An Integrated School Improvement Plan for

West Central Middle School

West Central School District #235

July 1, 2021 – June 30, 2022

**PROVIDING OPPORTUNITY,
EXPECTING EXCELLENCE**

TABLE OF CONTENTS

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. Current enrollment at the Middle School as of January 28, 2021 is 167 students; of this, 81 are male and 86 are female. Sixth grade consists of 59 students; 7th grade consists of 58 students; and 8th grade consists of 50. All grades are currently divided into three sections. Thirty students (18%) have Individualized Education Plans (IEPs). 102 (61%) students qualify for free or reduced lunch.

There are 28 total staff members at WCMS including: 11 full-time teachers, 2 shared district teachers, 2 special education teachers, a Title I teacher, 2 custodians, 2 kitchen staff, 2 secretaries, 2 paraprofessionals, 1 part-time psychologist, 1 part-time social worker, 1 administrator and a student support specialist.

As part of the "middle school philosophy," students attend a weekly Second Step program 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 as each team has access to one another's teaming notes, analyzing data to improve instruction, and improving our use of interventions. The schedule consists of eight 40 minute periods per day with a 1 hour and 10 minute 5th period in which students attend lunch. 7th period consists of study hall/SSR, Choir and/or Band, Second Step as well as individual and group intervention support.

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 and student council. The majority of our students are from Henderson County with a small percentage coming from Warren and McDonough Counties.

1.1   School Community (continued)

"DUE TO THE SUSPENSION OF IN-PERSON INSTRUCTION DURING THE 2019-20 SCHOOL YEAR, THE DATA FOR THIS METRIC IS UNAVAILABLE FOR USE IN THE SCHOOL YEAR 2020 REPORT CARD" -
FROM IAR

Fast Facts 2018-2019 (from Illinois Report Card - http://www.illinoisreportcard.com/)

Fast Facts

152 students

Student Characteristics

White	95%
Black	0%
Hispanic	2%
Asian	0%
American Indian	0%
Two or More Races	3%
Pacific Islander	0%
Low Income	61%
English Learners	1%
With IEPs	22%
With Disabilities	-
Homeless	4%

18% ELA proficiency State Avg.

9% Math proficiency State Avg.

36% Science proficiency State Avg.
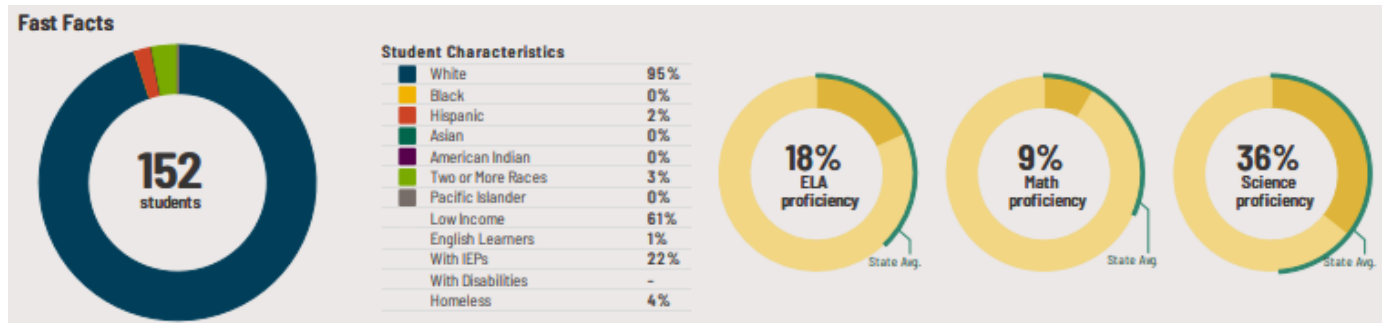
Academic Success

All Illinois students in grades 3-8 take the IAR assessment each year. High school students take the SAT in English Language Arts and Math.

English Language Arts

School	24%	24%	33%	18%	1%
District	27%	25%	31%	17%	1%
State	16%	19%	26%	32%	6%

Mathematics

School	33%	35%	24%	8%	1%
District	30%	33%	27%	9%	0%
State	16%	25%	27%	27%	5%

■ Did Not Meet   ■ Partially Met   ■ Approached   ■ Met   ■ Exceeded

READY FOR NEXT LEVEL
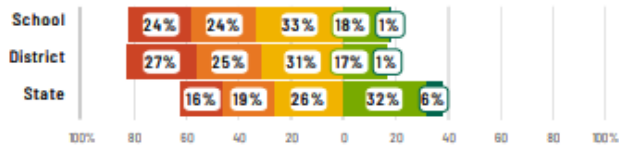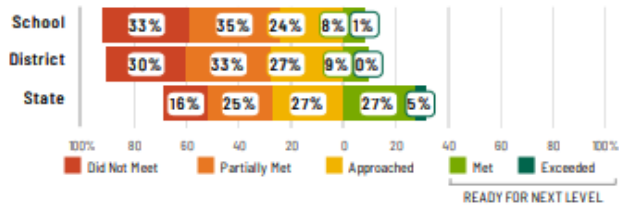
Success by Student Group

