

An Integrated School Improvement Plan for

West Central Middle School

West Central School District #235

July 1, 2015 – June 30, 2016

**PROVIDING OPPORTUNITY,
EXPECTING EXCELLENCE**



TABLE OF CONTENTS

I.	INTRODUCTION AND BACKGROUND	
	1.1 SCHOOL COMMUNITY	P. 3
	1.2 CURRICULUM DATA	P. 3
	1.3 SCHOOL HISTORY	P. 5
	1.4 STRENGTHS AND CHALLENGES	P. 5
	1.5 SCHOOL IMPROVEMENT TEAM	P. 5
II.	DATA COLLECTION, ORGANIZATION AND TRENDS	P. 5
	2.1 DATA COLLECTION METHODS	P. 6
	2.2 DISTRICT ASSESSMENT DATA	P. 7
	2.3 DEMOGRAPHIC DATA	P. 8
	2.4 PROGRAM DATA	P. 13
	2.5 PERCEPTION DATA	P. 15
III.	PROBLEM STATEMENTS AND HYPOTHESES	P. 20
IV.	GOALS, STRATEGIES, AND INTEGRATED ACTION PLAN	P. 22
V.	REFLECTION, EVALUATION AND REFINEMENT	P. 26
	5.1 SCHOOL IMPROVEMENT TEAM MEETING SCHEDULE	P. 26
	5.2 MONITORING	P. 26
	5.3 COMMUNICATION PLAN	P. 27

Appendix A: Standardized Assessment Data			P. 28
--	--	--	-------

LIST OF TABLES AND CHARTS

Table 1: School Improvement Team			P. 5
Table 2: Data Collection Method			P. 6
Table 3: District: ISAT – Adequate Yearly Progress Data			P. 30
Table 4a: School: ISAT – Special Education Subgroup			P. 33
Table 4b: ISAT – Low Income Subgroup			P. 36
Table 4c: ISAT – Gender Subgroup Scores			P. 37
Table 4d: Students meeting or exceeding 70% on report card grades			P. 37
Table 4e: Explore test results			P. 40
Table 4f: Explore test results by subject and gender			P. 41
Table 4g: Explore test results special education subgroup			P. 43
Table 4h: Reading Fluency			P. 44
Table 5: Disciplinary Referrals by type of specific infraction			P. 8
Table 6: Disciplinary Referrals by grade and gender			P. 9
Table 7: General School Data			P. 10
Table 8: Student Attendance Record			P. 11
Table 9: Enrollment Data			P. 11
Table 10: Student Special Education Subgroup Enrollment			P. 12
Table 11: Curriculum Implementation Data			P. 13
Table 12: Professional Growth Data			P. 14
Table 13: After-School Tutoring Participation Chart			P. xx
Table 14: Patterns of Strengths and Challenges			P. 20
Table 15: Problem Statements, Hypotheses, and Data Sources			P. 21
Table 16: Strategies, Baseline Data, Annual Targets and Documentation			P. 22
Table 17: Professional Development Schedule			P. 25
Table 18: Monitoring Schedule			P. 26

I. Introduction and Background

1.1 School Community

West Central Middle School is located at 215 West South Street in Stronghurst, Illinois, and serves Grades 6, 7, and 8. Enrollment at the Middle School on our 2014-2015 Fall Housing Report was 200 students; of this, 106 are male and 94 are female. Sixth grade consists of 66 students; 7th grade consists of 61 students; and 8th grade consists of 73. All grades are currently divided into three sections. 25 students have Individualized Education Plans (IEPs).

There are 33 total staff members at WCMS including: 15 full-time teachers, 1.5 special education teachers, including 1 Title I teacher, 1 library supervisor, 2 custodians, 3 kitchen staff, 2 secretaries, 4 paraprofessionals, 1 part-time psychologist, 1 part-time social worker, and 2 administrators (staff members listed as half are shared with the rest of the district).

As part of the “middle school philosophy,” students attend a daily advisory in which they are instructed on life skills. Grade level teachers have a designated Team time in which they address student needs through interventions and discuss cross-curricular plans. We are making efforts to create a professional learning community in the middle school by opening up conversations between teachers, analyzing data to improve instruction, and improving our use of intervention labs. The schedule consists of eight 40 minute periods per day with a 1.5 hour 5th hour in which students attend lunch, study hall, and SSR (or participate in Choir and Band as well as intervention support labs).

The school offers a wide range of extracurricular activities. Some of these activities include basketball, baseball, track, football, volleyball, speech, science olympiad, scholastic bowl, drama, cheerleading, Harry Potter club and student council. The majority of our students are from Henderson County with a small percentage coming from Warren and McDonough Counties.

Fast Facts (from Illinois Report Card - <http://www.illinoisreportcard.com/>)



1.2 Curriculum Data

The academic program includes the core areas of English (subdivided into language arts and literature), mathematics, social studies, science, and physical education. In addition to these areas, we currently offer non-core classes (exploratory) to all grade levels. The 6th grade students have exploratory classes in computer technology, math enrichment, music, and art. 7th grade students are offered health for a semester, newspaper, and art. The 8th grade students have the choice of art, music and movies, citizenship, or novels. “Choices” is a program taught one day a week through Bridgeway that addresses drug and alcohol awareness and is taken at all grade levels. All students are provided the opportunity to take band and chorus.

Intervention support labs have been implemented in both math and reading. Students are identified from a variety of sources including assessment data, teacher recommendation, and grades. The labs are scheduled during the 5th hour so that any student may be able to attend.

All students are issued a district-owned 1:1 device (Google Chromebook). The School Improvement Team is making efforts to promote 21st century learning skills by preparing students for college and future careers.

The sixth, seventh and eighth grade students are taught by a core team of teachers. The curriculum is aligned to Common Core State Standards, and we continue to work toward vertical alignment across grades.

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.

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. For the 2014 school year, the U. S. Constitution will be taught at the 7th and 8th grade level. Going forward, the Constitution will be taught at the 7th grade level.

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 sixth 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 the Glencoe textbook, non-fiction texts and articles, 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 the 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. Students identified for Title assistance receive an extra reading class during the school day. Reading labs at all three grade levels meet during 5th hour.

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. The science department is implementing the Next Generation Standards within their disciplines at this time. Changes may be made at a later date to better prepare our students for upcoming implementation of a new science test using the NGSS.

Math

The math curriculum is currently in a transitional phase across the middle school and high school. The high school has recently adopted an integrated approach to mathematics which places an importance on all math concepts at all grade levels instead of segregating them out into different courses. The high school also offers advanced placement courses for math. Due to these recent changes at the high school, the middle school has also started implementing some new changes. All grade levels at the middle school follow the Common Core Mathematics Standards, however, at the 7th grade level, students can take 7th grade Core Math or a 7th/8th Compacted course. Next year, students will have the option to take 8th grade Core Math or the first course in the high school integrated approach, Math A. Students who need extra support are pre-selected for a Math Lab during 5th hour which takes place five days a week at all grade levels. There is also one class at each grade level that has two math teachers available to co-teach lessons.

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.

1.3 School History

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 school.
- At the beginning of the 2006-2007 school year, WCMS adopted the middle school philosophy.
- The facility was constructed in 1925, with an addition being built in 1955.
- Upgrades are made regularly to meet all Life Safety Standards.

1.4 Overview of School Strengths and Challenges

School Strengths

- Two administrators are certified in the new teacher evaluation system.
- Increased emphasis on enhancing professional practice identified by Charlotte Danielson.
- The Regional Office of Education recognizes 100% of teachers as highly qualified in their subject area.
- 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.
- Continue implementation of PBIS to support character education and an anti-bullying program.
- District provides professional development activities focusing on identified areas of weakness.
- Continue emphasis on differentiation, data driven instruction, higher order thinking, and student engagement.
- All middle school teachers have received Teacher Academy training (best teaching practices).
- 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 through Connect-Ed, to provide information to members of the community in a timely manner.
- The school offers a full time Title I teacher and one part-time Title I teachers to address reading deficiencies.
- Available technology includes: One classroom computer lab, SMART Boards, document cameras, computer tablets, e-readers at each grade level, and video cameras.
- All students are provided with a Chromebook as a part of our 1:1 Initiative.
- 33% of full time faculty members have a Master's Degree.
- 8th grade is providing help to the local community through their citizenship class.
- All grade levels continue to support the community through canned food drives for the FOCC.

School Challenges

- One of the biggest challenges facing the school continues to be economic hardships in the area. 62% 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.
- Daily enrollment at the Middle school has decreased since the 2008-2009 school year.
- There is inadequate time and trained personnel for small group instruction of social skills.
- Providing associates for special education students participating in general education classes (push in) remains a challenge.
- Implementation of Common Core has created gaps in academic progress and assessment.
- Identifying curriculum and technological changes for PARCC.
- Ongoing development of student growth model for teacher evaluation.

