

An Integrated School Improvement Plan for

West Central Elementary  
School District #235

July 1, 2015 – June 30, 2016

Final Submission 5/7/15

# West Central Elementary



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# I. Introduction and Background

## I.1 School Community

### Boundaries

The West Central School District consists of 298.7 square miles. The most distal points from north to south would be approximately 26 miles and from east to west about 18 miles. The western border of the school district is the Mississippi River. Townships (located in Henderson County) served by the West Central School District are Bald Bluff, Biggsville, Carman, Gladstone, Lomax, Media, Oquawka, Raritan, Rozetta, Stronghurst, and Terre Haute. Townships (located in Warren County) served by the West Central School District include Ellison, Point Pleasant and Tomkins. Blandinsville Township (located in McDonough County) is also served by the West Central School District.

### School History

West Central School District is a consolidated district (10th year) approved by a large majority of voters in the November general elections of 2004. The district was formed by the consolidation of the former Southern School District #120 and the former Union School District #115 and became officially known as the West Central School District #235 on July 1, 2005. Pupil attendance centers were decided by the West Central School Board to be:

PreK - 5	Biggsville
6-8	Stronghurst
9-12	Biggsville

### School Transportation

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

### Facilities

West Central Elementary School was opened in the fall of 1991. It currently serves the students in grades K-5. West Central Elementary students share a common music room and library with the high school. New lighting and a new parking lot were installed during the summer of 2006. Improvements in the ventilation system were made in the fall of 2006. A new phone system with phones in each classroom was installed in the fall of 2006. The former science lab was divided into two classrooms during the summer of 2007. Wireless capability for technological equipment was added during the summer of 2010. During the 2014-2015 school year, a fiber optic line was installed which significantly increased our overall bandwidth and provided many additional options for wireless devices. The district has hooked up to a main water line project to improve the overall outlook for the facility and to improve the districts ability to control a fire if one should ever occur on campus due to the recent addition of a fire hydrant nearby.

## **School Community**

Based on the 2014 Sixth Day Enrollment report, West Central Elementary School serves a total of 337 students. There are 180 male students and 157 female students. Kindergarten consists of 64 students, 58 first graders, 55 second graders, 37 third graders, 60 fourth graders, and 63 fifth graders. The average classroom has 20 students. 57 students have an individual education plan. The individual education plan includes direct instruction, speech, hearing, occupational therapy, and tutorial services. 40 of the 57 students receive speech services. 34 students receive instruction from special education classroom teachers or have modified instructional plans. 60% of our students qualify for free or reduced lunch. Students are served by 17 classroom teachers, two full-time special education teachers, and three title I teachers. Fine arts instruction includes one art teacher (shared with high school), two music instructors (shared with the middle school and the high school), and three physical education instructors (two of these are also shared with the high school). One librarian is shared between the elementary and the high school. One speech instructor serves district wide. One school psychologist and a part-time school nurse serve the needs of the district. One part-time social worker and physical/occupational therapists serve the needs of the district. There are eight full-time paraprofessional and six part-time title I paraprofessionals. Full-time paraprofessionals serve as one-on-one aides, computer lab aide, special education classroom aides, or library aides. There are two full-time custodians and two part-time custodians. One maintenance position is shared with the high school. Two full-time and one part-time staff members support the entire technology needs of the district. Administrative services are provided by one full-time and one part-time administrators and two secretaries. Food services are provided by eight cooks, which serve both the needs of the high school and elementary.

## I.2 School Improvement Team

School Improvement Team members are volunteers but a stipend is offered. Each member will serve a minimum of three years. Following the initial term, members may be replaced on a rotation schedule if others are willing to serve. New members will also be volunteers. All certified staff are encouraged to serve on either the SIP team or a subcommittee.

**Table 1:**

### School Improvement Team

Team Member	Position	Role	Length of service	# of years on team
Mrs. Kathy Lafary	Administrator	Team Member	Constant	3
Mrs. Emily Klossing	2nd grade	Team Member	2009-2015	6
Mrs. Jessica Winters	Title I	Team Member	2009-2015	6
Mrs. Charlotte Ackermann	Kindergarten	Team Member	2010-2015	5
Mrs. Julie Ricketts	Title I	Team Member	2010-2015	5
Ms. Laura Lewis	Title I	Team Member	2008-2011 2012-2015	6
Mrs. Cathie Smith	5th grade	Team Member	2008-2011 2012-2015	6

Sub-committees organized to support the School Improvement Leadership Team during the 2014-2015 school year:

- Staff survey - Mrs. Smith, Ms. Hicks, Mrs. Thompson, Ms. Lewis
- Parent survey - Mrs. Ackermann, Mrs. Strickler, Mrs. Steck
- K-2 parent program - Mrs. Ackermann, Mrs. Winters, Mrs. Kelly, Mrs. Klossing, Mrs. Wright
- 3-5 parent program - Mrs. Winters, Mrs. Lumbeck, Mrs. Mills, Mrs. Carnes
- School Kick-off/Open House - Mrs. Neira, Mrs. Halcomb, Mr. Burrell, Mrs. Todd, Ms. Johnson
- Homework Assistance - Ms. Owings, Mrs. Wolf, Ms. Johnson, Miss Ryba

Response to Intervention Team

- Mrs. Hennenfent, Mrs. Lafary, Mrs. Wright, Ms. Lewis, Mrs. N. Smith

Teacher Assistant Team

- Mrs. Lumbeck, Mr. Ricketts, Mrs. Winters, Mrs. Wolf

## II. Data Collection, Organization and Trends

### II.1 Data Collection Methods

The school improvement team members surveyed parents and staff in order to assess their attitudes on a number of school issues. Staff was surveyed at their leisure and parents were surveyed during their school visit for fall parent/teacher conferences. Illinois At-A-Glance report card and the fall housing report was used to obtain data that had been reported to the state. ISEL is a reading assessment used with grades K and 1st grades (2nd grade discontinued assessing with the ISEL in 2014). STAR reading is used to assess instructional reading level in 1st - 5th grade. Exit outcomes for each grade level are used to guide instruction. AIMSweb is an assessment program based on direct and continuous student assessments in fluency. It is based on scientific reading research and sound classroom practice and is administered to students individually.