This display shows IAR ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

English Language Arts

White	23%	26%	33%	18%	
Black	Fewer than 10 students				
Hispanic	Fewer than 10 students				
Low Income	30%	22%	31%	17%	
With IEPs	64%	24%	12%		

Mathematics

White	33%	34%	24%	8%	1%
Black	Fewer than 10 students				
Hispanic	Fewer than 10 students				
Low Income	40%	33%	20%	7%	
With IEPs	61%	30%	9%		

■ Did Not Meet   ■ Partially Met   ■ Approached   ■ Met   ■ Exceeded

READY FOR NEXT LEVEL
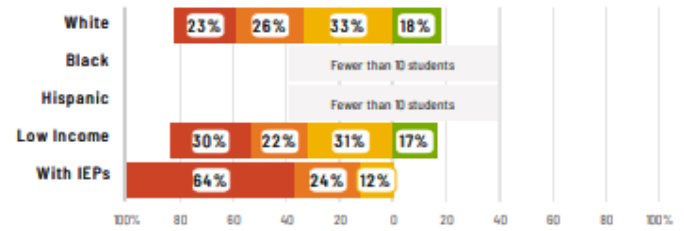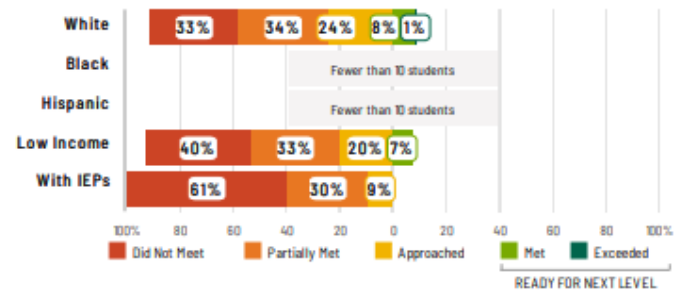
Student Attendance and Mobility

Attendance Rate
Rate at which students are present at school, not including excused or unexcused absences

- School: 93%
- District: 93%
- State: 94%

Chronic Absenteeism
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse

- School: 24%
- District: 23%
- State: 18%

Student Mobility
Percentage of students who transfer in or out of the school during the school year, not including graduates

- School: 11%
- District: 9%
- State: 7%

Teacher Retention
Percentage of full time teachers who return to the same school year to year

- School: 81%
- District: 85%
- State: 86%

Legend: School, District, State

School Environment

Effective Leaders | Collaborative Teachers
Ambitious Instruction
Supportive Environment | Involved Families

The **5Essentials Survey** allows students in grades 6-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

Response Rates
Students 97%
Teachers 94%

Average — Effective Leaders
Do principals and teachers implement a shared vision for success?

Average — Collaborative Teachers
Do teachers collaborate to promote professional growth?

More — Ambitious Instruction
Are classes challenging and engaging?

Less — Supportive Environment
Is the school safe, demanding, and supportive?
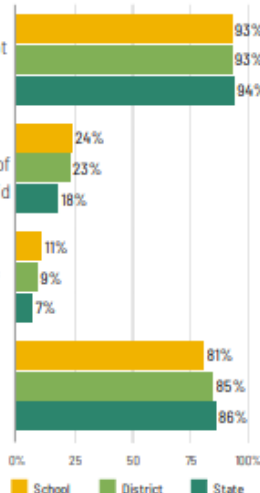
Less — Involved Families
Does the entire staff build strong external relationships?

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, Art, Current Events, and Music Appreciation. 7th grade students are offered Health for a semester, Common Sense Media, and Art. Eighth grade students have Art, Entrepreneurship, Careers, and Media in the 21st Century. "Choices" is a program taught one day a week for all grade levels through Bridgeway that addresses drug and alcohol awareness, this program was suspended during this past school year. All students are provided the opportunity to take band and chorus.

Intervention support labs have been implemented in for students who need extra assistance. We call this support lab "WIN" or "What I need." Students are identified from a variety of sources including assessment data, teacher recommendation, and grades. The labs are scheduled during Study Hall so that most students are able to attend.

All students are issued a district-owned 1:1 device (Google Chromebook). The middle school is making efforts to promote 21st century learning skills by preparing students for college and future careers. Four 8th grade classrooms are now 21st century classrooms, complete with whiteboard tables, flexible seating, and 40 inch monitors. Other classrooms have incorporated aspects of 21st century classrooms including whiteboard tables, flexible seating, and Prowise Educational Boards. 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. We will utilize Dr. Donna McCaw as a consultant during the 2021-22 school year for this endeavor. 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 the 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 trade books and internet resources. Seventh grade

students study Federal government. Eighth grade students study state government and the Illinois Constitution.