1.5 School Improvement Team

Table 1 School Improvement Team for 2014-2015 School Year

TEAM MEMBER	POSITION	# OF YEARS ON TEAM
Jeff Nichols	Principal	10
Chris Conlee	Administrator	2
Nancy Chandler	Title	1

Natalie Ensminger	Literature	9
Byron Helt	Science	5
Jeremy Hennings	Math	5
Tammy Rankin	Science	8
Lisa Lox	Social Studies	2

II. Data Collection, Organization and Trends

2.1 Data Collection Methods

Table 2 Data Collection

TYPE	TITLE	TIME FRAME	COMPLETION RATE	PURPOSE
Survey	Parent/Guardian Survey	October 2010 October 2011 October 2012 October 2013 October 2014	54% 49% 56% 55% 59%	To identify strengths and challenges from parent/guardians.
Survey	Student Survey	October 2010 October 2011 October 2012 October 2013 October 2014	97% 100% 100% 100% 100%	To identify strengths and challenges from student.
Survey	Staff Survey	October 2009 October 2010 October 2011 October 2012 October 2014	100% 100% 100% 100% 100%	To identify strengths and challenges from staff.
Formal Assessment	ISAT Overall Scores	2009-2010 2010-2011 2011-2012 2012-2013 2013-2014	100% 100% 100% 100% 100%	To identify strengths and areas of concern.
Formal Assessment	EXPLORE Test	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%	To identify 8th grade high school readiness and areas of concern for 8th grade students.
Documents	Teacher Certificates	2008-2009 2009-2010 2010-2011 2011-2012 2012-2013	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	2005-2014	NA	To identify individual students and special needs.

2.2 District Assessment Data

Adequately Yearly Progress Data (Based on ISAT Meets and Exceeds) - 2014 Testing Cycle

	West Central 2007	West Central 2008	West Central 2009	West Central 2010	West Central 2011	West Central 2012	West Central 2013	West Central 2014
6th Grade –								
Reading - All	75%	95%	79%	76%	92%	71%	54%	51%
Reading – Low Inc/ Others	61% 86%	93% 96%	79% 79%	72% 81%	86% 95%	67% 77%	47% 61%	39% 65%
Reading – IEP/ Others	20% 91%	82% 97%	36% 87%	20% 85%	40% 95%	0% 77%	- -	15% 59%
Math - All	76%	91%	81%	91%	90%	73%	62%	54%
Math – Low Inc Others	68% 82%	82% 96%	76% 85%	90% 92%	83% 95%	85% 64%	50% 76%	33% 77%
Math – IEP/ Others	30% 90%	36% 100%	36% 90%	50% 97%	40% 94%	0% 79%	- -	8% 65%
		63%	66%	68%	DNT	DNT	DNT	DNT
7th Grade								
Reading - All	76%	76%	86%	77%	77%	85%	35%	58%
Reading – Low Inc/ Others	68% 81%	61% 85%	72% 94%	70% 83%	74% 81%	73% 93%	30% 48%	54% 64%
Reading – IEP/ Others	53% 81%	29% 84%	55% 91%	10% 87%	25% 87%	40% 89%	- -	- -
Math - All	81%	79%	89%	82%	88%	88%	45%	55%
Math – Low Inc/ Others	74% 85%	61% 91%	80% 94%	73% 90%	87% 89%	85% 90%	42% 52%	52% 71%
Math – IEP/ Others	47% 89%	29% 89%	36% 98%	20% 91%	42% 97%	20% 93%	- -	- -
Science - All	91%	85%	89%	81%	87%	88%	73%	87%
Science – Low Inc/ Others	87% 94%	79% 89%	88% 90%	76% 85%	87% 86%	77% 95%	71% 76%	85% 89%
Science – IEP/ Others	73% 95%	43% 93%	55% 94%	20% 90%	67% 90%	40% 92%	- -	- -
8th Grade								
Reading - All	74%	83%	84%	82%	82%	84%	58%	42%
Reading – Low Inc/ Others	58% 89%	65% 90%	78% 89%	71% 89%	79% 85%	84% 84%	49% 70%	45% 35%
Reading – IEP/ Others	32% 86%	36% 91%	60% 89%	40% 88%	36% 90%	42% 92%	- -	- -
Math - All	65%	75%	81%	82%	76%	85%	38%	36%
Math – Low Inc/ Others	51% 78%	63% 81%	69% 89%	71% 89%	69% 83%	81% 89%	32% 46%	38% 29%
Math – IEP/ Others	11% 80%	42% 81%	33% 91%	20% 91%	18% 85%	33% 95%	- -	- -
Writing	61%	67%	60%	71%	DNT	DNT	DNT	DNT

Observations:

- Current 6th graders reading scores have regressed the past three years from 85% meeting and exceeding to 51%.
- Math scores for the current 6th graders have regressed the past three years from 96% meeting and exceeding to 54%.
- Current 7th graders reading scores have regressed the past four years from 75% meeting and exceeding to 42%.

- There was an increase from 2013 to 2014 for the 2014 8th graders on reading scores. The number of students meeting and exceeding went from 35% to 42% meeting or exceeding.
- Math scores for the current 7th graders have regressed the past four years from 96% meeting and exceeding to 45%.
- Math scores for the current 8th graders have regressed the past three years from 96% meeting and exceeding to 54%.
- The current 8th graders identified as being in the Low Income category, have had the percentage of students meeting or exceeding in math regress the past 3 years. (85% to 38%)

2.3 Demographic Data

Table 5 Discipline Referrals by Type of Infraction (End of Year Report)

	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	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	12	14	18	1	11	14	11	29	53	33	13	26	11	9	8
Classroom	49	70	33	1	24	19	42	70	46	155	41	31	25	30	11
Cafeteria	4	6	1	1	5	5	0	10	8	7	8	0	2	2	2
Hallway	4	3	9	3	6	6	3	6	13	8	2	8	6	3	13
Locker Room, Gym, Playground	2	0	1	0	0	5	1	0	5	0	1	1	25	7	19
Restroom	0	0	1	2	0	0	3	0	0	0	0	0	0	0	0
Phone	x	x	x	15	0	0	13	0	0	35	NA	NA	6	0	0
Confirmed incidents of bullying	0	8	2	0	0	0	14	10	0	5	9	0	2	3	0
Tardies resulting in detention	NA	NA	NA	42	0	0	NA	0	0	10	NA	NA	NA	NA	NA
Tardies resulting in lunch detention.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	145	NA	NA
Total Per category	163	102	71	160	46	55	225	125	125	253	74	66	232	54	53
Yearly Totals	336			261			475			393			339		

Passive aggressive is defined as a student who repeatedly refuses to do what is asked when asked.

2013-2014 (Table 5)

- Total number of confirmed incidents of bullying dropped from 24 in the 2011-2012 school year, 14 in the 2012-2013 school year, and 5 in the 2013-2014 school year.
- Total number of bus referrals dropped from 93 in 2011-2012, 72 in 2012-2013, and 28 in 2013-2014 school year.
- Total number of referrals dropped from 475 in 2011-2012, 393 in 2012-2013, and 339 in 2013-2014.
- Number of "Locker Room, Gym, Playground" referrals rose from 2 in 2012-2013 to 51 in 2013-2014.
- Number of total "Classroom" referrals dropped from 227 in 2012-2013 to 66 in 2013-2014.

- Number of phone referrals dropped from 35 in 2012-2013 to 6 in 2013-2014.
- Number of verbal aggressive referrals dropped from 125 in 2011-2012, 74 in 2012-2013, and 54 in 2013-2014.
- Number of passive aggressive referrals in classroom dropped from 155 in 2012-2013 to 25 in 2013-2014.

2012-2013 (Table 5)

- Confirmed incidents of bullying are down from the previous year.
- Classroom disciplinary referrals have increased (recorded differently)

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 (End of Year Report)

	Males 2009 2010	Males 2010 2011	Males 2011 2012	Males 2012 2013	Males 2013 2014		Females 2009 2010	Females 2010 2011	Females 2011 2012	Females 2012 2013	Females 2013 2014
6 th	45	55	188	104	41		27	32	57	11	10
7 th	91	59	103	72	67		23	15	77	27	5
8 th	136	98	85	98	66		14	5	24	38	22
ALL	272	212	376	274	174		64	52	158	76	37

2013-2014 (Table 6)

- Over the last five years, males received more referrals than females.
- The number of referrals at all grade levels decreased from 2012-2013 school year to 2013-2014 school year.

2012-2013 (Table 6)

- Over the last five years, males received more referrals than females.
- Class of 2018 had fewer referrals than the previous years.

