.5%	29.4%
% Female Teachers	86%	86%	83%	83%	76.5%	76.5%	70.6%
% Highly qualified Teachers	100%	100%	100%	100%	100%	100%	100%
# Total Paraprofessionals	4	5	5	3	3	4	4
# Total Counselors	.20	.20	.20	0	0	0	0
# Total Librarians	1	1	1	1	1	1	.5
# Total Social Workers/Psychologists	.40	.40	.40	3 part-time	3 part-time	2 part-time	2 part-time
# Total Other Staff	10	10	9	8	12	7	12.5

Table 11 Clarification

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

There was not an increase in teachers hired for 2010-2011. The numbers now reflect all certified teachers assigned to full-time teaching positions in the building. Other Staff includes part-time teachers, custodial, cooks and secretaries.

2012-2013 (Table 11)

- Average years of experience decreased from 15.3 to 13.52.

2011-2012 (Table 11)

- The total number of social workers/psychologists has declined from three to two.
- The number of highly qualified teachers remains at 100%.

2010-2011 (Table 11)

- We have 3 more full time teachers in 2010-2011.
- Our average years teaching dropped 2.1 years.
- More of our staff have Masters degrees in 2010-2011.
- We have increased other staff by 3 persons.
- We have 2 fewer paraprofessionals in 2010-2011.

2009-2010 (Table 11)

- 100% of staff is highly qualified.
- The total number of full time classroom teachers has decreased since 2008-2009 school year.
- The number of male faculty has increased by one teacher.
- The percentage of teacher attendance is higher than it has been in the past four years

Curriculum Implementation Data

This is our seventh year of existence and our sixth year with the Middle School concept. The curriculum, schedule, course offering and room arrangements have been adjusted to meet the total needs of the students. This concept provides a daily common planning time for grade level teachers to meet and discuss strengths and needs of individual students. To address student needs outside of the curriculum, we have implemented a homeroom/advisory period to begin each day. We provide common grade level tutorial times where students can receive individual assistance. Student needs, based on grades and behavior, are used to determine the assigned tutorial. A free after school tutoring program, funded through the 21st Century grant, is offered five days a week for additional help. Following tutoring, shuttle buses return children to three of the towns serviced by the district.

The school is departmentalized in the following areas: fine arts (band, chorus, and art), language arts, literature, mathematics, physical education, science, social studies, and technology. Students are served by Administration, faculty, staff, totaling 37. Students are divided into academic teams for instruction in core areas. There are 21 certified teachers four of which are shared with other buildings. We have 1 part time library supervisor, 2 custodians, 3 kitchen staff, 2 secretaries, 3.5 paraprofessionals, 1 part-time psychologist, 1 part-time social worker. The schedule consists of 8 period days of 40 minutes with each day beginning with a homeroom. All students have access to one state of the art computer lab supervised by a certified teacher and two portable computer labs. The Title I teacher also has a portable computer lab for student use. 10 Smartboards are also utilized in classrooms.

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

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

To engage student learning, the middle school continues to use differentiated instructional strategies such as CRISS Strategies. The strategies used are determined by departments and administration and implemented in each classroom. Examples of each of the strategies are posted and student work demonstrates their understanding of the strategies.

Social Studies

The sixth grade focus is on Ancient Civilizations through the Middle Ages using the textbook as well as supplemental materials. The seventh and eighth grade, both study American History using the text *Creating America*. Both grades also supplement with the use of tradebooks and internet resources. Eighth grade students also study government, including the Federal and Illinois Constitutions.

Language Arts

Language arts focus on grammar and writing skills. Teachers draw from a variety of sources that focus on strengthening student skills that meet core standards. We have aligned our curriculum to emphasize writing skills and teach grammar and the mechanics of writing through writing practices. We focus on expository, persuasive and narrative essays. A new approach to writing, gained from Writers' Workshop, is implemented in seventh and eighth grade. This approach extends student opportunities to write for varied audiences and purposes.

Literature

The middle school literature curriculum is aligned to the Common Core Standards. Teachers use both the Glencoe textbook and novel-based instruction. The main focuses are on vocabulary, literary elements, and comprehension skills. Students identified as needing help with reading are provided supplemental assistance through our Title I program and through reading labs. These students are provided specific instruction to address their individual needs and are taught strategies to help them improve their comprehension skills as well as fluency. Students identified for Title assistance receive an extra reading class during the school day.

Science

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

Math

This is the first year implementing the Common Core standards into the math curriculum. Sixth grade math classes have a strong focus on ratios and proportional relationships as well as the introduction to algebra concepts. Seventh grade students take Pre-Algebra and all eighth grade students take Algebra. All math classes focus on the idea of "spiraling math" in which concepts from previous units are mixed in with current concepts in order to improve mastery. The sixth and eighth graders have one quarter of math enrichment as a part of their Explore class rotation. Math Wednesday, a program designed to increase exposure of ISAT-type questions, is provided during advisory for all students. We do not provide Title I assistance to students with math deficiencies due to unavailability of staff, but do offer after-school math tutoring each day as well as math labs twice a week. Math labs are offered to students who have shown patterns of deficiencies in specific math areas and have been identified through data analysis.