**Table 2:**

**Data Collection Methods**

<b>TYPE</b>	<b>TITLE</b>	<b>TIME FRAME</b>	<b>TOTAL RESPONSE RATE</b>	<b>PURPOSE</b>
<b>Parent Survey</b>	Parent	October 10 October 11 October 12 October 13 October 14	209 170 197 139 158	To survey parent attitudes
<b>Staff Survey</b>	Staff	Nov 10 Nov 11 Oct 12 Nov 13 Nov 14	54 48 49 53 59	To survey staff attitudes
<b>Staff Observations</b>	Observations based on tables	Jan 10 Jan 11 Jan 12 Dec 13 Nov 14		To interpret data
<b>Documents</b>	School Report Cards Exit Outcomes IIRC website	Fall		To compare school data
<b>Formal Assessments</b>	ISEL STAR reading AIMSweb PARCC	Fall/Spring 10-14 2015	100%	To assess academic progress

### II.2 School Based Assessment Data

**Table 3A:**

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

**Kindergarten Scores – WC Kgt class average is given first and the states target score is listed second**

	<b>Ltr Rec</b>	<b>Stry Lstn</b>	<b>Phn Awr</b>	<b>Mtch Wrđ</b>	<b>Ltr Snd</b>	<b>Dev Spell</b>	<b>Word Recog</b>	<b>Voc</b>	<b>Psg Rđg</b>	<b>Flncy</b>
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
<b>Fall 2010</b>	29/35	13/14	5/6	3/4	6/9					
<b>Fall 2011</b>	50/35	14/14	8/6	5/4	15/9					
<b>Fall 2012</b>	30/35	13/14	5/6	3/4	6/9					
<b>Fall 2013</b>	29/35	14/14	5/6	2/4	5/9					
<b>Fall 2014</b>	30/35	14/14	6/6	2/4	6/9					
<b>Spring 2010</b>	52/52	17/15	9/9	8/8	23/19	19/14	10/7	9/9	9/5	
<b>Spring 2011</b>	51/52	16/15	9/9	7/8	23/19	17/14	8/9	7/9	7/5	
<b>Spring 2012</b>	53/52	16/15	10/9	8/8	24/19	20/14	12/7	9/9	9/5	
<b>Spring 2013</b>	52/52	15/15	8/9	7/8	22/19	17/14	8/7	8/9	7/5	
<b>Spring 2014</b>	52/52	16/15	9/9	7/8	24/19	19/14	8/7	9/9	7/5	

**1<sup>st</sup> Grade Scores – WC 1<sup>st</sup> Grade average is given first and states target score is listed second**

	<b>Ltr Rec</b>	<b>Stry Lstn</b>	<b>Phn Awr</b>	<b>Mtch Wrđ</b>	<b>Ltr Snd</b>	<b>Dev Spell</b>	<b>Word Recog</b>	<b>Voc</b>	<b>Psg Rđg</b>	<b>Flncy</b>
	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
<b>Fall 2010</b>	52/53	17/17	9/10	8/9	23/20	17/15	13/11	9/9	10/3	
<b>Fall 2011</b>	50/53	16/17	9/10	7/9	22/20	16/15	12/11	9/9	9/3	
<b>Fall 2012</b>	52/53	17/17	9/9	8/9	23/20	19/15	14/11	10/9	11/3	
<b>Fall 2013</b>	52/53	17/17	8/10	8/9	22/20	17/15	11/11	9/9	7/3	
<b>Fall 2014</b>	52/53	17/17	8/10	7/9	23/20	17/15	11/11	9/9	8/3	
<b>Spring 2010</b>	54/54	20/18	10/10	9/9	26/25	25/23	22/21	11/10	19/16	76/63
<b>Spring 2011</b>	54/54	21/18	10/10	9/9	26/25	26/23	22/21	12/10	20/16	60/63
<b>Spring 2012</b>	54/54	21/18	10/10	9/9	26/25	24/23	20/21	11/10	20/16	78/63
<b>Spring 2013</b>	54/54	18/18	10/10	9/9	26/25	25/23	20/21	11/10	17/16	78/63
<b>Spring 2014</b>	54/54	19/18	9/10	9/9	26/25	22/23	19/21	10/10	15/16	49/63

**2<sup>nd</sup> Grade Scores – WC 2<sup>nd</sup> Grade average is given first and states target score is listed second**

	<b>Spell</b>	<b>Word Recog</b>	<b>Fluency</b>	<b>Extended Response</b>	<b>Passage Accuracy</b>	<b>Comprehend</b>	<b>Vocab</b>
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	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State	WC/ State
Fall 2010	4/4	11/15	68/74	7/13	77/96	6/7	9/9
Fall 2011	4/4	11/15	68/74	7/13	78/96	6/7	9/9
Fall 2012	3/4	12/15	61/74	7/13	71/96	5/7	8/9
Fall 2013	4/4	16/15	80/74	10/13	100/96	8/7	8/9
Fall 2014	*	*	*	*	*	*	*
Spring 2010	7/5	21/20	114/99	15/6	98/98	9/7	12/11
Spring 2011	7/5	19/20	123/99	16/6	97/98	9/7	12/11
Spring 2012	5/5	16/20	92/99	11/6	87/98	8/7	10/11
Spring 2013	4/5	18/20	95/99	10/6	92/98	8/7	11/11
Spring 2014	6/5	20/20	116/99	14/6	95/98	9/7	12/11

### Observations of 2013 - 2014

- Although above state average, scores went down slightly in K and 1st grade from spring 2012 to spring 2013, scores went up slightly in 2nd grade from spring 2012 to spring 2013.

### Observations of 2014-2015

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

### Table 3B:

## STAR Reading Assessment Average Grade Equivalent (Current Grade Placement 14-15) 2014 - 2015

All students tested. Chart rows read from 1<sup>st</sup> to 5<sup>th</sup> Grade.

	1 <sup>st</sup> Spring	2 <sup>nd</sup> Fall	2 <sup>nd</sup> Spring	3 <sup>rd</sup> Fall	3 <sup>rd</sup> Spring	4 <sup>th</sup> Fall	4 <sup>th</sup> Spring	5 <sup>th</sup> Fall	5 <sup>th</sup> Spring
Second Grade	1.8	1.9							
Third Grade	2.4	2.3	3.3	3.2					
Fourth Grade	2.1	2.1	2.7	2.8	3.6	3.7			
Fifth Grade	2.2	2.1	3.7	3.4	4.4	4.4	5.3	5.0	
Sixth Grade	2.3	2.2	3.4	3.3	4.5	4.2	5.1	5.2	6.2

### Observations for 2013-2014:

- 2nd grade went down by .1 in the fall compared to the previous spring.
- 6th grade increased their score by more than one grade during the fifth grade year.
- 5th grade went up by one grade level from Fall 4th grade to Fall 5th grade.

### Observations for 2014-2015:

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

### Table 3C:



## STAR Reading Assessment

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

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

	Target Score	2010 Spring % that met/exceed	2011 Spring % that met/exceed	2012 Spring % that met/exceed	2013 Spring % that met/exceed	2014 Spring % that met/exceed
First Grade	1.8	70%	54%	62%	79%	44%
Second Grade	2.8	58%	67%	85%	52%	78%
Third Grade	3.8	52%	55%	71%	66%	43%
Fourth Grade	4.8	55%	60%	52%	49%	58%
Fifth Grade	5.8	53%	46%	53%	58%	56%

#### Observations of 2013-14:

- Looking at the same group of students, 58% of 2nd grade students in 2010 met or exceeded and the same percentage also met or exceeded as 5th graders.
- There was a 22% decrease from 2012 to 2013 from 3rd to 4th grade.

#### Observations of 2014-2015

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

**Table 3D:**

## AIMSweb

AIMSweb is an assessment program based on direct and continuous student assessments in fluency and comprehension. It is based on scientific Reading research and sound classroom practice and is administered to students individually by the Title I teachers. All students in 1<sup>st</sup>-5<sup>th</sup> grade are tested three times a year.