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 (End of Year Report)

	WEST CENTRAL 2009-2010		WEST CENTRAL 2010-2011		WEST CENTRAL 2011-2012		WEST CENTRAL 2012-2013		WEST CENTRAL 2013-2014	
Total School Enrollment	233	100%	223	100%	219	100%	201	100%	206	100%
Average Daily Attendance	230	94.4%	211	94.8%	208	95.1%	190	95%	196	95%
Truancy Rate	3	0.9%	3	1.3%	8	4.6%	8	4%	8	4%
Mobility Rate	7	3.1%	16	7.2%	28	12.8%	14	7%	12	6%
Suspension Rate	41	17.4%	45	20%	48	22%	41	19%	36	17%
Expulsion Rate	0	0%	0	0%	0	0%	0	0%	0	0%
Low Income Rate	--	47%	105	47.1%	115	52.5%	119	59%	128	62%
Promotion Rate	233	100%	223	100%	217	99%	199	99%	205	99.5%
Retention Rate	0	0%	0	0%	2	1%	2	1%	1	0.5%
Gender	F-126 M-107	x	F-119 M-107	x	F-117 M-102	x	F-97 M-104	x	F-100 M-106	x
Caucasian	224	97.4%	212	95.1%	217	95.9%	190	94.4%	192	93.2%
African-American	1	0.4%	0	0%	0	0%	1	0.5%	0	0%
Hispanic	3	1.3%	6	2.7%	5	2.3%	6.6	3.3%	6	2.9%
Other (American Indian)	0	0%	2	0.9%	0	0	0	0	1	0.5%
Native Hawaiian	x	x	x	x	x	x	x	x	2	2.4%
Multi	2	0.9%	3	1.3%	4	1.8%	3.8%	1.9%	5	0.9%

2013-2014 (Table 7)

- Total school enrollment increased 2.5% from previous school year
- 3% increase in low-income rate

2012-2013 (Table 7)

- Total school population continues to decrease.
- Low income rate continues to increase.
- Ethnic diversity has increased.

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 (End of Year Report)

School Year	Yearly Rate	Non-IEP Students Attendance	IEP Students Attendance
2009-2010	94.4%	96.4%	92.4%
2010-2011	94.8%	95.0%	93.2%
2011-2012	85.1%	87.9%	82.3%
2012-2013	94.8%	94.9%	93.9%
2013-2014	95.4%	95.1%	95.6%

2013-2014 (Table 8)

- Students with IEPs had better attendance than students without IEPs.
- Overall attendance has increased over the past three years.

2012-2013 (Table 8)

- Non-IEP students had a better rate of attendance than the IEP students.

2011-2012 (Table 8)

- Overall 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 (Fall Housing Report)

	WEST CENTRAL 2010-2011		WEST CENTRAL 2011-2012		WEST CENTRAL 2012-2013		WEST CENTRAL 2013-2014		WEST CENTRAL 2014-2015	
	#	%	#	%	#	%	#	%	#	%
Total	223	100%	221	100%	213	100%	201	100%	203	100%
6 th	71	32%	72	33%	74	34%	62	31%	66	35%
7 th	75	34%	71	32%	63	30%	74	37%	62	31%
8 th	77	34%	78	35%	76	36%	65	32%	75	37%

2014-2015 (Table 9)

- Enrollment increased 1% from previous year.

2013-2014 (Table 9)

- Enrollment has declined over the past five years.

2012-2013 (Table 9)

- Enrollment has declined for the fifth straight year.
- 6th grade enrollment decreased by 12 students.
- 7th grade enrollment has increased by 11 students.
- 8th enrollment has decreased by 11 students.

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

Table 10 Student IEP Subgroup Enrollment (Fall Housing Report)

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
Total Building Population	223	100	221	100	213	100	201	100	203	100
Total Special Education*	30	13.5	26	11.8	17	8	21	10.4	25	12.3
Intellectual Disability*	NA	NA	NA	NA	NA	NA	NA	NA	2	8
Cognitive Disability*	9	4	4	1.8	3	1.8	3	14	NA	NA
Hearing Impaired	0	0	0	0	0	0	0	0	0	0
Speech/Lang Impairment	0	0	0	0	0	0	0	0	3	12
Visual Impairment	0	0	0	0	0	0	0	0	0	0
Emotionally Disturbed	1	0.5	0	0	0	0	1	4.7	1	4
Orthopedic	0	0	0	0	0	0	0	0	1	4
Other Health Impairment	9	4	9	4	6	3.5	6	28.57	2	8
Specific LD	10	4	9	4	7	4.1	10	47.6	14	56
Multiple Disabilities	NA	NA	NA	NA	0	0	0	0	0	0
Deaf/Blindness	0	0	0	0	0	0	0	0	0	0
Autism	1	0.5	1	0.45	1	0.5	2	95	2	8
Traumatic Brain Injury	NA	NA	NA	NA	NA	NA	NA	NA	0	0

*Cognitive and Mental Disabilities are now known as Intellectual Disabilities

2014-2015 (Table 10)

- Total number of students with IEPs has increased over the past three years
- Number of students with Specific Learning Disorders has increased over the past two years.

2013-2014 (Table 10)

- Total number of students with IEPs increased from the previous year.
- Specific learning disability continues to be the largest disability category.

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 students with IEPs 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 students with IEPs continues to decline.

2.4 Program Data

Table 11 Educator Data (Includes all Middle School Staff except Administrators)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Full-Time Teachers	17	17	17	14	15
Total Part-Time Teachers	5	5	4	4	3
Average Years Teaching	14.4	15.3	13.52	12.9	13
Teachers New to Building	4	1	3	1	3
First Year Teachers	3	1	3	1	3
Teachers with M.A. & Above (%)	23.5%	23.5%	23.5%	28.6%	33%
Teachers with Emergency/Provisional Cert.	0	0	0	0	0
Teacher Attendance (%) – End of Year	96%	96%	97.4%	NA	NA
Caucasian Teachers (%)	100%	100%	100%	100%	100%
Male Teachers (%)	23.5%	23.5%	29.4%	21%	28%
Female Teachers (%)	76.5%	76.5%	70.6%	79%	72%
Highly qualified Teachers (%)	100%	100%	100%	100%	100%
Total Paraprofessionals	3	4	3.5	4.5	4.5
Total Counselors	0	0	0	0	0
Total Librarians	1	1	0.5	0.5	0.5
Total Social Workers/Psychologists	3 part-time	2 part-time	2 part-time	2 part-time	2 part-time
Total Other Staff	12	7	12.5	7	7
Total Administrators	2	2	2	2	2

2014-2015 (Table 11)

- Percentage of teachers with masters degrees has increased.
- Hired three new teachers to building.

2013-2014 (Table 11)

- Average years of experience continues to decrease.
- Percentage of teachers with master's degrees has increased.
- The total faculty numbers have decreased.
- While we have one more paraprofessional, two of those are one to one associates.
- We reduced the number of special education teachers from 2 to 1.5.
- We reduced technology instruction from half-time to 6th grade only for one period per day.
- Sections were reduced from 4 per grade level to 3 per grade level requiring fewer teachers.

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.

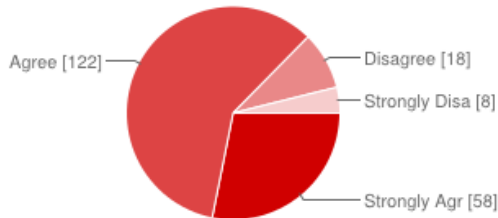
Table 12c Professional Growth Data (Spring 2014 – Spring 2015)

Topic	Provider	Hours	Date	Participants	Grade Levels
Book Study	WC235		Jan 2014 - May 2014	7	6th, 7th, 8th
1:1 Device - Chromebook Apps	WC235	1	2/12/14	4	3rd, 8th, HS
Rural School Rising Up	WC235	8	2/14/14	18	All
Danielson (#3/4) - HOTS	ROE 27	4	2/18/14	4	All
1:1 Device - Google Drive	WC235	1	3/19/14	4	3rd, 8th, HS
Henderson, Mercer, Warren County Institute Day - Assessment, Content Area, Heart of Teaching	ROE 27	5	3/21/14	18	All
Science Education Conference	COEHS#102655	6	4/25/14	1	8th
1:1 Device - Google Forms	WC235	1	5/21/14	4	3rd, 8th, HS
CPI Refresher	West Central Illinois Special Ed Cooperative	4	6/12/14	6	All
SIP Team Leader Training	WC235	4	8/26/14	7	All
SIP Workshop - Differentiation	WC235	3	9/16/14	18	6th, 7th, 8th
1:1 Device - Google Classroom	WC235	1	9/24/14	4	All
CPI Training	West Central Illinois Special Ed Cooperative	8	9/25/14	2	All
Danielson (#1/4)- Student Engagement	WC235	3.5	9/29/14	5	All
ICTM Conference (Math)	ICTM	12	10/17/14 10/18/14	1	All
1:1 Device - WeVideo	WC235	1	10/29/14	4	All
SIP Workshop - Reading Strategies & Text Structure	WC235	3.5	11/2014	17	6th, 7th, 8th
Danielson (#2/4) - Differentiation	WC235	3.5	11/24/14	4	All
SIP Workshop - Student Assessment and Growth	WC235	3.5	2/12/14	17	All

2.4 PERCEPTION DATA

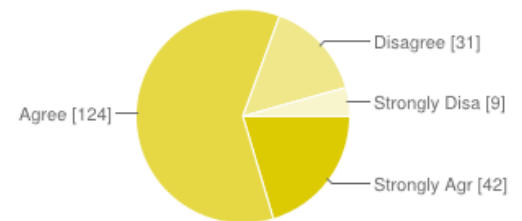
Student Survey 2014-2015

I am able to get help with completing and understanding my school work outside of class.