Middle School-Parent Compact

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

Program Comparisons and Trends

2012-2013

- In general, the average years of teachers' experience has decreased over the last four years.
- The number of male teachers has increased over the last five years.
- Enrollment has decreased over the last five school years.

2011-2012

- Average daily attendance has increased three out of the last four years; the other year it remained the same.
- The Middle School has met AYP each year since 2007 with the exception of 2012.
- Over the past four years the Middle School students have scored below target scores on the Spring EXPLORE Test in the areas of science and math.

2010-2011

- The middle school staff continues to emphasize differentiated instruction.
- IEP students continue to receive instruction in general education classrooms whenever possible. One IEP student receives instruction in a resource room in two subjects.
- The students have five opportunities a week for homework assistance and tutoring.
- Availability of technology for student use has increased from the previous year.
- Every 7th grade student is receiving pre-algebra instruction for the first time.
- This is the fourth year of the 6 Minute Fluency Reading Program. However some sections did not receive daily opportunities for participation.
- The 6th grade has first year literature and math teachers.
- The 6th grade has had 5 different math teachers in the 6 years the district has existed.
- The special education department had a first year teacher for the 2010-2011 year.
- Students identified with a reading disability receive an additional reading class during the school day.

2009-2010

- This is the fourth year of the implementation of the Middle School Concept.
- This is the second full year of the OLWEUS (Anti-bullying program) being offered in the Middle School.
- Last year's 8th graders were the first group to have spiraling math as 6th, 7th and 8th graders.
- All middle school teaching and administrative staff has gone through training on best instructional practices.
- All middle school teaching and administrative staff has been instructed in reading in the content areas.
- IEP students have been scheduled in general education classes whenever possible.
- This is the third year of the implementation of the 6 Minute Fluency Reading Program for all students.
- The middle school is being assisted by curriculum consultants specializing in the areas of math, reading and special education.
- The middle school has a new 6th grade math, 8th grade science and reassigned a teacher to 7th grade science.

Table 12c 2011 – 2012**Professional Growth Data**

TOPIC	MO./YEAR	GRADES	# PARTICIPANTS	SCHOOL-WIDE	FORMAT
Math Curriculum Alignment Workshop	August-2011	5-8 8-12	9 5	No	Interactive
SOCS Training for District website	August 2011 May 2012	K-12		Yes	Interactive
Co-Teaching in all Middle School classrooms	August 2011 May 2012	6-8	24	No	Interactive
Use of Differentiation Instructional Practices	August 2011 May 2012	6-8	24	No	Interactive
Improving curriculum & Instruction with District coaches	August 2011 May 2012	6-12	24	No	Interactive
SIP Team Leader Training	October 2011 January 2012	K-12	9	No	Interactive
District Book Study		K-12		Yes	Discussion
Smartboard Training	August 2011 May 2012	K-12		Yes	Interactive
Writing in the Content Areas	December 2011	6-8	24	No	Lecture
Extended Response & ISAT	February 2012	6-8	24	No	Lecture
Mobile Lab Trainings	May 2011 August 2011	6-8		No	Interactive
Common Core/Gap Analysis	August 2011	6-8	24	No	
Curriculum Alignment to Common Core	February 2012	K-12	24	Yes	Interactive
Peer Observation Training	January 2012	6-8	24	No	Interactive
PBIS Training	Sept. 2012	6-8	24	No	Interactive
Skyward Peer Share	December	6-8	24	No	Interactive
HOTS refresher training	December 2012	6-8	17	Yes	Interactive

2011-2012 (Table 12a)

- Common Core in the classroom was the main emphasis of the middle school professional development for the 2011-2012 school year.
- PBIS was introduced and implemented throughout the Middle School.
- Differentiated instruction and differentiated assessment remain a focus to improve student engagement and teacher effectiveness.
- Strategies in co-teaching continue to be offered to staff.
- Peer observation training and implementation is being practiced and is on-going.
- Writing in the content areas has been implemented by members of the staff.

2010-2011 (Table 12b)

- Co-teaching in the classroom and Differentiated instruction were the main emphasis of the middle school professional development for the 2010-2011 school year.
- Professional development opportunities were provided by West Central employees.
- Twelve professional development opportunities were offered in Language Arts.