### AIMSweb Fluency Assessment 2011-2012

<b>5<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	121	139	153
# tested	74	76	73
# met	38	46	52
% met	51%	61%	71%
<b>4<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	107	125	139
# tested	55	56	56
# met	34	29	31
% met	62%	52%	55%
<b>3<sup>rd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	87	111	127
# tested	59	60	60
# met	35	39	45
% met	59%	65%	75%
<b>2<sup>nd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target	62	88	106
# tested	68	66	65
# met	40	43	51
% met	59%	65%	79%
<b>1<sup>st</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target		36	67
# tested		59	60
# met		28	39
% met		47%	65%

**AIMSweb Fluency Assessment 2012-2013**

<b>5<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	121	139	153
# tested	64	64	60
# met	35	39	44
% met	55%	61%	73%
<b>4<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	107	125	139
# tested	59	60	59
# met	28	39	37
% met	47%	65%	63%
<b>3<sup>rd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	87	111	127
# tested	61	63	63
# met	35	38	39
% met	57%	60%	62%
<b>2<sup>nd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target	62	88	106
# tested	68	69	68
# met	34	43	47
% met	50%	62%	69%
<b>1<sup>st</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target		36	67
# tested		43	43
# met		29	31
% met		67%	72%

**AIMSweb Fluency Assessment 2013-2014**

<b>5<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	121	139	153
# tested	68	65	64
# met	40	47	49
% met	59%	72%	77%
<b>4<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	107	125	139
# tested	69	69	66
# met	38	38	32
% met	55%	55%	48%
<b>3<sup>rd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	87	111	127
# tested	64	65	63
# met	27	29	31
% met	42%	45%	49%
<b>2<sup>nd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target	62	88	106
# tested	45	44	42
# met	30	35	35
% met	67%	80%	83%
<b>1st grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target		36	67
# tested		55	53
# met		19	30
% met		35%	57%

### AIMSweb Fluency Assessment 2014-2015

<b>5<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	121	139	153
# tested	63	61	
#met	33	38	
% met	52%	62%	
<b>4<sup>th</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	17	125	139
# tested	60	61	
# met	21	24	
% met	35%	39%	
<b>3<sup>rd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
TARGET	87	111	127
# tested	38	39	
# met	28	32	
% met	74%	82%	
<b>2<sup>nd</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target	62	88	106
# tested	54	52	
# met	28	31	
% met	52%	60%	
<b>1<sup>st</sup> grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Target		36	67
# tested		59	
# met		22	
% met		37%	

#### Observations for 2013-2014:

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

#### Observations for 2014-2015:

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

- decreased yearly for a total of 26% percentage points
- In 2014-2015, grades 2, 3, 4, and 5 all increased from fall to winter

## **Overall Assessment Observations**

### **Observations of 2009-2010**

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

### **Observations of 2010-2011**

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

### **Observations of 2011-2012**

On the Illinois State Achievement Test, West Central Elementary students did not meet all the state and federal standards as required by No Child Left Behind. 79.9% of our students met or exceeded on the 2011 reading assessment of the ISAT with 85% meeting or exceeding being the state and federal goal. 94.7% of our students met or exceeded on the math assessment of the ISAT with 85% being the goal. Our students exceeded the state average in 6 out of 7 tested academic areas. The percentage of female and male reading students that met or exceeded on the 2011 ISAT increased by 5 percentage points when compared to the 2010 ISAT. The percentage of students with an Individual Education Plan that met or exceeded state standards on the 2011 ISAT improved by 2 percentage points when compared to the 2010 ISAT. The percentage of students with an Individual Education Plan that met or exceeded on the ISAT has increased each of the past 6 years.

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

### **Observations of 2012-2013**

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

met or exceeded state standards on the 2012 ISAT reading assessment improved by 9.5 percentage points when compared to the 2011 ISAT.

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

### Observations of 2013-2014

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

## II.3 Demographic Data

**Table 4:**

**General School Data  
Provided by School Report Card  
(Data is based on the prior school year/male/female % from sixth day enrollment)**

	09-10		10-11		11-12		12-13		13-14	
	#	%	#	%	#	%	#	%	#	%
<b>Attendance</b>	409	94%	392	95%	375	96%	341	96%	363	96%
<b>Truancy Rate</b>	0	0%	0	0%	4	1%	17	5%	29	8%
<b>Mobility Rate</b>	40	10%	47	12%	36	10%	44	13%	36	10%
<b>Low Income Rate</b>		56%		55%		55%		58%		60%
<b>Transfers In</b>	24	6%	25	6%	23	6%	*	*	*	*
<b>Transfers Out</b>	16	4%	22	6%	18	5%	*	*	*	*
<b>Retention Rate</b>	0	0%	2	1%	1	.003%	2	.005%	0	0%
<b>White</b>								95%		95%
<b>Black</b>								0%		0%
<b>Hispanic</b>								2%		2%
<b>Asian</b>								0%		0%
<b>American Indian</b>								1%		1%
<b>Multiracial</b>								2%		3%
<b>Pacific Islander</b>								0%		0%

\* Due to changes on the School Report Card for the 2012-2013 school year data collection has changed.

### Observations for 2013-2014

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

### Observations for 2014-2015

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

**Table 5:**

**Enrollment Data  
Fall Housing Report**

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
<b>Grade Levels in School</b>	K - 5	K - 5	K - 5	K - 5	K - 5	K - 5	K - 5		K-5	
	#	%	#	%	#	%	#	%	#	%
<b>School Popltn</b>	391		375		340		363		345	
<b>Male</b>							200	55	183	53
<b>Female</b>							163	45	162	47
<b>Grade K</b>	66	16.9	46	12.3	53	15.6	61	16.8	68	22.6
<b>Grade 1</b>	67	17.1	65	17.3	42	12.4	57	15.7	58	19.3
<b>Grade 2</b>	60	15.3	68	18.1	63	18.5	44	12.1	56	18.6
<b>Grade 3</b>	57	14.5	60	16	62	18.2	64	17.6	38	19
<b>Grade 4</b>	72	18.4	60	16	59	17.3	69	19.0	60	20
<b>Grade 5</b>	69	17.6	76	20.3	61	17.8	68	18.7	65	21.6

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

**Observations of 2013–2014:**

- In 2013-2014 the total enrollment increased by 23 students.
- Enrollment increased for the first time in six years.
- Each grade level averages 61 students.
- 4th grade has the highest number of students with 69, while second grade has the lowest number of 44.
- In 2013-2014, the fifth grade class gained nine students from the previous year, the fourth grade gained seven, the third grade gained one, the second gained two, and the first grade gained four.