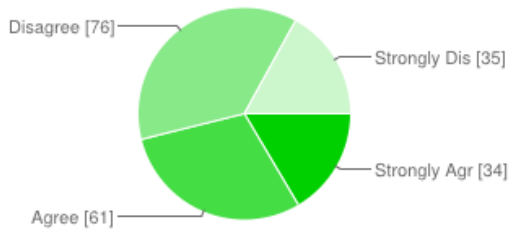
Strongly Agree	58	28%
Agree	122	59%
Disagree	18	9%
Strongly Disagree	8	4%

I feel I have enough access to teachers to get help with my school work.



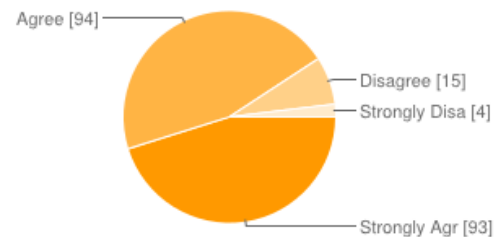
Strongly Agree	42	20%
Agree	124	60%
Disagree	31	15%
Strongly Disagree	9	4%

I would like to have peer tutors to help me complete and understand my school work.



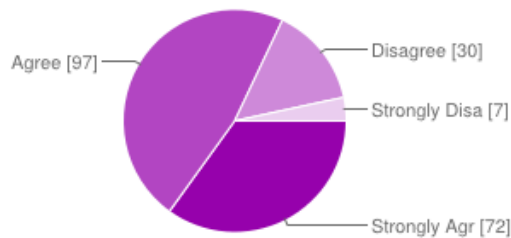
Strongly Agree	34	17%
Agree	61	30%
Disagree	76	37%
Strongly Disagree	35	17%

Adults in this school have high expectations for me in my behavior and in my school work.



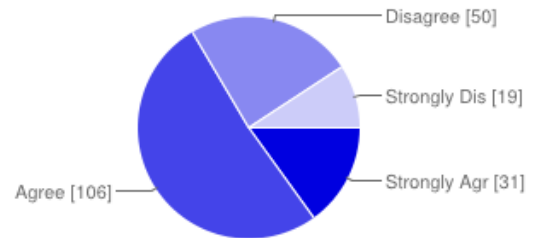
Strongly Agree	93	45%
Agree	94	46%
Disagree	15	7%
Strongly Disagree	4	2%

Adults who work in my school treat students with respect.



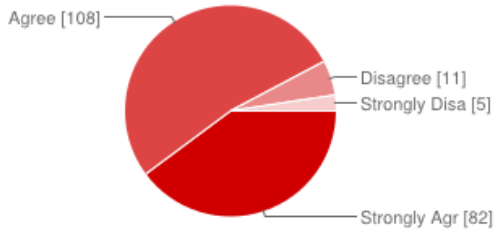
Strongly Agree	72	35%
Agree	97	47%
Disagree	30	15%
Strongly Disagree	7	3%

In my school, we talk about ways to help us understand and control our emotions.



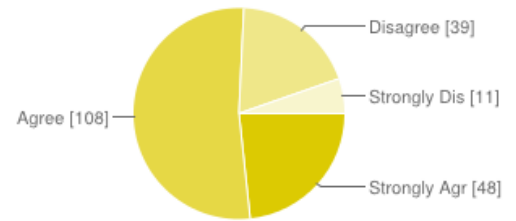
Strongly Agree	31	15%
Agree	106	51%
Disagree	50	24%
Strongly Disagree	19	9%

Adults in my school seem to work well with one another.



Strongly Agree	82	40%
Agree	108	52%
Disagree	11	5%
Strongly Disagree	5	2%

In my school, we have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.



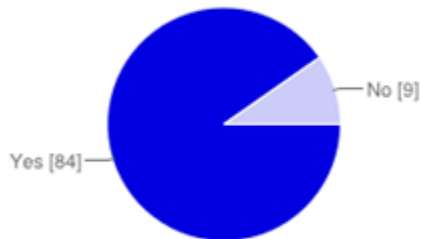
Strongly Agree	48	23%
Agree	108	52%
Disagree	39	19%
Strongly Disagree	11	5%

Student Survey Observations

- 91% of students feel that the adults in our school have high expectations in behavior and school work.
- 33% of students disagree that the school staff is helping them understand and control their emotions.
- 23% students don't believe they have learned ways to resolve disagreements.

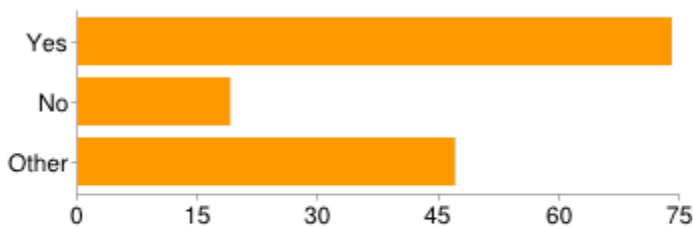
Parent Survey 2014-2015

Would you be willing to arrange transportation for your child if he/she stayed after school for an extracurricular activity, such as, clubs, tutoring, or other activities?



Yes	84	90%
No	9	10%

Do you access Skyward to check your student's grades? If yes, how often?

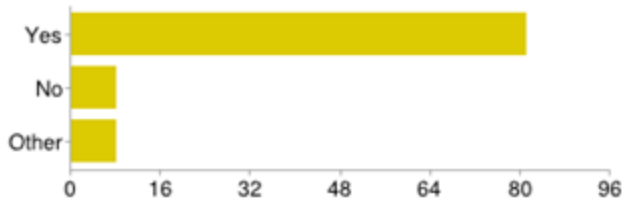


Yes	74	80%
No	19	20%
Other	47	51%

What would assist you in helping your child with school work?

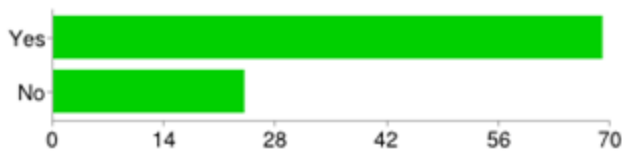
Having a stronger background in Google applications and current technology.	29	31%
Knowing good websites to find information.	48	52%
Video clips that demonstrate how to use current/instructional technology.	28	30%
Other	25	27%

Do you feel West Central Middle School is meeting and/or exceeding the needs of my child? If no, please explain why.



Yes	81	87%
No	8	9%
Other	8	9%

If bullying has been an issue for your student, do you feel you have access to discussing the problems with school personnel?



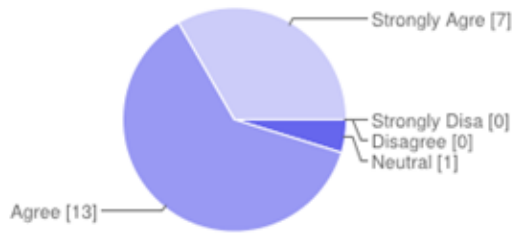
Yes	69	74%
No	24	26%

Parent Survey Observations

- 87% of Parents feel that WCMS is meeting and /or exceeding the needs of their child.
- 93% parents completed the survey that attended conferences (60% of parents attended conferences)

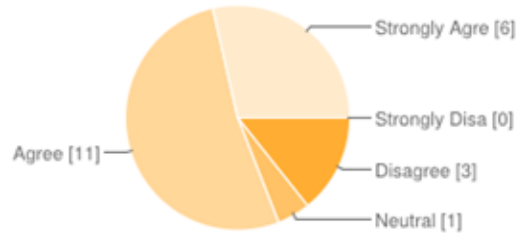
Staff Survey 2014-2015

I know what is expected from me at work.



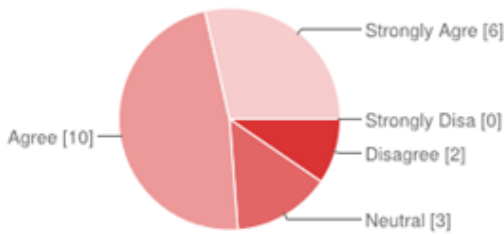
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	5%
Agree	13	62%
Strongly Agree	7	33%

I have the materials and equipment I need to do my work right.



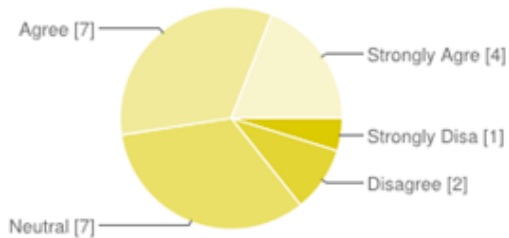
Strongly Disagree	0	0%
Disagree	3	14%
Neutral	1	5%
Agree	11	52%
Strongly Agree	6	29%

At work, I have the opportunity to do what I do best every day.