Table 13a After School Tutoring Program (All)

School Year	Avg. total student population	Total number of tutoring sessions	Total number of student participation	Percent of participation based on total student population
2007/08	247	68	21	8.5%
2008/09	247	24	25	10.0%
2009/10	233	113	134	57.5%
2010/11	223	167	147	65.9%
2011/12	219	156	163	74.4%

Table 13b After School tutoring Program Regular Education Students

School Year	Regular education student population	Total number of tutoring sessions attended by regular ed. Students	Total number of regular education students participation	Percent of regular ed. students participation based on total regular ed. population
2007/08	206	53	15	7.3%
2008/09	209	24	19	9.1%
2009/10	197	113	116	58.9%
2010/11	197	167	128	65%
2011/12	194	156	142	73%

Table 13c After School Tutoring Program Special Education Students

School Year	IEP student population	Total number of tutoring sessions attended by IEP students	Total number of students with IEP's participation	Percent of IEP student participation based on total IEP population
2007/08	41	15	6	14.6%
2008/09	38	15	6	15.8%
2009/10	36	113	18	50.0%
2010/11	26	167	19	73.1%
2011/12	25	156	21	84%

**Table 13a, 13b, & 13c
2011-2012**

- The number and percentage of students using the after school program has increased each of the past five years.

**Table 13a, 13b, & 13c
2010-2011**

- The total number of sessions attended by students has increased over the last four years from a low of 24 sessions to 167 sessions in 2010-2011.
- IEP students attending tutoring increased each of the past four years even though the total number of students receiving special education services has decreased.
- The total percentage of student participation over the past four years has risen from 8.5% to 65.9% indicating that the program has become a positive addition to the school day and is providing multiple students assistance in a variety of areas, both academic and in areas of enrichment.

**Table 13a, 13b, & 13c
2009-2010**

- The middle school implemented four nights per/week of homework assistance and math tutoring as funded by the 21st Century grant.
- Overall participation in the after school tutoring program increased in 2009-2010.

2.5 PERCEPTION DATA

Student Survey 2012-2013

	Grade	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Adults who work in my school treat students with respect.	6	32%	52%	16%	0%
	7	11.5%	77%	11.5%	0%
	8	14%	67%	15%	4%
	Grade	Strongly Agree	Agree	Disagree	Strongly Disagree
2. In my school, we talk about ways to help us control our emotions.	6	22%	45%	25%	8%
	7	6%	33%	52%	9%
	8	11%	51%	25%	13%
	Grade	Strongly Agree	Agree	Disagree	Strongly Disagree
3. Adults in this school have high expectations for me in my behavior and in my school work.	6	63%	32%	4%	1%
	7	42%	48%	10%	0%
	8	35%	55%	8%	1%
	Grade	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Adults in my school seem to work well with one another	6	47%	47%	4%	2%
	7	27%	69%	4%	0%
	8	18%	60%	19%	3%
	Grade	Strongly Agree	Agree	Disagree	Strongly Disagree
5. In my school, we have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.	6	15%	46%	29%	10%
	7	12%	48%	29%	12%
	8	15%	46%	25%	15%

Student Survey 2012-2013

- A significant number of students believe they are not given enough opportunity to discuss their emotions.
- A majority of students feel the adults in the building have high expectations for their behavior and school work.
- A significant number of students feel they have not been adequately taught ways to resolve disagreements so that everyone is satisfied with the outcome.

Parent Survey 2012-2013 (114 Parent Responses)

1. From what source do you get most of your information about our school?			
	6th Parent	7th Parent	8th Parent
Newsletter	26%	28%	30%
Children	72%	91%	60%
Teachers	15%	19%	26%
Principal	3%	9%	0%
Friends	13%	16%	9%
Newspaper	0%	0%	9%
2. As a parent/guardian, do you have trouble with any of the following?			
	6th Parent	7th Parent	8th Parent
Your child's homework	21%	31%	28%
Discipline	8%	16%	12%
Spending enough time with your child	0%	3%	12%
Dealing with your child's problems	0%	3%	9%
Motivating your child to do well in school	15%	22%	16%
Working with the school and teachers	3%	3%	5%
Understanding the school district's programs	3%	9%	5%
3. Would you be interested in attending a class or session on how parents or family members can help their children learn at home?			
	6th Parent	7th Parent	8th Parent
Yes	18%	28%	33%
No	74%	63%	58%
4. If you checked "yes" in question 3, please indicate below any workshop that you would be interested in attending to help your child learn.			
	6th Parent	7th Parent	8th Parent
Helping with homework	8%	19%	16%
Improving reading skills	5%	0%	2%
Improving math skills	3%	13%	9%
Improving your child's self-image	13%	6%	16%
Building your own parenting skills	5%	9%	21%
Communicating with the school	8%	0%	7%
5. Would you recommend this school district to others?			
	6th Parent	7th Parent	8th Parent
Yes	92%	97%	81%
No	0%	0%	5%

**Parent Survey Observations
2012-2013**

- 90% of parents who took the survey would recommend West Central.
- 2% of parents would not recommend West Central
- 8% of parents did not answer the questions
- Parents/guardians of all grade levels learn the most about our school through their children.
- Parents/guardians of all grade levels have the most trouble with their child's homework and motivating their child to do well.
- Parents/guardians have the most difficulty helping their child with homework but most say they would not want to take a class to learn how to help with homework.