**Observations of 2014-2015**

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



**Table 6:**

**Special Education Student Subgroup Enrollment**

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

	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>
<b>Total Special Education*</b>	58	54	53	55	57
<b>Mental Impairment</b>	5	1	2	2	2
<b>Speech or Language Imp</b>	49	42	36	46	40
<b>Visual Impairment</b>					
<b>Emotionally Disturbed</b>	1	2	0	1	1
<b>Orthopedic</b>					
<b>Other Health Impairment</b>	9	2	4	7	5
<b>Specific Learning Disability</b>	4	11	19	11	19
<b>Autism</b>	4	3	2	2	4
<b>Development Delay</b>	3	3	3	5	7
<b>Deaf/Blindness</b>					

**Observations 2014-2015:**

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

**Demographic Comparison and Trends**

**Based on data from Table 5**

The enrollment for 10-11 is 391 students. This is a decrease of 18 students from the preceding year. There are 23 classroom teachers and the average class size is 17 students. All kindergarten through fifth grade has four sections, except third grade with three sections. The enrollment during the past six years has decreased by 55 students. 52% of our students are male.

The enrollment for 11-12 is 371 students. This is a decrease of 20 students from the preceding year. There are 21 classroom teachers and the average class size is 17.8. First, second and fifth grade each have four sections. Kindergarten, third and fourth grade each have three sections. 54% of our students are male.

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

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

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

## II.4 Program Data

Table 7:

<b>Educator Data</b>					
	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
<b>Total Full Time Classroom Teachers</b>	33	31	30	28	27
<b>Average Years Teaching</b>	14.2	13.9	13.5	12.3	13.4
<b># Teachers New to Building</b>	1	1	1	2	1.07
<b># First Year Teachers</b>	1	1	1	2	.07
<b># with B. A. Degree</b>	24	22	22	28	27
<b># with M.A. &amp; Above</b>	9	10	8	8	9
<b># with Emergency or Provisional Certificates</b>	0	0	0	0	0
<b># Teachers Working Out of Field</b>	0	0	0	0	0
<b>% Caucasian Teachers</b>	100%	100%	100%	100%	100%
<b># Male Teachers</b>	3.75	4.75	4.75	3.75	4
<b># Female Teachers</b>	29	26	26	25	23
<b># Full-time Paraprofessionals</b>	16	15	15	10.28	8*
<b># Part-time Paraprofessionals</b>	3	3	3	3	6*
<b># Total Under-qualified Paraprofessionals</b>	0	0	0	0	0
<b># Total Counselors</b>	0	0	0	0	0
<b># Total Librarians</b>	.5	.5	.5	.5	.5
<b># Total Social Workers/Psychologist</b>	1	1	1	1	1
<b># Total Other Staff</b>	5	5	5	6	5.71
<b># Speech Pathologist</b>	.8	.8	.8	.34	.85
<b># National Board Certified Teacher</b>	1	4	4	4	4

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

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

### Observations 2014-2015:

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

**Table 8:****Student Discipline Data**

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

	Sem 1 11-12	Sem 2 11-12	Year 11-12	Sem 1 12-13	Sem 2 12-13	Year 12-13	Sem 1 13-14	Sem 2 13-14	Year 13-14
Kind	16	3	19	26	20	46	19	10	29
1 <sup>st</sup> grade	57	24	81	3	6	9	38	10	48
2 <sup>nd</sup> grade	25	28	53	40	79	119	12	15	27
3 <sup>rd</sup> grade	36	30	66	25	45	70	26	25	51
4 <sup>th</sup> grade	15	12	27	43	86	129	43	16	59
5 <sup>th</sup> grade	80	66	146	24	34	58	47	51	98
Total Referrals	229	163	392	161	270	431	185	127	312

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

	Sem 1 11-12	Sem 2 11-12	Year 11-12	Sem 1 12-13	Sem 2 12-13	Year 12-13	Sem 1 13-14	Sem 2 13-14	Year 13-14
Disruptive	21	7	28	12	34	46	28	14	42
Physical aggression	68	38	106	49	74	123	71	34	105
Fighting	12	19	31	6	5	11	8	2	10
Defiance/ Disrespect	81	74	155	59	108	167	43	44	87
Harassment	9	4	13	4	10	14	11	13	24
Inappropriate Language	15	9	24	13	21	34	10	4	14
Property damage	10	4	14	3	3	6	1	0	1
Other	12	9	21	15	15	30	13	16	29
Total	228	164	392	161	270	431	185	127	312

**Suspensions**

	Sem 1 2011-12	Sem 2 2011-12	Year 2011-12	Sem 1 2012-13	Sem 2 2012-13	Year 2012-13	Sem 1 2013-14	Sem 2013-14	Year 2013-14
OSS	4.5 days	7 days	11.5 days	3 days	7 days	10 days	8 days	1 day	9 day
ISS	9.5 days	9.5 days	19 days	3 days	11.5 days	14.5 days	1 day	4 days	5 days
Bus	22 days	15 days	37 days	*	*	*	*	*	*

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

## Number of Referrals Based on 5 Top Locations

	Sem 1 11-12 Total # =228	Sem 2 11-12 Total # =164	Year 11-12	Sem 1 12-13 Total # = 161	Sem 2 12-13 Total # = 270	Year 12-13	Sem 1 13-14 Total # 185	Sem 2 13-14 Total # 127	Year 13-14 Total # 312
Bus	89 (39%)	64 (39%)	153 (39%)	24 (15%)	39 (14%)	63 (16%)	38 (23%)	25 (20%)	63 (22%)
Classroom	58 (25%)	49 (33%)	107 (27%)	83 (52%)	132 (49%)	215 (54%)	73 (44%)	68 (54%)	141 (48%)
Hallway	19 (8%)	9 (5%)	28 (7%)	11 (7%)	27 (10%)	38 (10%)	20 (12%)	15 (12%)	35 (12%)
Recess (Playground)	17 (7%)	17 (11%)	34 (9%)	8 (5%)	7 (3%)	15(4%)	6 (.04%)	4 (.04%)	10 (.03%)
Specials (Art, Music, PE - gym)	17 (7%)	12 (8%)	29 (7%)	26 (16%)	43 (16%)	69(17%)	29 (17%)	13 (10%)	42 (17%)
Total Referrals in Top 5 Locations	200	151	351	152	248	400	166	125	291

### Observations in 2014-2015:

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

### Referrals based on top 5 locations:

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

## Curriculum Implementation Data

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

**Math Curriculum:** All Grades K-5<sup>th</sup> use Saxon Math. Saxon Math stresses incremental development. Concepts are practiced frequently and extensively over the school year. Grades K, 1 and 2 have daily meeting board activities and use manipulative/calendar on a regular basis. Supplemental materials are added as needed for extra practice throughout the grade levels. Grades K - 2 uses 2012 Saxon Math worksheets. New 2012 edition Saxon Math books were purchased for the 3<sup>rd</sup> and 4<sup>th</sup> Grade for the 2011-2012 school year. New 2008 edition Saxon Math books were purchased for the 5<sup>th</sup> Grade prior to the start of the 2010-2011 school year. Star Math is used as an assessment tool.