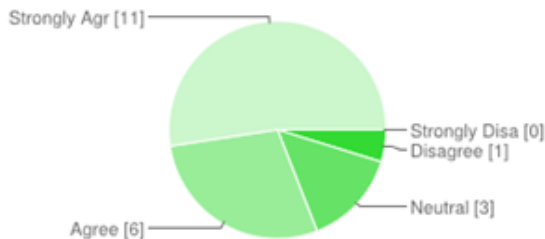
Strongly Disagree	0	0%
Disagree	2	10%
Neutral	3	14%
Agree	10	48%
Strongly Agree	6	29%

In the last seven days, I have received recognition or praise for good work.



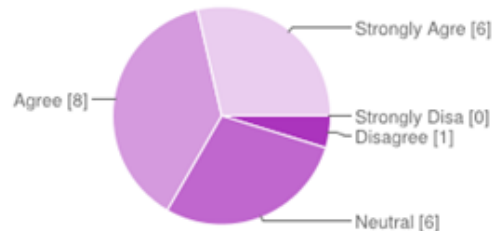
Strongly Disagree	1	5%
Disagree	2	10%
Neutral	7	33%
Agree	7	33%
Strongly Agree	4	19%

My supervisor, or someone at work, seems to care about me as a person.



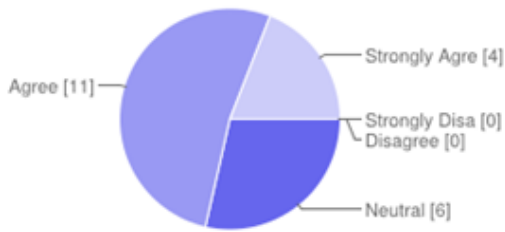
Strongly Disagree	0	0%
Disagree	1	5%
Neutral	3	14%
Agree	6	29%
Strongly Agree	11	52%

There is someone at work that encourages my development.



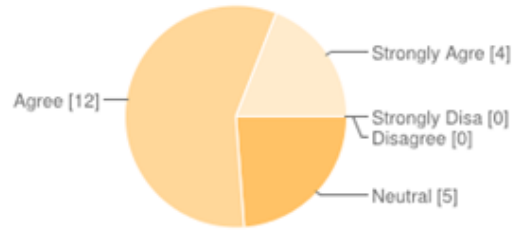
Strongly Disagree	0	0%
Disagree	1	5%
Neutral	6	29%
Agree	8	38%
Strongly Agree	6	29%

At work, my opinions seem to count.



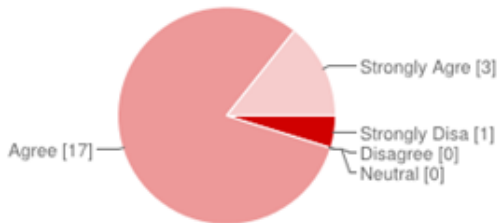
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	6	29%
Agree	11	52%
Strongly Agree	4	19%

The mission of the school makes me feel like my work is important.



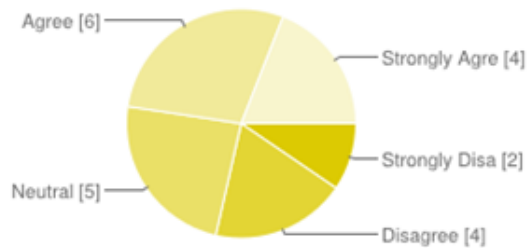
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	5	24%
Agree	12	57%
Strongly Agree	4	19%

My co-workers are committed to doing quality work.



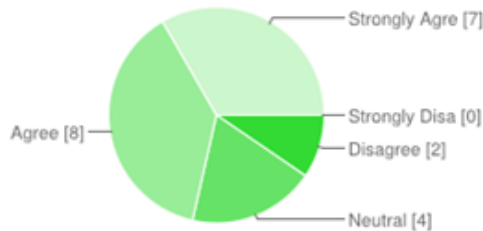
Strongly Disagree	1	5%
Disagree	0	0%
Neutral	0	0%
Agree	17	81%
Strongly Agree	3	14%

I have a best friend at work.



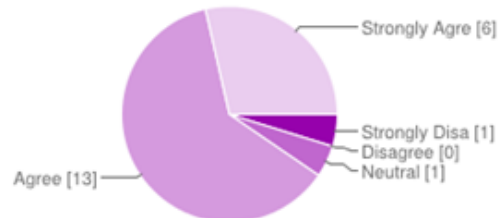
Strongly Disagree	2	10%
Disagree	4	19%
Neutral	5	24%
Agree	6	29%
Strongly Agree	4	19%

In the last six months, I have talked with someone about my progress in my job.



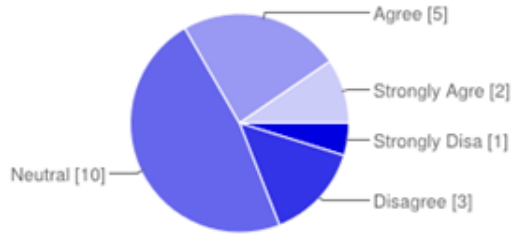
Strongly Disagree	0	0%
Disagree	2	10%
Neutral	4	19%
Agree	8	38%
Strongly Agree	7	33%

At work, I have had opportunities to learn and grow.



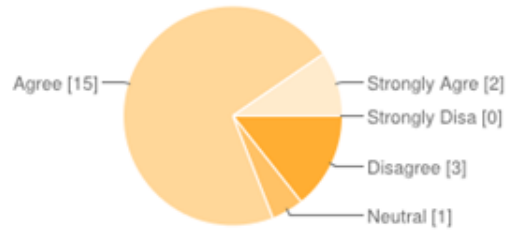
Strongly Disagree	1	5%
Disagree	0	0%
Neutral	1	5%
Agree	13	62%
Strongly Agree	6	29%

I believe the rules for student behavior are consistently enforced in the building.



Strongly Disagree	1	5%
Disagree	3	14%
Neutral	10	48%
Agree	5	24%
Strongly Agree	2	10%

I have access to reliable technology to succeed in my job.



Strongly Disagree	0	0%
Disagree	3	14%
Neutral	1	5%
Agree	15	71%
Strongly Agree	2	10%

Staff Survey Observations

- 81% have access to reliable technology.
- 81% have materials and equipment to do my work
- 95% understand their job expectations
- 15% felt they did not receive recognition or praise for work over the last week
- 67% felt there was someone at work that encouraged their development
- 71% felt their opinion counted at work
- 95% felt their co-workers are committed to quality work
- 29% do not have a best friend at work
- 71% felt they had talked with someone about the progress in their job in the last 6 months.
- 91% felt that at work they have had the opportunity to learn and grow.

III. Problem Statements and Hypothesis

Table 14a

Patterns of Strengths	Data
Overall, there is a positive work environment among staff.	Staff Survey
Overall, staff is open to flexible and open to change.	Staff Survey
All students have access to a 1:1 device (Google Chromebook) in the classroom.	Staff Survey
Grade level teams have a common planning time to improve instruction and meets the needs of students.	Master Schedule
The number of confirmed incidents of bullying has dropped from 2011-2014.	Discipline Records
The number of office referrals has dropped from 2011-2014.	Discipline Records
Attendance has remained constant or increased over the past six years.	Table 8
87% of parents feel that WCMS is meeting/exceeding the needs of their child.	Parent Survey
91% of students feel the adults at WCMS have high expectations for behavior and school work.	Student Survey

Table 14b

Patterns of Challenges	Data
Math and Reading scores on standardized tests are continuously lower than state average.	Appendix
Consistency of rules and expectations among staff.	Staff Survey
The number of low-income students has increased every year since 2010.	End of Year Report
Addressing the discrepancy between standardized test scores, Exit Outcomes, and classroom grades.	End of year grades and ISAT data
Student enrollment has dropped three of the last four years.	End of Year Report
Discipline issues, including acts of bullying, are a concern.	OLWEUS Student Survey
Effectively using technology in instruction.	Staff Survey
Student engagement and motivation remain challenges.	Walk-Through Observations

Table 15 Problem Statements, Hypotheses, and Data Source**Effective Use of Technology**

Problem Statement 1:

According to staff surveys, walk-through observations, a 1:1 Chromebook Initiative research study, and a Technology Use research study conducted at WCMS from 2012-2014, teachers have identified deficiencies in implementing effective technology use in instruction.

Hypothesis	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Some teachers do not use the technology due to lack of confidence.	Accept	Staff Survey	Teacher Meeting Minutes	Technology Use Research Study
Teachers have limited opportunities for professional development related to technology.	Accept	PD Schedule	Staff Survey	Research Studies
Low attendance rate at voluntary professional development related to technology.	Accept	Attendance Sheets at 1:1 Meetings	x	x

School Climate

Problem Statement 2:

According to staff surveys, student surveys, parent/guardian surveys, WCMS has not fully implemented a positive-behavior program (PBIS).