Staff Survey 2012-2013

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I understand my job related expectations.	18	14	0	0
2. I feel I am a valued member of the staff.	11	16	6	1
3. The Middle School Staff's expectations allow me to create a culture of achievement.	9	22	3	0
4. I have adequate opportunities to collaborate with staff.	8	16	10	0
5. I recognize and address individual student needs.	13	20	1	0
6. I foster an atmosphere of mutual respect.	13	21	0	0
7. I have high expectations for all students in their behavior and in their school work.	23	11	0	0
8. I work well as a team member to improve the learning environment.	21	14	0	0
9. I attend students' extracurricular activities on a regular basis.	7	17	10	0
10. I vocally support the district in its initiatives.	15	18	1	0

Staff Survey Observations

2012-2013

- Everyone understands their job expectations.
- Ten out of thirty-four staff members do not regularly attend extra-curricular activities.
- Ten out of thirty-four report they do not have enough time for collaboration.
- All staff members agree on items 6, 7, and 8.

Perception Data Summaries

Summary 2012-2013

- Based on Parent surveys, students feel safe and successful at school. This demonstrates a continuing trend with previous years' surveys. 90% of parents say they would recommend West Central. Parents biggest concern was their inability to help students with their homework but they were not willing to take a class if offered.
- Student surveys indicate that students would benefit from more training on conflict resolution and increased opportunities to learn strategies to cope with emotions. Students believe the staff at West Central Middle School have high expectations for their achievement.
- The majority of the staff have a clear understanding of their job expectations. The staff indicated they foster an environment of mutual respect, have high expectations for student achievement, and work well as a team.

III. Problem Statements and Hypotheses

Table 14a (2011-2012)

Patterns of Strengths	Data
Our Middle School ISAT scores for girls have met or exceeded average state scores in both reading and math for the past four out of six years.	Table 4c
Five out of six years 7 th grade girls ISAT scores in science have exceeded the state average and equaled the state average the fifth year.	Table 4c
In all grade levels Non-IEP students have met on ISAT in math, reading and science in at least four out last five years.	Table 4c
The number of Low-income students meeting or exceeding have increased the last three years for eighth grade scores.	Table 3
Push in special education students have increased individual academic achievement based on ISAT	4aa
Attendance has increased four of the past five years.	Table 8
21 st Century after school opportunities continue, and attendance has increased each year for the last five years.	Sign-in sheets
The availability of technology has increased for middle school students and staff.	Technology inventory
Labs were provided in math and reading to provide support during school hours for identified students lacking skills in some areas.	Team meeting minutes
Staff continue to implement methods to improve school environment (i.e. PBIS and Check & Connect)	Meeting minutes
Staff continue to implement inter-disciplinary units.	Team meeting minutes
Staff continue to involve the community in the learning environment and the methods of communicating with Parents/Guardians continue to increase	Veteran's Day Program; Immigration Unit
Evidence shows that Reading Title I services have increased .	Schedule

Table 14b (2011-2012)

Patterns of Challenges	Data
Continuing to increase rigor and implement common core without having adequate time to bridge the gap.	IL standards vs. Common Core
Four out of six years 8 th grade math scores on ISAT were lower than state average for females.	Table 4c
Five out of six years the 8 th grade male ISAT math and reading scores were lower than the state average.	Table 4c
Integrating IEP students into the regular classroom through (Push-in) has limited the availability of special education staff to provide assistance to all IEP students at one time.	Master Schedule
Addressing the discrepancy between ISAT, Exit Outcomes, and classroom grades.	End of year grades and ISAT data
Student enrollment continues to drop.	End of Year Report
Discipline issues, including acts of bullying, are a concern.	OLWEUS Student Survey
Poverty rates continue to increase.	End of Year Report
8 th grade did not meet state standards in math.	Table 3
7 th grade did not meet state standards in reading.	Table 3

Table 15 Problem Statements, Hypotheses, and Data Source *(2012 AYP was 92.5%)*

Math				
Problem Statement 1: According to the IIRC, math students have, on average, have shown deficiencies in:				
<ol style="list-style-type: none"> 1. Data, Statistics, and Probability (6th grade) 2. Number sense (7th grade) 3. Algebra (8th) 4. Measurement (6,7,8) 				
Hypothesis	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Lack of K-12 vertical alignment.	Accept	Illinois State Standards	Common Core Standards	Test Results: Pre and Post Exit Outcome Assessments
Ineffective strategies to teach content.	Accept	Reading test results	Students' grades	Test results: ISAT & Explore
The math exploratory curriculum does not specifically address areas of deficiencies.	Accept	Curriculum Guide	ISAT Scores	Student Grades
Current curriculum does not place enough emphasis on identified deficiencies.	Accept	Curriculum Guide	ISAT Scores	Exit Outcomes
Majority of this content associated with data, statistics and probability is covered in 6 th grade AFTER ISAT testing.	Accept	Curriculum Guide	ISAT Scores	Exit Outcomes
Not enough cross-curricular activities	Accept	Curriculum Guide	ISAT Scores	Exit Outcomes