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

**Science Curriculum:** The elementary science curriculum in grades K, 1<sup>st</sup>, 2<sup>nd</sup> is based around thematic units. Supplemental materials are used for these units, including technology based resources. 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades have Scott Foresman textbooks available for use as needed. K - 5<sup>th</sup> grades also use Scholastic News or Time for Kids as a reference material.

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

expectations and aligned the expectations to the Illinois Learning Standards. Writing workshops presented to the entire elementary staff continue to aid in the advancement of the writing curriculum. Samples were then reviewed again in the Spring of 2010 with a few adjustments made to the curriculum.

**Title I Program:** The Title I program assists all grades in focusing on exit outcomes performance, basic reading skills and strategies, PARCC preparation, RtI interventions and WIN time. It also provides support and resources to strengthen the classroom instruction. Title does screening and diagnostic testing on a regular basis. The analysis of these tests provides focus for the teacher's instruction. In the morning, each Title I Teacher and two associates go into the Kindergarten, First, and Second Grade classrooms for thirty- forty minutes in each classroom. This makes a team of four to give intensive small group instruction at the student's ability level focusing on the student's developing reading needs. The afternoon consists of the Title I teachers working with small groups of students in 3rd, 4th, and 5th grades on individualized instruction in Reading and Math. Title teachers, associates, and other staff members provide WIN (What I Need) time for students identified by their classroom teachers, with individualized instruction and practice.

**Special Education:** The Special Education Department meets the needs of students with disabilities. They receive IEP's (Individual Education Plans) that are designed specifically for their individual needs. Their goals are aligned to the Illinois State Standards (Common Core). Students are usually pulled for assistance in language arts, reading, and math. They also receive extra support in their general education classes through high school. Accommodations are put in place as needed based on each child's specific areas of concern. Students work in small groups or one-on-one. The special education classrooms each have a paraprofessional that helps work with the students. The RtI process (Response to Intervention) was introduced during the 06-07 school year. This process is to help struggling learners through different research-based interventions that are matched to student needs. This progress is monitored continually. These interventions are to help prevent long-term academic failure. There are 3 Tiers to this process. Tier I is represented with the core instructional program in the general education classroom. Interventions can take place within the classroom in small groups. Tier 2 is designed for students who are not making adequate progress in Tier I. They need a more intensive service and targeted interventions. These interventions are provided by a trained paraprofessional or a certified teacher. Progress is monitored weekly and meetings are held every 4 weeks. Tier III is for students who do not respond to the interventions in Tier II and can become eligible for special education services under the Individuals with Disabilities Act. Additional testing may be needed to target the deficit skills area. Another team that is in place is the TAT or Teacher's Assistance Team. They work with students who are struggling with behavior or emotional concerns. They work with other teachers as mentors for these students and we have implemented Check-in and Check-out this school year (14-15). This team provides behavioral interventions to help general education teachers meet the needs of the student who is displaying poor behavior choices or who have emotional needs. In 2009 our classrooms were equipped with interactive Smart Boards. We also have updated student computers, individual Chromebooks, and document cameras.

**Physical Education:** The West Central Physical Education Program for elementary students is designed to develop the cognitive, affective, and psychomotor domains of students by providing a developmentally appropriate and sequentially progressive program. The program enables students to acquire the basic foundations of movement skills and strategies needed to participate in a variety

of games and sports. Specific aspects of the program will aid in the development of higher fitness levels, thinking and problem solving, time, cooperation (sportsmanship) and decision -making skills. These activities help to prepare them for adult life and the world of work.

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

**Enrichment Program:** The West Central Elementary School will provide an after school enrichment program one day a week for our academically-talented students. The goal of the program is to provide an appropriate program of enrichment focused on the integration of technology in multi-disciplinary units of study, the development of individual student interests, growth in higher-level thinking skills, and the provision of an opportunity for interaction with other talented children in the district. This program began in Fall 06. Approximately 30 students in the Grades 4th - 5th participate in this program.

**Homework Assistance Program:** The Homework Assistance Program was implemented in Fall 2006. This program is free to our 4th and 5th grade students and is funded by the district. It meets on Tuesday and Thursday after school. Academic assistance is provided in a variety of subject areas. On a normal day, 2 to 5 students receive this additional assistance.

**Keyboarding/Computer:** All 2nd through 5th grade students can use the typing web online program to learn typing. They have their own login that saves their work for them. This program allows students to work individually and encourages correct finger positioning. 1st graders use microsoft word and type their word wall words. They are learning to use both hands at the keyboard and to distinguish left handed keys and right handed keys. The lab is also utilized by K-5th grades, when available to take Star Reading and Star Early Literacy tests, as well as Accelerated Reading Assessments. The lab is also available for classes to use the internet for research and educational games. It also houses a Smart Board for interactive use and a portable lab. The portable lab contains 25 mini laptops. Each laptop has internet access and can access the network printers. 3rd - 5th grade students can access their own google accounts. This allows them to work on a document at school, anywhere in the building and at home. They can also share the document with their teacher so he or she may make corrections without printing. 3rd, 4th and 5th grade students have Chromebooks (1:1 devices). They will be kept in the classroom for special activities and projects.

**Positive Behavioral Intervention and Support Program:** West Central Elementary implemented during the 2011-2012 school year a behavioral program called PBIS which stands for

Positive Behavior Intervention and Support Program. Training was provided by the West Central Special Education Cooperative. The year is started off with a PBIS kick-off with cool tools being taught to students K-5. Through the use of these cool tools, teachers are able to instruct the students on how to behave properly in a variety of settings. This program stresses positive behavior through the use of heat bucks. Students earn heat bucks by behaving appropriately and making good choices on the school bus and while in school. Students are able to spend their bucks in the school Heat Store once a month. In 2014-15 Tier 2 of the PBIS program was implemented. Tier 2 is an added support for students not succeeding in Tier 1 of PBIS. These students check in and check out with a staff member in the morning and afternoon.

**Response to Intervention:** Response to Intervention (RtI) is an academic intervention program. It provides early interventions to children who are having difficulties learning. Students receive intensive research-based interventions in small group settings or one-on-one settings. Through frequent progress monitoring, teachers and parents are able to see the progress the students are making and the specific areas of difficulties that need to be targeted. During meetings, the RtI committee, classroom teacher, Title teacher and parents review the interventions and the progress being made. New goals are set every four weeks until a student either progresses out of the RtI program or an individualized education plan is created.

**Library Services:** The elementary has approximately 25,900 books available to students. Accelerated Reader provides access to over 160,000 quizzes on books. We belong to the RAILS (Reaching Across Illinois Library System) of BurrRidge, Illinois, that provides our students and staff with access to books found in other libraries. The Henderson County Library stops once a week providing additional services to our services.

**2010 - 2011 Parent/School Compact:** The parent-school compact was included in the 10-11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

**2011 - 2012 Parent/School Compact:** The parent-school compact was included in the 10-11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

**2012 - 2013 Parent/School Compact:** The parent-school compact was included in the 10-11 student handbook. We have had a 100% parent signage acknowledging receipt of the student handbook.