Hypothesis	Accept/Reject	Data Source 1	Data Source 2	Data Source 3
Staff has not been sufficiently trained in PBIS and/or Anti-Bully strategies.	Accept	Teacher Meetings	Professional Development Schedule	Number of Referrals
Students believe their reported concerns are not addressed.	Accept	Student Survey	Advisory Discussions	Self-Reporting
Students have difficult time dealing with emotions and conflict resolution.	Accept	Student Survey	Advisory Discussions	Self-Reporting
Staff is not consistently recognizing and rewarding appropriate behavior.	Accept	Staff Survey	Supply of colored paper	Formal Observations
All staff is not consistently utilizing PBIS/Anti-Bully meeting time to present a structured lesson dealing with appropriate behavior.	Accept	Team Meetings	Informal Observations	Student Surveys
Lack of buy-in from the entire staff.	Accept	Informal Observations	Formal Observations	Teacher Meetings

IV. Goals, Strategies, and Integrated Action Plan

Table 16 Strategies, Baseline Data, Annual Targets and Documentation

Improvement Goal 1: Effective use of technology				
Current Conditions and Data Sources: According to staff surveys, walk-through observations, a 1:1 Chromebook Initiative research study, and a Technology Use research study conducted at WCMS from 2012-2014, teachers have identified deficiencies in implementing effective technology use in instruction.				
Specific Action: Increase the effective use of technology in instruction.				
Specific Step	Timeline	Person/Group Responsible	Estimated Cost & Funding Source	Evaluation/ Evidence of Implementation
SIP team will maintain and update the online database for faculty professional	PD - February 2015	Byron Helt SIP Team	None	- Professional Development Resources Updated

development resources through the Google Classroom	Update after each SIP day			Monthly on Google Classroom
Faculty will incorporate the use of Google applications in their instruction. - Google Drive (Docs, Forms, Spreadsheets, Slides, etc.) - Google Sites - Google Groups - Google Calendar	PD - August August 2015 - May 2016	Administration SIP Team	None	- Updates on Professional Development Resource Database - Informal Observations - Administrative Walk-Through Results
Faculty will use formative assessments to drive instruction. - Resources will be added to the WCMS PD Google Classroom - Departments/ Grade-Level Teams will discuss formative assessment results for reflection & improvement	PD - February 2015 August 2015 - May 2016	SIP Team Administration Grade Level Teams Departments	None	- Teaming Notes - Informal Observations - Department Meeting Notes
Google Calendar will be kept up-to-date for all staff related school activities, meetings, and announcements.	August 2015 - May 2016	Administration	None	- Calendar will be updated & shared with staff weekly
Identify and implement a universal measurement/ diagnostic tool for math and reading labs.	- Measurement/ Diagnostic tools identified by start of 2015-2016 school year - Diagnostic assessments administered by end of August 2015	SIP Team Math Department Reading Department	None	- Measurement/ Diagnostic tools identified by start of 2015-2016 - Diagnostic assessments results available by end of August 2015
Increase communication of instructional strategies and curriculum with WCES and WCHS. - Establish Google Classrooms for 5th/ 6th grade and 8th/ 9th grade. - Identify faculty from WCES & WCHS responsible for posting information to the database	- WCES & WCHS representatives identified and Google Classrooms (database) established by August, 2015 - Resources posted monthly on Google Classroom	- 6th Grade Team/ 8th Grade Team - WCES/WCHS Representatives	None	- Google Classroom databases established - Monthly postings evident in teaming minutes

	(database)			
Improve communication with parents using available technology. - Remind, Skyward, Google Classroom, school website, social media	PD - ongoing August 2015 - May 2016	All staff, Administration	None	- Parent contact logs available to administration
Update administrative walk-through form to mirror the observable indicators identified by the Danielson Framework for Teaching	May 2015	SIP Team, Administration	None	- Updated administrative walk-through form approved by faculty by May 2015

Improvement Goal 2 (School Climate): Implement PBIS program				
Current Conditions and Data Sources: According to staff surveys, student surveys, parent/guardian surveys, WCMS has not fully implemented a positive-behavior program (PBIS).				
Specific Action: Improve the PBIS program at West Central Middle School.				
Specific Step	Timeline	Person/Group Responsible	Estimated Cost & Funding Source	Evaluation/ Evidence of Implementation
PBIS leaders will be determined and committee will be formed.	February 2015 - May 2015	Administration, SIP Team	Leader (2) - \$1000/each Committee (4) - \$500/each	- PBIS leaders and committee will be identified
Contact neighboring districts for information Leader visits to other schools	February 2015 - May 2015	Administration, PBIS Committee	Sub-Coverage(x2) \$80/day	List of suggestions and feedback
Locations and dates for PBIS training will be identified. - PBIS leaders will attend training	February 2015 - July 2015	Administration, SIP Team	\$1500 estimate Send 4 members	- 4 staff members will be PBIS trained before the beginning of the 2015-2016 school year.
PBIS action plan/map will be created for full school implementation (3-5 year plan)	February 2015 - December 2015	PBIS Leaders/ Committee, Administration, SIP Team	None	- PBIS implementation plan will be shared with the staff and the map/plan will be

				posted by December 2015.
Staff training on PBIS - Book Study <u>The PBIS Team Handbook</u>	Monthly PD August 2015-May 2016	PBIS Leaders/Committee, Administration	8 copies \$40/copy \$320	- PD Agendas, handouts
PBIS Back-to-School Night (connect with locker night)	August 2015	PBIS Leaders/Committee, Administration	\$300	Pamphlets, attendance sheet
Weekly lesson plans for PBIS	August 2015 - May 2016	PBIS Committee	None	Weekly lesson plans by the start of each month
Communication with WCES	February 2015 - May 2016			
Parent/Guardian Monthly Newsletter	August 2015 - May 2016	PBIS Committee School Newspaper		Paper/electronic copy
Reward	August 2015 - May 2016		\$1500	

Table 17 Professional Development Schedule 2014-2015

Planned Professional Development			
Topic	Timeline	Format	Presenter(s)
Administrative Walk-Throughs (Approval)	May 2015	Teacher Mtng	
Google Classroom Database	February 2015	SIP Day	
Formative Assessment	February 2015	SIP Day	
Google Applications	August 2015	Early Out PD	
Parent/Guardian Communication - Technology	August 2015	Teacher Mtng	
Math/Reading Lab Assignments	August 2015	Early Out PD	
Beginning of the Year - Mandatory Training	August 2015	Early Out PD	
PBIS Book Study	August 2015 - May 2016	Teacher Mtng	

Continuous Professional Development
Differentiation

Data Informed Instruction
Student Engagement
Higher Order Thinking Skills/Depth of Knowledge
Curriculum Guides
RtI / MTSS
Effective Meetings
Danielson Framework
Surveys/Results

V. Reflection, Evaluation, Refinement

5.1 School Improvement Team Meeting Schedule

- The School Improvement Team will meet at least twice per month during the academic year.

5.2 Monitoring

The School Improvement Team will:

- Monitor progress toward results, goals, and activities of the plan monthly using Monitor/Evaluation Tool.
- Evaluate the implementation of the school's plan.
- Review the strategies/actions of the SIP quarterly.
- Analyze annual surveys conducted at the school.
- Help coordinate professional development
- 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,			May, September	

	consultants				
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			

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, families, 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.

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

APPENDIX A (STANDARDIZED ASSESSMENT DATA)

Note: The following data will not be used moving forward with the School Improvement Process. It will be stored in the appendix for reference.

*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. In 2012-2013 the state cut-scores were raised.

Class of 2014

ISAT/PSAE Area Tested	2005 (3 rd)	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%			71%	
Math		91%	90%	91%	89%	82%			51%	
Writing			42%	63%		71%			DNT	
Science		92%			89%				48%	

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 (3 rd)	2009 (4 th)	2010 (5 th)	2011 (6 th)	2012 (7 th)	2013 (8 th)	2014 (9 th)	2015 (10 th)	2016 (11 th)	2017 (12 th)
Reading	69%	81%	85%	92%	85%	58%				
Math	84%	95%	93%	90%	88%	38%				

Writing			67%	DNT		DNT				
Science		80%			88%					

Class of 2018

ISAT/PSAE Area Tested	2009 (3 rd)	2010 (4 th)	2011 (5 th)	2012 (6 th)	2013 (7 th)	2014 (8 th)	2015 (9 th)	2016 (10 th)	2017 (11 th)	2018 (12 th)
Reading	70%	75%	78%	71%	35%					
Math	81%	93%	87%	73%	45%					
Writing	51%	DNT	DNT	DNT	DNT					
Science		82%								

Class of 2019

ISAT/PSAE Area Tested	2010 (3 rd)	2011 (4 th)	2012 (5 th)	2013 (6 th)	2014 (7 th)	2015 (8 th)	2016 (9 th)	2017 (10 th)	2018 (11 th)	2019 (12 th)
Reading	84%	89%	89%	50%						
Math	93%	100%	94%	62%						
Writing	44%	DNT	DNT	DNT						
Science		92%								