Reading

Problem Statement 2: According to IIRC, a trend has developed that indicates these areas of deficiency:

1. Implementation of Reading Strategies is an area of concern at all three grade levels.
2. Identification of literary devices.
3. Reading comprehension at the 7th grade level.

Hypothesis	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Reading strategies are not repeatedly reinforced across the curriculum.	Accept	Team meeting minutes	Lesson Plans	Departmental meetings
Some of the individual deficiencies in reading are not being addressed consistently through the Special Ed. Department.	Accept	Master Schedule	Lesson Plans	Evaluation tools
We do not have a dedicated lab time and specific curriculum for all students with reading deficiencies.	Accept	Master Schedule	Lack of identified or accepted curriculum	Team/departmental meetings
Lack of K-12 vertical alignment	Accept	Departmental meeting discussions	Teacher Curriculum / Staff Discussions	Observations
Curricular inconsistencies due to multiple teachers teaching the same subject	Accept	Master Schedule	Lesson Plans	Evaluation tools
Teachers are not providing enough independent practice and application opportunities.	Accept	Department meeting minutes	Lesson Plans	Assessments

Problem Statement 3 (School Climate)

Inappropriate behavior, including bullying, for a school setting continues to be a concern according to 2011-2012 Skyward records.

Hypothesis	Accept/ Reject	Data Source 1	Data Source 2	Data Source 3
Students believe their reported concerns are not addressed.	Accept	Student surveys	Homeroom discussions	Self Reporting
Staff has not provided students adequate means of dealing with bullying situations.	Accept	Student OLWEUS Surveys	Class discussion	Conferences with administrators/social worker
Teachers lack a strong foundation in appropriate techniques for dealing with bullying situations.	Accept	Surveys	Teacher discussion	Professional development table
Staff has not been sufficiently trained in PBIS.	Accept	Team meetings	PD schedule	Number of referrals
Staff is not consistently recognizing and rewarding appropriate behavior.	Accept	Teacher comments	Walk-a-bouts/ Formal Observations	Teacher meeting exit slips
There is inadequate time and availability of specialized personnel for instruction of social skills.	Accept	Master schedule	Referrals	Surveys
All staff is not consistently utilizing OLWEUS/PBIS time to present a structured lesson.	Accept	Team Meetings	Walk-about	Surveys

Problem Statement 4 (Staff Professional Development)

Over the next 3-5 years staff will need to be provided professional development opportunities in several areas to ensure compliance with Common Core Standards, Career Readiness Standards, RTI, and Best Teaching Practices.

Hypothesis	Accept/ Reject	Data Source 1	Data Source 2	Data Source 3
Teachers lack experience in developing and using computerized classroom assessments.	Accept	Number of computers available for use at one time.	Team discussions	Building SIP discussions
Adequate time is not provided for teachers to meet and work on vertical and horizontal alignment of the new curriculum.	Accept	Team discussion	Building SIP discussions	Lack of recent professional development opportunities scheduled
Teachers are not trained in developing student driven lessons.	Accept	Team discussion	SIP discussions	Lack of recent professional development opportunities scheduled

IV. Goals, Strategies, and Integrated Action Plan

Table 16 Strategies, Baseline Data, Annual Targets and Documentation

<p>Math Improvement Goal 1: Improve student math scores in the areas where trends have indicated a deficiency. For the upcoming school year, our students should meet or exceed state target scores.</p>				
<p>Current Conditions and Data Sources IIRC data over the last four years shows math deficiencies in:</p> <ul style="list-style-type: none"> • Data, Statistics, and Probability (6th grade) • Number sense (7th grade) • Algebra (8th) • Measurement (6,7,8) 				
<p>Specific Action 1 Introduce and implement instructional strategies to improve math deficiencies.</p>				
Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Incorporate more measurement activities into teacher lessons of all subject areas	August 2013- May 2014	All Teachers	0	Teaming Notes/Minutes
Schedule time to plan activities across departments that will help to address math deficiencies.	August 2013- May 2014	All Teachers	0	Teaming Notes/Minutes
Modify schedule to provide math labs for identified students to address math areas needing support.	August 2013- May 2014	Administration	0	Master Schedule
Create or modify a curriculum for math labs to address identified areas of concern.	August 2013	Math Department	0	Math Lab Curriculum
Math teachers will provide evidence of incorporating the 8 Mathematical Practices according to the Common Core Standards.	August 2013 – May 2014	Administration	None	Administrative Walk-throughs/Observations/ Lesson Plans

Provide authentic application for math skills within the curriculum.	August 2013 – May 2014	Math Department	None	Math Curriculum
Schedule professional development to expand the use of current manipulatives within the math classes.	August 2013 – May 2014	Administrator/ Math Department /Consultant	0 (plan to use Math Consultant)	Meeting Minutes /Professional Development Schedule

Goals, Strategies, and Integrated Action Plan

Reading

Improvement Goal 2: Improve students' reading scores in the areas where trends have indicated a deficiency. For the upcoming school year, our students will meet or exceed state target scores.