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

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

## **Program Comparisons and Trends**

During the 10-11 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Olweus Anti-Bullying Program continued with activities including Red Ribbon Week, recognition of students for making a positive difference through a “Be A Buddy” program, and a bullying prevention activity once a month. Exploration into the PBIS program has begun. Low class size has been maintained with four sections at the all grade levels



accept 3rd grade. The average class size is 17 students. Grades 1-5 are working on increasing reading fluency using a reading program called Six Minute Solution. Additional site licenses for Accelerated Math have been purchased. The Accelerated Reading program continues and allows for parents to monitor progress from a home computer. A new software reading program has also been added for special education students and students in RTI called Lexia. Additional computers and smart boards were added to each of the special education rooms. Each of the 5th grade classrooms has a Promethean Board. The elementary now has wireless capability.

During the 11 - 12 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The Positive Behavior Intervention and Supports (PBIS) program has been implemented replacing the Olweus Program. Low class size has been maintained with an average class size of 18 students. Additional site licenses for Accelerated Math have been purchased. The Accelerated Reading program continues and allows for parents to monitor progress from a home computer. Lexia is still being used for special education students and RtI students, while a program called Reading Plus is being used for older students. New 2012 edition math books were purchased for the 3rd and 4th grades.

During the 12-13 school year, all certified and support staff met the definition of highly qualified as defined in No Child Left Behind. The PBIS program is in its second year. Low class size continues to be maintained with an average class size of 17 according to the Sixth Day Enrollment. The K-2 Saxon math curriculum aligned to the Common Core has been updated. Smart Boards have been purchased and incorporated into the fourth grade curriculum. An internet subscription for Brain Pop was purchased. The Danielson Model of Instruction has been introduced to the staff.

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

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

## II.5 Perception Data

**Table 9:**

### Parent Survey

This survey is only available during the scheduled conference times.

	2013	2014			
<b># of surveys completed</b>	139	158			
<b># of students represented</b>	284	283			
<b>Do you have access to the internet at home?</b>	92%	85%			
<b>Attended one of the following events in the past year:</b>					
<i>Open House/School Kick Off</i>	68%	66%			
<i>Movie Nights</i>	11%	22%			
<i>Music Concerts</i>	62%	68%			
<i>P/T Conferences</i>	95%	92%			
<i>Donuts with Dads</i>	28%	32%			
<i>Muffins with Mom</i>	52%	57%			
<i>Pretzels for Parents</i>	16%	9%			
<i>PTC meeting</i>	5%	8%			
<i>Other Special Activity</i>	17%	26%			
<b>Confident helping with math homework?</b>	95%	90%			
<b>Confident helping with reading homework?</b>	99%	84%			
<b>Do you feel our PBIS program has been effective ?</b>	99%	90%			
<b>Child feel safe on the bus?</b>	89%	86%			
<b>Communication tools</b>					
<i>Skyward</i>	48%	46%			
<i>Connect Ed</i>	91%	80%			
<b>Adequate opportunity for communication?</b>	99%	87%			

### Observations 2014-2015:

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

**Table 10:**

**2014-2015  
Staff Survey**

59 of 72 Surveys returned, including associates, cooks, custodians, secretaries, and teachers

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Does Not Apply</b>
<b>Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc)</b>	49%	41%	5%			5%
<b>The teacher in-service generally provides beneficial information.</b>	10%	44%	15%	7%		24%
<b>Family involvement activities are scheduled to allow working parents to participate.</b>	29%	51%	7%	8%		5%
<b>The school is safe for students and staff.</b>	27%	56%	8%	3%	2%	3%
<b>The school has security procedures that are consistently followed (i.e. volunteer sign-in, locked building, name tags, etc).</b>	25%	58%	7%	7%		3%
<b>PBIS has been effective in our school.</b>	20%	41%	25%	5%		8%
<b>The school's furniture and equipment is in good working condition.</b>	10%	68%	3%	15%		3%
<b>Facilities are clean.</b>	20%	56%	8%	8%	3%	3%
<b>Accelerated Reader is a valuable component in the curriculum.</b>	22%	36%	27%			15%
<b>The school has a consistent writing program in place.</b>	8%	29%	32%	14%	2%	15%
<b>The library offers sufficient reading materials to meet the needs of the students.</b>	20%	59%	10%	2%		8%
<b>My classroom library offers sufficient reading materials to meet the needs of the students.</b>	14%	39%	10%	2%		35
<b>The school's computer facilities are kept updated with the latest technology.</b>	24%	46%	17%	5%	5%	3%
<b>There is good quality and frequency of communication between the school and parents.</b>	31%	53%	7%	5%		5%
<b>I am aware of the school's discipline policies and procedures.</b>	37%	42%	12%	2%		7%

Monthly team meetings with reading consultant increases my ability to implement rigorous instruction.	12%	20%	17%	2%		49%
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### 2013– 2014 Staff Survey

53 of 65 Surveys returned, including associates, cooks, custodians, secretaries, and teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Does Not Apply
Parents have a variety of opportunities to become involved. (i.e. volunteering, parent conferences, PTC, etc.)	51%	39%	4%	2%	2%	2%
The teacher in-service provides beneficial information.	16%	53%	12%	2%	2%	16%
Family involvement activities are scheduled to allow working parents to participate.	29%	54%	6%	10%		2%
The school is safe for students and staff.	29%	51%	16%	4%		
The school has security procedures that are consistently followed (i.e. volunteer sign in, locked building, name tags, etc...)	31%	53%	6%	10%		
The PBIS Program has been effective in our school.	29%	47%	18%	4%		2%
The facilities are clean.	25%	66%	4%	6%		
The schools furniture and equipment is in good working condition.	19%	58%	9%	11%		2%
Accelerated Reader is a valuable component in the curriculum.	30%	32%	23%	4%		11%
Accelerated Math is a valuable component in the curriculum.	19%	31%	33%	4%		13%
The school has a consistent writing program in place.	2%	31%	27%	23%	2%	17%
The Library offers sufficient reading materials to meet the needs of the students.	27%	47%	16%	10%		6%
My classroom library offers sufficient reading materials to meet the needs of the students.	18%	43%	8%	2%		29%
The schools computer facilities are kept updated with the latest technology.	8%	60%	12%	15%	4%	2%
There is good quality and frequency of communication	28%	62%	11%		2%	2%

<b>between the school and parents.</b>						
<b>I am aware of the school's discipline policies and procedures.</b>	43%	53%	4%			2%
<b>A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.</b>	10%	23%	27%	14%	4%	23%

## 2012– 2013 Staff Survey

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

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

<b>procedures.</b>						
<b>A refresher professional development opportunity in 4 Block or Balanced Literacy Instruction is needed.</b>	10%	21%	31%	10%		27%

## 2011 – 2012 Staff Survey

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

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

<b>Instruction is needed.</b>						
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**Observations from the 2013-2014:**