Class of 2020

ISAT/PSAE Area Tested	2011 (3 rd)	2012 (4 th)	2013 (5 th)	2014 (6 th)	2015 (7 th)	2016 (8 th)	2017 (9 th)	2018 (10 th)	2019 (11 th)	2020 (12 th)
Reading	73%	85%	66%							
Math	95%	96%	77%							
Writing	DNT	DNT	DNT							
Science		87%								

Class of 2021

ISAT/PSAE Area Tested	2012 (3 rd)	2013 (4 th)	2014 (5 th)	2015 (6 th)	2016 (7 th)	2017 (8 th)	2018 (9 th)	2019 (10 th)	2020 (11 th)	2021 (12 th)
Reading	84%	58%								
Math	88%	73%								
Writing	DNT	DNT								

Science		85%								
----------------	--	-----	--	--	--	--	--	--	--	--

Class of 2022

ISAT/PSAE Area Tested	2013 (3 rd)	2014 (4 th)	2015 (5 th)	2016 (6 th)	2017 (7 th)	2018 (8 th)	2019 (9 th)	2020 (10 th)	2021 (11 th)	2022 (12 th)
Reading	63%									
Math	62%									
Writing	DNT									
Science										

DNT = Did Not Test due to cutbacks in state spending

Table 3

Adequate Yearly Progress Data (AYP)
Based on ISAT and PSAE Meets and Exceeds
All Subjects & Subgroups required to be at 92.5% or above

	West Central 2009	West Central 2010	West Central 2011	West Central 2012	West Central 2013
Annual Target	70%	77.5%	85%	92.5%	92.5%
3rd Grade					
Reading – All	70%	84%	73%	84%	63%
Reading – Low Inc/ Others	76% 63%	83% 85%	65% 84%	77% 90%	58% 77%
Reading – IEP/ Others	46% 75%	63% 87%	40% 78%	67% 86%	46% 67%
Math – All	82%	93%	95%	88%	62%
Math – Low Inc/ Others	80% 84%	91% 96%	87% 100%	85% 90%	53% 76%
Math – IEP/ Others	61% 86%	75% 95%	100% 98%	67% 90%	46% 65%
Writing	52%	44%	DNT	DNT	DNT
4th Grade					
Reading – All	81%	75%	89%	85%	58%
Reading – Low Inc/ Others	66% 93%	73% 77%	88% 91%	83% 87%	55% 62%
Reading – IEP Others	59% 86%	50% 81%	40% 93%	83% 85%	67% 57%

Math – All	95%	93%	99%	96%	73%
Math – Low Inc Others	91% 98%	90% 97%	98% 100%	97% 96%	71% 76%
Math – IEP/ Others	83% 97%	93% 93%	100% 100%	100% 96%	67% 72%
Science – All	91%	82%	89%	87%	85%
Science – Low Inc/ Others	84% 95%	81% 83%	88% 94%	87% 88%	77% 62%
Science-IEP Others	75% 94%	57% 88%	60% 93%	100% 85%	50% 89%
5 th Grade					
Reading – All	72%	85%	78%	89%	66%
Reading – Low Inc/ Others	69% 76%	74% 93%	82% 61%	86% 91%	58% 75%
Reading – IEP/ Others	54% 76%	71% 86%	57% 79%	60% 91%	33% 71%
Math – All	88%	93%	87%	94%	77%
Math – Low Inc Others	91% 85%	97% 91%	84% 68%	92% 97%	67% 89%
Math – IEP/ Others	77% 91%	86% 94%	86% 87%	80% 95%	33% 83%
Writing	43%	67%	DNT	DNT	DNT
6 th Grade					
Reading – All	79%	76%	92%	71%	50%
Reading – Low Inc/ Others	79% 79%	72% 81%	86% 95%	67% 77%	47% 60%
Reading – IEP/ Others	36% 87%	20% 85%	40% 95%	0% 77%	33% 67%
Math – All	81%	91%	90%	73%	62%
Math – Low Inc Others	76% 85%	90% 92%	83% 95%	64% 85%	50% 71%
Math – IEP/ Others	36% 90%	50% 97%	40% 94%	0% 79%	50% 75%
Writing	66%	68%	DNT	DNT	DNT
7 th Grade					

Reading – All	86%	77%	77%	85%	35%
Reading – Low Inc/ Others	72% 94%	70% 83%	74% 81%	73% 93%	30% 48%
Reading – IEP/ Others	55% 91%	10% 87%	25% 87%	40% 89%	14% 37%
Math – All	89%	82%	88%	88%	45%
Math – Low Inc/ Others	80% 94%	73% 90%	87% 89%	85% 90%	43% 71%
Math – IEP/ Others	36% 98%	20% 91%	42% 97%	20% 93%	14% 48%
Science – All	89%	81%	87%	88%	73%
Science – Low Inc/ Others	88% 90%	76% 85%	87% 86%	77% 95%	72% 82%
Science – IEP/ Others	55% 94%	20% 90%	67% 90%	40% 92%	29% 76%
8 th Grade					
Reading – All	84%	82%	82%	84%	58%
Reading – Low Inc/ Others	78% 89%	71% 89%	79% 85%	84% 84%	49% 71%
Reading – IEP/ Others	60% 89%	40% 88%	36% 90%	42% 92%	29% 48%
Math – All	81%	82%	76%	85%	38%
Math – Low Inc/ Others	69% 89%	71% 89%	69% 83%	81% 89%	32% 47%
Math – IEP/ Others	33% 91%	20% 91%	18% 85%	33% 95%	14% 41%
Writing	60%	71%	DNT	DNT	DNT

2012-2013 (Table 3)

- Observations recorded in other tables with duplicate data.

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

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP Goal	70%	77.5%	85%	92.5%	92.5%
6 th Grade Reading	36%	20%	40%	0%	0%
6 th Grade Math	36%	50%	40%	0%	20%
6 th Grade Writing	15.4%	68%	NA	NA	NA
7 th Grade Science	55%	20%	67%	40%	33%
7 th Grade Reading	55%	10%	25%	40%	0%
7 th Grade Math	36%	20%	42%	33%	0%
8 th Grade Reading	60%	40%	36%	42%	20%

8 th Grade Math	33%	20%	18%	33%	0%
8 th Grade Writing	26.7%	71%	NA	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.

2012-2013 Observations (Table 4a)

- Students with IEPs continue to score below the benchmark.

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 ISAT Special Education Subgroup Growth Chart (2011-2012)

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

	B	W	B	M	B	M			M	B	M	M	M	B
16076	+1 B	+10 B	+11 B	+25 B	-28 B	+31 B		17015	NA	NA	+0 M	NA	NA	-38 M
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								

Class of 2018							Class of 2019						
	Math			Reading				Math			Reading		
Student	6 th	7th	8th	6th	7th	8th	Student	6th	7th	8th	6th	7th	8 th
18085	-50 B	+6 W		-9 B	+38 B		18003	-42 E			-13 M		
18014	-38 B	+25 B		-40 B	+6 B		19104	-6 W			+6 B		
18019	-10 B	+2 W		-10 B	-16 W		19103	NA			NA		
17002	-25 B	-16 W		-54 B	+25 W		19075	-5 W			-20 W		
17003	NA E	-24 M		-60 M	+28 M		19077	-72 M			-37 M		
							19062	-15 M			-4 B		

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.

2012-2013 Observations (Table 4aa)

- For the past three years, only one student score improved on the sixth grade math test from their fifth grade year.
- For the past three years, four out of fifteen student scores improved on the sixth grade reading test from their fifth grade year.
- For the past two years, only one student score decreased on the seventh grade math test from their sixth grade year.
- For the class of 2017, four out of five student scores improved on the eighth grade reading and math test from their seventh grade score.
- For the class of 2018, three out of four student scores improved on the seventh grade reading and math test from their sixth grade year.

- For the class of 2019, one out of four student scores improved on the sixth grade reading test from their fifth grade year.

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.

2009-2010 Observations (Table 4aa)

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 08/09	Rdg 09/10	Rdg 10/11	Rdg 11/12	Rdg 12/13	Math 08/09	Math 09/10	Math 10/11	Math 11/12	Math 12/13	Sci 08/09	Sci 09/10	Sci 10/11	Sci 11/12	Sci 12/13
6 th	79%	72%	86%	67%	47%	76%	90%	83%	85%	50%	NA	NA	NA	NA	NA
7 th	72%	70%	74%	73%	30%	80%	73%	87%	85%	43%	88%	76%	87%	77%	72%
8 th	78%	71%	79%	84%	49%	69%	71%	68%	81%	32%	NA	NA	NA	NA	NA

2012-2013 (Table 4b)

- Low income scores have dropped in every area for every grade level.
- Low income scores have dropped at least 20% in every area.

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

Adequately Yearly Progress Data

Data shows percent of students who meet or exceed on ISAT and PSAE.