Current Conditions and Data Sources

IIRC data over the last four years shows reading deficiencies in:

- Implementation of Reading Strategies (6th, 7th, 8th grades)
- Identification of literary devices (6th, 7th, 8th grades)
- Reading comprehension (7th grade)

Specific Action 1

Provide students of all grade levels with effective reading strategies.

Specific Steps in	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Use authentic text (material in all content areas) in all classes to reinforce reading strategies.	August-2013-May 2014	All teachers	0	Lesson Plans
Provide professional development for content area teachers for reading text structures and features during teachers' meetings.	August-2013-May 2014	Literature Department	0	Teacher Meeting Minutes
Teachers will provide examples of implementation of reading strategies in the content areas.	August-2013-May 2014	All teachers	0	Exit Slips and Teacher Meeting Minutes
Develop and implement vocabulary strategies to use across the curriculum.	August-2013-May 2014	Literature Dept.	0	Lesson plans
Incorporate more expository text (non-fiction) in all classrooms.	August-2013-May 2014	All teachers	0	Materials identified in lesson plans
Increase reading materials for regular education and Title I.	May 2013	Title I	Title I \$2000	Materials received

Reading

Improvement Goal 2: Improve students' reading scores in the areas where trends have indicated a deficiency. For the upcoming school year, our students will meet or exceed state target scores.

Current Conditions and Data Sources

IIRC data over the last four years shows reading deficiencies in:

- Implementation of Reading Strategies (6th, 7th, 8th grades)
- Identification of literary devices (6th, 7th, 8th grades)
- Reading comprehension (7th grade)

Specific Action 2

Adjust curriculum for students to master identification of literary devices in all grade levels.

Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Provide students the opportunity to master the concept of identifying literary devices.	August-2013-May 2014	Literature Department	0	Department Meeting Minutes
Identify grade level materials that provide examples of literary devices.	August-2013-May 2014	Literature Dept.	0	Department Meeting Minutes/Lesson Plans
Use exit slips for formative assessments.	August-2013-May 2014	Literature Dept.	0	Exit Slips
Attend Illinois Reading/Writing Conference	Spring 2014	Reading Teachers	District PD funds if available	Report out to staff

Reading

Improvement Goal 2: Improve students' reading scores in the areas where trends have indicated a deficiency. For the upcoming school year, our students will meet or exceed state target scores.

Current Conditions and Data Sources

IIRC data over the last four years shows reading deficiencies in:

- Implementation of Reading Strategies (6th, 7th, 8th grades)
- Identification of literary devices (6th, 7th, 8th grades)
- Reading comprehension (7th grade)

Specific Action 3

Increase reading comprehension strategies in all grade levels.

Specific Steps	Timeline	Person/Group responsible	Cost & Funding Source	Evaluation
Incorporate daily journals to extend thinking. (<i>INK your Thinking</i>)	August-2013-May 2014	All Teachers	0	Journals
Research and select a leveled reading program. (i.e. SRA)	August-2013-May 2014	Staff	0	Recommendation of reading materials
Utilize RPA test using Reading Plus to assess individual student reading comprehension levels	September 2013, January & April 2014	Title I	0	Reading Plus results
Develop and implement a set curriculum that mirrors the high school reading lab for identified students.	August 2013	English Department	0	Assessments from lab, Class Roster

Goals, Strategies, and Integrated Action Plan

Improvement Goal 3 (School Climate)

We will continue to strive towards creating a safe, positive, and highly challenging learning environment that will promote pride and respect among students and staff.

Current Conditions and Data Sources

Skyward referrals show the following areas of concern from 2011-2012:

- Classroom
- Hallway
- Bus

Specific Action 1

Provide activities to continue to promote a positive school climate through the OLWEUS Anti-bullying program and PBIS.

Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Each grade level will incorporate specific elements of the OLWEUS curriculum for the 2013-2014 school year.	August 2013	OLWEUS committee and grade level teams	0	Curriculum being submitted to administration for approval.
Inform the community of efforts to promote a positive school climate in local newspapers and on the district website.	August-2013-May 2014	OLWEUS/PBIS Committee and Staff	0	Newspaper articles District website Parent survey
Hold a kick-off to promote the OLWEUS/PBIS program.	September 2013	OLWEUS/PBIS Committee and Staff	Participation Rewards \$500 Title Funds	Student will demonstrate knowledge of the aspects and consequences of bullying by answering questionnaire.
Offer a monthly incentive activity for those who participate weekly and have no recorded behavior infractions in previous month.	September 2013- May 2014.	Administration & OLWEUS Committee	Incentive Fund	Newspaper articles hallway promotions
Provide shirts for student unity.	September 2013	OLWEUS Committee designee	\$1500 Donations/or budget	Student participation in wearing shirts.
Hold student drawings for participation in weekly activities.	September 2013 – May 2014	OLWEUS Committee	Incentive Funds	Monitoring of weekly participation by teachers
Teachers will conduct weekly evaluation of OLWEUS lessons during Teaming.	September 2013 – May 2014	Grade level teams	0	Overview of evaluation in Monday team meeting notes
Improve the Check & Connect Program to foster relationships between staff and students.	August 2013 - May 2014	Administration and Staff	0	Check & Connect meeting agendas.

Provide speakers/programs to promote positive behavior for students.	August 2013 - May 2014	OLWEUS Committee	Pending Available Funds	Newspaper & District Website.
Provide additional training to teachers and staff to improve student behavior through the PBIS program.	August 2013 - September 2014	PBIS Coaches Mr. Harris/ Mrs. Farniok	0	Sign-in sheets Evaluations
All staff will provide positive reinforcement and recognize observed appropriate behavior	August 2013 – May 2014	All staff	0	HeatBuck distribution
Display and Implement the PBIS behavior matrix	August 2013	PBIS committee	0	Matrix being displayed
Continue to use the SWIS program to document and analyze behavioral data.	August 2013 - May 2014	Administration	\$300	Reports generated

Goals, Strategies, and Integrated Action Plan

Improvement Goal 4

We will continue to provide opportunities to improve instruction strategies to increase student achievement.

Current Conditions and Data Sources

- Instructional practices need to evolve as current educational practices change.

Specific Action 1 Introduce and implement new instructional strategies.

Specific Steps	Timeline	Person/Group Responsible	Cost & Funding Source	Evaluation
Offer training and implementation for developing a student driven learning environment.	September 2013- May 2014.	Jodi Scott	?	Training agenda and notes
Provide discussion opportunities for teachers concerning curricular issues across building levels.	March 2013-May 2014	Administration	0	Sign-in sheets and evaluations at early outs, late starts, SIP days, teacher institutes, or common preps.
In an effort to support student needs in math, reading, and behavior, the school psychologist will meet with grade level teams at the middle school two times a month to provide RTI strategies. (Days determined by schedule)	August 2013-May 2014	Psychologist/ Administration	0	Sign-in sheets and meeting minutes
Create a list of learning goals for individual students.	Fall 2013	Departmental Teams	0	Finished product submitted to administration
Continue the use of set quarterly differentiated strategies, i.e. CRISS.	August 2012 – May 2013	All teachers	0	Department Notes
Continue peer to peer observations to provide teachers an opportunity to observe lessons with higher order thinking skills used.	August 2013-May 2014	Administrator/ Principal	Building PD fund \$500 – Potential Sub Costs	Post observation analysis and feedback form and sign up sheet.
During teaming, analyze and modify activities to provide opportunities for students to demonstrate higher order thinking skills	By end of each quarter	All Department	None	Team meeting minutes

Teachers will provide evidence of opportunities for students to use higher order thinking skills.	August 2013-May 2014	Teachers, Administration	None	Random sampling of lesson plans or documented questions.
Continue to use Scan Tron for data analysis.	August 2013 – May 2014	All Departments	Building Funds \$800.00 materials	Lesson plans/Student Evaluations
Research and explore options for a computerized assessment tool.	August 2013 – May 2014	All Departments	0	Recommendations for final assessment tool to be considered
Increase the use of student technology through the purchase of remote system. “Clickers”	August 2013 – May 2014	Technology Coordinator	\$2000 (One set per grade level)	Observation of classroom use through walk-about and observations.
Purchase a third portable computer lab.	August 2013	Technology Coordinator	\$10,000	Lab will be purchased
Publish one article per grade level on school website.	August 2013 - May 2014	All Teachers	0	Published article
Continue to analyze and align curriculum to Common Core Standards	August 2013 - May 2014	All Teachers	0	Department Meeting Notes
Plan details, determine activities and acquire needed materials for the Showcase Night and offer activities.	April 2014	All participating departments and administration.	\$500	The receipts for expenditures will be filed. Exit Survey