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

**Observations from the 2014-2015:**

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

## 2014-2015

### III. Problem Statements and Hypotheses

**Table 11:**

#### **Patterns of Strengths and Problems**

<b>Patterns of Strengths</b>	<b>Bullet Data Upon Which Conclusion is Drawn</b>
1. On the 2014 ISAT, five of the seven areas tested in reading, math, and science exceeded the state average.	ISAT Data IIRC ISBE report card
2. 4th grade ISAT Reading scores increased from 58% to 72%.	ISAT Data
3. Number of completed parent surveys increased from 139 in 2013 to 158 in 2014.	Parent Survey
4. 81% of our students had a least one parent/guardian attend parent/teacher conferences in the Fall of 2014.	Statistics gathered from sign in sheets provided by classroom teachers.
5. The PBIS Program has been a positive addition to the elementary curriculum. Classroom referrals decreased from 54% (215) in 2012-2013 to 48% (141) in 2013-2014.	Parent Survey Staff Survey Table 8- Number of Referrals Based on 5 Top Locations
6. Of the 18 classrooms in the elementary, the class average is 19 students per classroom.	Fall Housing Report
7. A variety of Fine Arts programs are offered. This includes daily Physical Education, weekly lessons in Art and General Music, and 5th graders are allowed to participate in Band as an elective.	Curriculum Implementation Data SIP Day Discussion
8. Over the past 5 years, the average daily attendance rate has been at least 95%	General School Data School Report Card
9. 85% of our families indicated that they have internet access at home.	Parent Survey



10. All of our students in grades 3-5 have their own Chromebook computer for school use.	SIP Day Discussion
11. PBIS, RTI, and WIN programs are in place to meet the individual needs of students.	SIP Day Discussion
12. The School Board is committed to maintaining the staff required to run a full program.	SIP Day Discussion
<b>Patterns of Problems</b>	<b>Bullet Data Upon Which Conclusion is Drawn</b>
1. 3rd grade students decreased on the ISAT from 64% in 2013 to 48% in 2014 in reading and from 62% in 2013 to 44% in 2014 in math.	ISAT Data
2. In comparison to the state average 3rd grade was 7% below the state average in reading and 12% below the state average in math in 2014.	ISAT Data
3. There is need for additional updated technology available in the lower grade classrooms. Additional Chromebooks.	Perception Data - Staff discussions during staff meetings and as documented by the November SIP Data Walk.  Staff Survey
4. Challenge to obtain and organize appropriate resources aligned to the New Illinois State Standards.	SIP Day Discussion
5. Star Reading assessments show a decrease in student scores from Spring to Fall as they move to the next grade (over the summer) in 8 out of 14 comparisons.	Table 3B - Star Reading Assessment Grade Placement

## IV. GOALS, STRATEGIES, INTEGRATED ACTION PLAN

Table 12:

### Improvement Goals

<p><b>Improvement Goal #1</b>  <b>The Goal in 2015-16 is that West Central Elementary will meet or exceed the state average in reading on the PARCC test.</b></p>				
<p><b>Current Condition and Data Sources</b></p>				
<p><b>Specific Action #1</b>  <b>The WCES staff will focus on a balanced literacy approach as it pertains to the New Illinois Learning Standards.</b></p>				
Specific Steps	Timeline	Person/Group Responsible	Cost and Funding Source	Evaluation
The district Title I program ensures teachers and associates are fully supporting the NELS by, among other things, emphasizing staff is being utilized properly during the entire work day and students' needs are being met by programs such as WIN (What I Need)	September 2015 - May 2016	Mrs. Lafary, Mrs. Winters, Mrs. Ricketts & Mrs. Lewis	None	Updated Title plan
After reviewing data revisit the elementary exit outcomes and revise as necessary to ensure alignment to the NELS.	Monthly grade level meetings 2015-2016	Tammy Potts, Mrs. Lafary, classroom, Title I & Spec. Ed teachers	None	Exit outcomes aligned to the new Illinois Learning Standards will be revised or created
Assess students early	August 2015	Mrs. Winters, Mrs.	District &	Assessments will

during the first semester. The assessments include ISEL, AIMSweb, Spelling inventories, STAR Reading		Ricketts, Mrs. Lewis & staff	Special Education Co-op Approximate cost = \$9000	be selected and administered in a timely manner.
Mid-point assessments will be completed during December	December 2015	Mrs. Winters, Mrs. Ricketts & Mrs. Lewis	See above	Assessments will be completed in a timely manner
Administer PARCC	March 2016 April 2016	Teachers & paraprofessionals	State	PARCC test will be completed in a timely manner
To offer a homework assistance program to 4th and 5th grade students. Program will serve approx. 5-10 students. Focus will be on assisting students with homework in reading, math, s.s. and science. Student selection will be based on teacher referral and parent approval.	Sept - May Tue & Thurs evenings 3:30-5:30pm	Mrs. Lafary, Ms. Johnson, Mrs. Wolf, Mrs. Meier, Ms. Owings, Mrs. Winters, Mrs. Smith & additional staff	\$2360 (\$20/hr x's 1 teacher per evening x's 2 nights per week x's 30 weeks)	Mid-term and quarter grades will be tracked. Number of homework assignments completed will be tracked.
Analyze student assessment data to identify students that did not meet WCES assessment standards and plan appropriate remediation strategies.	September and December 2015	Mrs. Winters, Mrs. Ricketts, Mrs. Lewis & Staff	None	Assessment data will be reviewed after each assessment. Changes in instruction will be made as needed
Continue to improve instruction through the use of ROE training.	Workshops held after school	District and ROE	None	Session evaluations completed by participants
Subscribe to International Reading Association	August 2015	Mrs. Winters	\$69.00 Title I Grant	Subscription purchased
Subscribe to Illinois Reading Council	August 2015	Mrs. Winters	\$45.00 Title I Grant	Subscription purchased
Subscribe to Reading A to Z for online use.	August 2015	Mrs. Winters	\$99.95 Title I Grant	Subscription purchased
Purchase BrainPop and STARFALL to enhance reading instruction	August 2015	Teachers	\$1,650- BrainPop \$270 - STARFALL Title I Grant	Pre and Post Testing
District Consultants to present workshops related to higher order thinking skills, differentiation, balanced literacy and student assessment	2015-2016 SIP Days and Teacher Institute Days	Tammy Potts, Fern Tribbey, Denise VanDaele	\$1000/day per consultant: \$10,000	Workshop evaluation completed by participants
Conduct weekly walkthroughs of all elementary classrooms to assess the	Weekly beginning week of August 17,	Mrs. Lafary	None	Results of the walkthroughs will be compiled and shared with staff

implementation of a balanced literacy approach. 4 or 5 criteria will need to be developed to be observed during the walkthroughs.	2015 - May 2016			via weekly staff bulletin
Purchase Renaissance Learning	2015-2016	Mrs. Winters	\$6,932.75 Title I Grant	Subscription purchased
Staff will volunteer to present New Illinois Learning Standards related activities at 2 staff meetings per month	Beginning in September	Mrs. Winters & staff	None	Elementary Staff
Daily schedule for team collaboration time to ensure 40 minutes per week of collaboration per grade level team	Team meetings will be ongoing 2015-2016	Mrs. Lafary & grade level teams	None	Meetings will be held weekly. Agendas and minutes will be collected and reviewed by building administrators.
Attend IL Reading Conference	October 2016	4 teachers	\$2,000 Title I Grant	Present to staff - workshop completed
Continue to in-service staff on Chromebook, SMARTBoard, Promethean Board, Google applications, etc. to improve student learning	2015-2016	Technology Dept & Classroom teachers	District	Workshop evaluation
Host Muffins with Mom to discuss and share reading strategies for moms of students in grades K-2 that can be utilized at home during non-school time.	October 2015	Mrs. Klossing, Mrs. Ackermann, Mrs. Winters, Mrs. Hennenfent	\$200 Title I Grant	Comparison of attendance data to 2014-2015 school year 119-2014