Language Arts
Language Arts focuses 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.

Literature
The middle school Literature curriculum is aligned to the Common Core Standards. Teachers use a Glencoe textbook, nonfiction 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 RTI program. 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 RTI receive extra reading instruction during the school day.

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

Math
The middle school and high school have adopted the Integrated approach to mathematics. Under this curriculum, mathematical concepts are blended together to create a more real-world math curriculum. All grade levels at the middle school follow the Common Core Mathematics Standards, however, at the 7th grade level, students have the opportunity to take 7th grade Core Math or a 7th/8th Compacted course. At the 8th grade level, students have the opportunity to take 8th grade Core or the first high school integrated course, Math A. Students identified for RTI receive extra math instruction during the school day.

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 formerly 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 6-8 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

- Increased emphasis on enhancing professional practice identified by Charlotte Danielson.
- Use of the Middle School Concept allows for daily collaboration between staff members for student and curriculum issues.
- Address RTI (Response to Intervention) responsibilities through grade level teams and RtI coordinator.
- Provide targeted study halls for specific academic support to help students.
- Continue implementation of PBIS to support character education and an anti-bullying program through the use of Second Step Curriculum for all grades.
- Provide professional development activities focusing on identified areas of weakness.
- Continue emphasis on improving differentiation, data driven instruction, higher order thinking, and student engagement utilizing MAP Assessment data.
- Provide family and student access to student grades, assignments, discipline, lunch account and attendance through Skyward internet access.
- School and/or District Wide communication through Connect-Ed, to provide information to members of the community in a timely manner.
- Encouraged a positive and supportive environment for staff and faculty, emphasizing continued flexibility, collaboration, and communication.
- Provided increased technology in the classroom, 1:1 Chromebooks for all students, 21st Century classrooms in the 8th grade, SMART Boards, Prowise digital touchscreens, document cameras, computer tablets, e-readers at each grade level, and video cameras.
- The local FOCC provides support at all grade levels.
- Involves the community through: Annual Glow Run, Veterans Day Assembly, Angel Tree Program, and programs with the local nursing home.

School Challenges

- Economic hardships in the area: 61% of the students are identified as low income.
- Continuing issues with student mobility (above 10% for the past five years including 10% in 2019-20).
- Student enrollment has decreased from 185 in 2016 to 167 in 2021.
- Inadequate time and trained personnel for small group instruction of social skills.
- Too few associates for special education students participating in general education classes (push-in) with 18% of the student population currently receiving IDEA services.
- Implementation of Common Core has created gaps in academic progress and assessment.
- Identifying curriculum and technological changes for IAR.
- Ongoing development of student growth model for teacher evaluation.
- Professional development opportunities to earn CEUs are limited and have become less available due to the pandemic.
- Need for additional staff (math/reading labs, behavioral specialist).
- Need 2 more full-time teachers.

1.5   School Improvement Team

Table 1   School Improvement Team for 2021-2022 School Year

TEAM MEMBER	POSITION	# OF YEARS ON TEAM
Joe Peters	Principal	4
Danna Cory	Choir	1
Natalie Ensminger	Literature/Language Arts	16
Byron Helt	Social Studies/Science	12
Jeremy Hennings	Math	12
Teresa Stevenson	Special Education	2
Lisa Lox	Social Studies	9

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. 5 Essentials for 2019-2020	October 2014 October 2015 October 2016 October 2017 Jan-Mar 2019	59% 66% 65% 27% 20%	To identify strengths and challenges from parents/guardians.
Survey	Student Survey/5 Essentials Survey	October 2014 October 2015 October 2016 October 2017 January 2019 January 2020	100% 100% 100% 100% 100% 64%	To identify strengths and challenges from students. Fewer students took the survey due to the high numbers that were remote or temporary remote when the survey was taken.
Survey	Staff Survey/5 Essentials Survey	October 2014 October 2015 October 2016 October 2017 January 2019 January 2020	100% 100% 100% 100% 100% 84%	To identify strengths and challenges from staff.
Documents	Teacher Certificates / Licences	2014-2015 2015-2016 2016-2017	100% 100% 100%	To determine that all teachers are certified and highly

		2017-2018 2018-2019 2019-2020 2020-2021	100% 100% 100%	qualified to teach in their subject area
Documents	Fall Housing Report	2005-2018	NA	To identify individual students and special needs.
Documents	Illinois Interactive Report Card	2015-2021	NA	To identify school data as reported by IIRC.
Documents	MAP Assessment	2019-21	NA	To identify school data as reported by MAP assessment.