Table 17: Professional Development Schedule 2013-2014

TOPIC	DAY/MO./YEAR	GRADE LEVELS	FORMAT
Improve Check and Connect	August 2013-May 2014	6-8	Committee Mtgs.
Transition to Common Core Standards.	August 2013 - May 2014	6-8	Mtgs./Institute
Formative vs Summative Assessments	September 2013	6-8	Mtgs./ SIP
Share what you know (Technology Focus)	October 2013	6-8	Workshop
Conduct 2013 ISAT Data and review SIP Activities for FY 2014	September 2013	6-8	SIP Day
Identify strategies to address deficiencies on the 2013 ISAT and identify needed PD.	August-Sept.2013	6-8	SIP Day
Review/begin implementation of 2013-2014 SIP	August 2013	6-8	Institute
Collaborate and compose the 2014 SIP	August 2013	6-8	SIP Day
Participate in District/Regional Institute Day	March 2014	6-8	Institute
Analyze PARCC vs ISAT assessments	September 2013	6-8	Teachers' Mtgs
Peer to Peer Observations	November 2013	6-8	Teachers' Mtgs
Use of math manipulatives	October 2013	6-8	SIP Day
Content area reading/writing strategies	September 2013	6-8	Teachers' Mtgs.
8 Mathematical Practices	October 2013	6-8	Teachers' Mtgs.
Practical implementation of Differentiated Instruction	November 2013	6-8	SIP Day
Math and Reading Lab curriculum alignment	August 2013 – May 2014	K-12	SIP Day
OLWEUS/PBIS Lesson development	May 2013	6-8	Team Meetings
PBIS Training for all staff	May 2013	6-8	SIP Day
Provide student driven learning environment training	October 2013	6-8	SIP Day
Curriculum Alignment	May 2013	K-12	Dept. Meetings

V. REFLECTION, EVALUATION, REFINEMENT

5.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE

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

5.2 MONITORING

The School Improvement Team will:

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

Table 18 Monitoring Schedule

Monitoring	Responsible	Monthly	Quarterly	Semi-annually	Annually
Monitoring goals and activities	teachers, school coordinators, SIP team	April-March			
Evaluation, implementation	SIP team, teachers, consultants		September, December, April, June		
Evaluate students' results	teachers, SIP team		September, December, April, June		
Review School Improvement Plan (SIP)	SIP team, teachers, support staff parents	April-March			
Revise School Improvement Plan (SIP)	SIP team	April-March			
Review tests	counselors, SIP team, teachers, consultants			May, September	
Monitor programs	SIP team		September, December, April, June		
Report to stakeholders	SIP team				June
Review strategies/actions	SIP team, teachers		September, December, April, June		
Analyze surveys of stakeholders	SIP team		September, December, April, June		
Adhere to effective meeting guidelines	SIP team	August-June			

*SIP-School Improvement Plan

5.3 COMMUNICATION PLAN

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

These methods have been described below:

- Students:** **What is Reported?** Achievement test scores, ISAT, EXPLORE, and report card averages.
- How Reported?** Individual Test Report, Progress Report, School Report Card, Honor Roll recognition, and meetings with Teacher Teams.
- When Reported?** Reports are issued quarterly, mid-marking period, and the beginning and ending of school year.
- Who is Responsible?** The district administration, teachers, counselors, school personnel and building administrative/office staff are responsible.
- Staff:** **What is Reported?** Achievement test scores, ISAT, EXPLORE, learning standards, upcoming school activities, demographic data outcomes, and SIP.
- How Reported?** Individual test reports, School Report Card, grade level meetings, school team meetings, and faculty meetings.
- When Reported?** As achievement data becomes available.
- Who is Responsible?** Principal, district coordinators, and school committee.
- Parents:** **What is Reported?** Achievement test scores, ISAT, EXPLORE, upcoming school activities, end-of-the-year averages, learning standards, and student expectations.
- How is it Reported?** Yearly progress reports, individual student report cards, School Report Card, Parent/Teacher conferences, open house, school publications, local media, PTC meetings, and assemblies.
- When Reported?** Grading periods, open house, and Parent/Teacher conferences.
- Who is Responsible?** All school personnel, principal, administration/office staff, school staff.
- Media:** **What is Reported?** Achievement data and demographics
- How Reported?** Newspapers, school website, school publications, school board minutes.
- When Reported?** When applicable
- Who is Responsible?** School personnel, principal, administration/office staff, and school staff.
- West Central Community/Families:**
- What is Reported?** Demographics, school programs/activities, student achievement data, and school safety assessments.
- How Reported?** Reports are provided through various forms of media such as: newspapers, school publications, and PTC meetings.
- When Reported?** Throughout the school year
- Who is Responsible?** Administration, staff, and SIP
- Community Partners:**
- What is Reported?** Achievement Data and SIP
- How Reported?** Monthly joint meetings and media, newspapers and school publications, and PTC meetings
- When Reported?** Monthly and throughout the school year
- Who is Responsible?** Administration and SIP team.