**Improvement Goal #2**

**The goal in 2015-2016 is that West Central Elementary will meet or exceed the state average in math on the PARCC test.**

**Current Conditions and Data Sources****Specific Action #1**

**The West Central Elementary Staff will focus on improving math instruction to meet the demands of the New Illinois Learning Standards.**

The district Title I program ensures teachers and associates are fully supporting the NCLS by, among other things, emphasizing staff is being utilized properly during the entire work day and students' needs are being met by programs such as WIN (What I Need)	September 2015 - May 2016	Mrs. Lafary, Mrs. Winters, Mrs. Ricketts & Mrs. Lewis	None	Updated Title Plan
Assess students early during the first semester. The assessments include STAR Math & student growth assessment	August 2015	Classroom teachers	District & Special Education Co-op Approximate cost = \$9000	Assessments will be selected and administered in a timely manner.
Mid-point assessments will be completed during December	December 2015	Classroom teachers	See above	Assessments will be completed in a timely manner
Administer PARCC	March 2016 April 2016	Teachers & paraprofessionals	State	PARCC test will be completed in a timely manner

To offer a homework assistance program to 4th and 5th grade students. Program will serve approx. 5-10 students. Focus will be on assisting students with homework in reading, math, s.s. and science. Student selection will be based on teacher referral and parent approval.	Sept - May Tue & Thurs evenings 3:30-5:30pm	Mrs. Lafary, Ms. Johnson, Mrs. Wolf, Mrs. Meier, Ms. Owings, Mrs. Winters, Mrs. Smith & additional staff	\$2360 (\$20/hr x's 1 teacher per evening x's 2 nights per week x's 30 weeks)	Mid-term and quarter grades will be tracked. Number of homework assignments completed will be tracked.
Analyze student assessment data to identify students that did not meet WCES assessment standards and plan appropriate remediation strategies.	September and December 2015	Classroom teachers	None	Assessment data will be reviewed after each assessment. Changes in instruction will be made as needed
District Consultants to present workshops related to higher order thinking skills, differentiation, and student assessment	2015-2016 SIP Days and Teacher Institute Days	Tammy Potts, Fern Tribbey, Denise VanDaele	\$1000/day per consultant: \$10,000	Workshop evaluation completed by participants
Staff will volunteer to present New Illinois Learning Standards related activities at 2 staff meetings per month	Beginning in September	Mrs. Winters & staff	None	Elementary Staff
Daily schedule for team collaboration time to ensure 40 minutes per week of collaboration per grade level team	Team meetings will be ongoing 2015-2016	Mrs. Lafary & grade level teams	None	Meetings will be held weekly. Agendas and minutes will be collected and reviewed by building administrators.
Continue to in-service staff on Chromebook, SMARTBoard, Promethean Board, Google applications, etc. to improve student learning	2015-2016	Technology Dept & Classroom teachers	District	Workshop evaluation
Host Donuts with Dad to discuss and share math strategies for dads of students in grades K-2 that can be utilized at home during non-school time	November 2015	Mrs. Klossing, Mrs. Ackermann, Mrs. Winters, Mrs. Hennenfent	\$200 Title I Grant	Comparison of attendance data to 2014-2015 school year 99-2014

**Improvement Goal #3****To improve students' self-esteem and increase student success during the 2015-2016 year.****Current Condition and Data Sources****Specific Action #1****Continue PBIS and parental involvement programs.**

<b>Specific Steps</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Cost and Funding Source</b>	<b>Evaluation</b>
Host a school kick-off/curriculum night to distribute educational hints prior to the start of the 2014-15 year. Teachers will have curriculum packets to hand out to parents.	August 17, 2015	Ms. Johnson, Mrs. Neira, Mrs. Thompson Mrs. Todd	\$500	Comparison of attendance data to 2014-15 school year.
Increase the percentage of parents that fill out an elementary parent survey at the fall parent teacher conferences by 20%.	October 1 & 2, 2015 Parent Teacher Conferences	Mrs. Ricketts, Mrs. Winters, Mrs. Lewis, Mrs. Todd, Mr. Burrell Mr. Linden	Title I Grant \$100	Comparison of number of surveys completed compared to 2014-15 school year. (158-2014)
Host Pastries with Parents for PARCC parent involvement program.	February	Mrs. Carnes, Mrs. Lumbeck, Mrs. Mills, Mrs. Winters	Title I Grant \$200	Track the number of parents who attend. (75-2015)
Review and revise PBIS positive behavior rules	August	JRicketts, Ford, Wolf, Thompson,	None	New list of rules created and

matrix.		Kelly, Mills, Carnes, Meier, Lewis, Burrell, Todd, Peters, Anderson		distributed to all staff and reviewed with students in proper setting (first PBIS assembly).
In-service and continue review for all elementary staff including teachers, associates, cooks, and bus drivers on PBIS program.	August	JRicketts, Ford, Wolf, Thompson, Kelly, Mills, Carnes, Meier, Lewis, Burrell, Todd, Peters, Anderson	None	Professional Development completed
Continue implementing PBIS Incentive Program (HEAT store).	September-December of 2014 & January-May of 2015	JRicketts, Todd, Anderson	\$1500 District Funds	Number of students earning heat bucks will be charted. Dollar value of prizes will be calculated.
Continue implementing the character educational component of PBIS.	Monthly Second Monday of every month Sept - May	Classroom teachers	None	Discussion at grade level team meetings.
Continue monthly student recognition assembly.	Monthly Second Monday of every month Sept - May	JRicketts, Ford, Wolf, Thompson, Kelly, Mills, Carnes, Meier, Lewis, Burrell, Todd, Peters, Anderson	None	Number of students earning recognition will be charted.
Monitor student discipline referrals with SWIS software program.	Monthly	Mrs. Mynatt, Mrs. Lafary, and classroom teachers	\$250 District Funds	End of year review of data and comparison to 2014-15 school year.
Continuation of converging PBIS and TAT		Mrs. Lafary, Mrs. Lumbeck, Mrs. Ricketts	None	Meeting completed
Monitor progress of implementation and evaluate activities through student, staff, and parent surveys as well as SWIS data detailing referral numbers and types.	May 2015	Mrs. Lafary	None	PBIS Minutes

## V. Reflection, Evaluation, Refinement

### V.1 School Improvement Team Meeting Schedule

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

### V.2 Monitoring



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

### **V.3 Communication Plan**

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