	2009 WC Male	2009 State Male		2010 WC Male	2010 State Male		2011 WC Male	2011 State Male		2012 WC Male	2012 State Male		2013 WC Male	2013 State Male
3 rd Grade														
Reading	61%	69%		78%	74%		72%	72%		81.8%	72.8 %		64%	54%
Math	83%	85%		88%	86%		100%	87%		84.9%	87.5 %		67%	56%
4 th Grade														
Reading	82%	70%		95%	86%		86%	71%		86.2%	72%		50%	56%
Math	95%	85%		93%	86%		100%	86%		93.1%	87.1		68%	60%

											%			
Science	92%	77%		82%	77%		97%	79%		93.1%	79.7%		85%	81%
5 th Grade														
Reading	57%	70%		81%	71%		68%	74%		82.0%	74.3%		67%	56%
Math	93%	81%		86%	82%		89%	83%		87.2%	82.4%		77%	59%
6 th Grade														
Reading	72%	77%		64%	78%		89%	81%		59.0%	78.4%		49%	54%
Math	76%	81%		93%	83%		89%	83%		69.2%	83.7%		60%	58%
7 th grade														
Reading	79%	73%		69%	74%		63%	75%		75.0%	74.4%		29%	54%
Math	79%	81%		76%	83%		82%	82%		83.3%	82.6%		37%	57%
Science	85%	79%		71%	82%		93%	81%		80.6%	78.2%		74%	77%
8 th Grade														
Reading	87%	80%		74%	81%		79%	82%		77.4%	82.6%		40%	55%
Math	81%	81%		71%	82%		68%	84%		74.2%	82.8%		26%	57%

Table 4c ISAT Gender (Female) Subgroup Scores
Adequately Yearly Progress Data
Data shows percent of students who meet or exceed on ISAT and PSAE.

	2009 WC C	2009 State Female		2010 WC Female	2010 State Female		2011 WC Female	2011 State Female		2012 WC Female	2012 State Female		2013 WC Female	2013 State Female
--	-----------------	-------------------------	--	----------------------	-------------------------	--	----------------------	-------------------------	--	----------------------	-------------------------	--	----------------------	-------------------------

	Female												
3 rd Grade													
Reading	81%	76%		89%	77%		75.0%	98%		88.4%	79.5%		63% 64%
Math	81%	85%		97%	86%		89.3%	87.8%		92.3%	88.0%		56% 54%
4 th Grade													
Reading	81%	77%		81%	77%		91.9%	78.4%		84.4%	80.2%		69% 63%
Math	95%	87%		91%	87%		100%	88.6%		93.8%	89.2%		81% 61%
Science	89%	77%		81%	77%		86.5%	79.4%		78.2%	79.8%		85% 81%
5 th Grade													
Reading	83%	77%		89%	79%		90%	79.6%		91.4%	81.5%		65% 62%
Math	85%	84%		100%	84%		83.3%	85.1%		100%	84.8%		77% 60%
6 th Grade													
Reading	87%	83%		85%	85%		94.2%	87.8%		87.1%	85%		59% 64%
Math	87%	84%		89%	86%		91.5%	85.5%		80.6%	86.3%		65% 61%
7 th grade													
Reading	93%	82%		86%	82%		85.1%	83.4%		84.3%	82.0%		43% 63%
Math	98%	85%		89%	86%		91.5%	86.5%		89.4%	86.7%		55% 61%
Science	93%	80%		92%	82%		83%	83%		89.5%	81.6%		71% 81%

	%								%	%			
8 th Grade													
Reading	79 %	87%		88%	88%		88.2 %	88.3 %		87.5 %	90.0 %		78% 65%
Math	79 %	83%		90%	86%		85.3 %	88.2 %		87.6 %	87.2 %		50% 60%

2012-2013 Observations (Tables 4c)

- More females met or exceeded on the 2013 ISAT in all areas except science (3% more males met).
- 6th grade males and females scored above the state average in math.
- 8th grade females scored above the state average in reading.

2011-2012 Observations (Tables 4c)

- 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 Observations (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 4e EXPLORE Test (8th Grade Only)

	Target	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014
Subject		Fall	Fall	Fall	Fall	Fall	Spring	Spring	Spring	*Winter	*Winter
English	13	15.0	13.7	13.3	13.2	13.1	16.5	14.6	14.6	14.2	14
Math	17	16.3	14.8	14.6	14.3	14.2	17.1	15.5	15.3	14.9	14.9
Reading	15	15.8	14.4	14.3	14.5	13.8	17.2	15.4	15.2	15.1	14.2
Science	20	16.7	16.1	15.9	16.2	15.7	17.6	16.9	16.6	16.8	16.2
Composite	15	16.0	14.9	14.6	14.7	14.4	17.2	15.7	15.5	15.3	15

*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	2009-2010 Fall	2010-2011 Fall	2011-2012 Fall	2012-2013 Fall	2013-2014 Fall
--	--------	-------------------	-------------------	-------------------	-------------------	-------------------

		Male	Fem	Male	Fem	Male	Fem	Male	Fem	Male	Fem
Eng	13	13.6	16.1	12.6	15.0	12.0	14.1	11.8	14.6	12.4	13.7
Math	17	16.1	16.4	14.6	15.1	14.0	15.0	13.5	15.0	14.0	14.5
Rdg	15	14.8	16.5	13.4	15.6	12.5	15.3	12.4	16.4	13.2	14.5
Sci	20	15.9	17.3	15.6	16.8	15.0	16.3	15.5	16.8	15.0	16.3
Comp	15	15.1	16.7	14.1	15.8	13.5	15.2	13.5	15.8	13.8	14.9

	Target	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
--	--------	-----------	-----------	-----------	-----------	-----------

		Spring		Spring		Spring		Spring		Spring	
		Male	Fem	Male	Fem	Male	Fem	Male	Fem	Male	Fem
Eng	13	14.9	17.0	13.6	15.9	13.0	15.4	12.9	15.5	13.4	14.6
Math	17	16.0	17.5	15.3	15.9	14.6	15.7	14.4	15.4	14.6	15.2
Rdg	15	15.3	17.8	14.2	16.8	13.5	16.0	13.0	17.2	13.6	14.8
Sci	20	16.6	17.9	16.3	17.6	15.7	17.1	16.0	17.6	15.9	16.5
Comp	15	15.9	17.6	15.0	16.7	14.4	16.2	14.2	16.5	14.5	15.5

2013-2014 (Table 4f)

- Males and Females scores increased from Fall to Winter.
- Females exceeded the target score in composite.
- Males and Females exceeded the target score in English.
- Changing the test from April to January did not result in a significant decline in growth.

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

Subject	Target Score		Fall 2009 2010	Fall 2010 2011	Fall 2011 2012	Fall 2012 2013	Fall 2013 2014		Spring 2009 2010	Spring 2010 2011	Spring 2011 2012	Winter 2012 2013	Winter 2013 2014
English	13		9.6	10.5	9.1	9.2	11.3		10	9.3	10.6	9.5	10
Math	17		6.3	10.1	11.2	12.1	12		9.9	11.1	11.3	12.0	12
Reading	15		10.4	11.5	10.3	10.3	10.3		11.9	11.0	10.4	11.8	10.67
Science	20		10.7	12.6	13.7	13.0	15		13.3	13.4	12.5	13.1	11.67
Composite	15		9.4	11.4	11.3	11.3	12.3		11.5	11.3	11.3	11.8	10.67

2013-2014 Fall Test – Special Education (Table 4g)

- As compared to the Fall of 2013, student scores dropped in three of the five areas (English, science, and composite), stayed the same in one area (math) and showed .44 improvement in reading.

2013-2014 Fall Test – Special Education (Table 4g)

- Fall scores reflect the highest scores of special education subgroup over the past five years.

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.

Reading Fluency

	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
--	-----------	--	--	-----------	--	--	-----------	--	--	-----------	--	--	-----------	--	--

	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	74	62	64	
# met	12	6	3	10	9	8	10	10	9	9	8	8	14	11	
% met	16%	8%	4%	14%	12%	11%	14%	14%	13%	12%	11%	11%	23%	17%	
7 th Grade Target	125	140	150	125	140	150	128	136	150	128	136	150	128	136	150
# tested	80	78	78	73	73	73	71	73	72	62	63	64	74	76	
# met	28	21	30	27	37	51	35	34	33	28	33	29	39	41	
% met	35%	27%	38%	40%	51%	70%	49%	47%	49%	45%	52%	45%	53%	54%	
8 th Grade Target	130	140	150	130	140	150	130	140	150	133	146	151	133	146	151
# tested	78	77	76	76	76	79	76	78	76	73	74	74	62	62	
# met	47	47	45	33	33	45	33	38	41	35	34	42	34	38	
% met	61%	61%	59%	43%	43%	57%	43%	49%	54%	48%	46%	57%	59%	61%	

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.

2012-2013 (Table 4h)

- No significant growth from Fall to Winter at any grade level.
- The percentage of students who met the benchmark decreased from Fall to Winter for 6th grade students.

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. Science scores have exceeded the state average on the ISAT every year except 2012-2013. 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.