2.2   District Assessment Data

Table 3   Adequate Yearly Progress Data (Based on PARCC/IAR Meets and Exceeds)

The IAR was not administered in 2020 due to the Covid 19 pandemic.

6th Grade -		2015	2016	2017	2018	2019
Mathematics - Major Content	West Central	24%	23%	5%	3%	6.3%
	State	29%	27%	28%	27%	25.3%
Mathematics - Supporting Content	West Central	25%	18%	9%	NA	NA
	State	30%	28%	29%	NA	NA
Mathematics - Reasoning	West Central	22%	24%	14%	NA	NA
	State	32%	31%	32%	NA	NA
Mathematics - Modeling	West Central	21%	21%	11%	NA	NA
	State	34%	31%	29%	NA	NA
ELA - Reading - Literacy	West Central	37%	39%	9%	16%	12.5%
	State	39%	39%	35%	34%	35%
ELA - Reading - Informational Text	West Central	38%	29%	16%	NA	NA
	State	38%	35%	35%	NA	NA
ELA - Reading - Vocabulary	West Central	46%	34%	23%	NA	NA
	State	41%	35%	37%	NA	NA
ELA - Writing - Expression	West Central	14%	18%	9%	NA	NA
	State	38%	39%	35%	NA	NA
ELA - Writing - Conventions	West Central	22%	18%	9%	NA	NA
	State	43%	39%	37%	NA	NA
7th Grade -		**2015**	**2016**	**2017**	**2018**	**2019**
Mathematics - Major Content	West Central	19%	21%	15%	8%	15.8%

		2015	2016	2017	2018	2019
	State	29%	27%	28%	31%	29.9%
Mathematics - Supporting Content	West Central	21%	21%	20%	NA	NA
	State	35%	28%	28%	NA	NA
Mathematics - Reasoning	West Central	26%	23%	15%	NA	NA
	State	35%	30%	29%	NA	NA
Mathematics - Modeling	West Central	21%	30%	19%	NA	NA
	State	32%	29%	30%	NA	NA
ELA - Reading - Literacy	West Central	40%	38%	36%	13%	34.2%
	State	42%	40%	40%	40%	41.2%
ELA - Reading - Information	West Central	33%	38%	39%	NA	NA
	State	43%	37%	39%	NA	NA
ELA - Reading - Vocabulary	West Central	40%	51%	32%	NA	NA
	State	44%	38%	39%	NA	NA
ELA - Writing - Expression	West Central	17%	25%	19%	NA	NA
	State	42%	38%	44%	NA	NA
ELA - Writing - Conventions	West Central	19%	23%	19%	NA	NA
	State	47%	40%	43%	NA	NA
8th Grade -		**2015**	**2016**	**2017**	**2018**	**2019**
Mathematics - Major Content	West Central	19%	17%	20%	17%	6%
	State	33%	30%	30%	31%	32.6%
Mathematics - Supporting Content	West Central	22%	12%	30%	NA	NA
	State	37%	29%	31%	NA	NA
Mathematics - Reasoning	West Central	15%	24%	31%	NA	NA
	State	39%	34%	37%	NA	NA
Mathematics - Modeling	West Central	25%	32%	36%	NA	NA
	State	37%	33%	35%	NA	NA
ELA - Reading - Literacy	West Central	39%	47%	36%	7%	13.4%
	State	43%	42%	39%	36%	39.6%
ELA - Reading - Information	West Central	47%	29%	41%	NA	NA
	State	43%	40%	39%	NA	NA
ELA - Reading - Vocabulary	West Central	43%	29%	33%	NA	NA
	State	45%	42%	40%	NA	NA
ELA - Writing - Expression	West Central	28%	20%	20%	NA	NA
	State	43%	38%	37%	NA	NA

ELA - Writing - Conventions	West Central	33%	27%	16%	NA	NA
	State	46%	37%	37%	NA	NA

Table 4 Winter 2020-2021 MAP Assessments Summary

Grade	WC Avg National Norm	Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile >80
6th Grade Math	WC 208 Norm 219	33%	38%	19%	7%	3%
7th Grade Math	WC 211 Norm 223	30%	50%	16%	2%	2%
8th Grade Math	WC 216 Norm 227	34%	32%	28%	4%	2%
6th Grade Reading	WC 207 Norm 213	28%	28%	28%	10%	7%
7th Grade Reading	WC 211 Norm 217	23%	18%	33%	25%	2%
8th Grade Reading	WC 216 Norm 220	22%	20%	27%	27%	4%

Winter 2019-2020 MAP Assessments Summary

Grade	WC Avg National Norm	Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile >80
6th Grade Math	WC 208 Norm 222	40%	42%	17%	0%	2%
7th Grade Math	WC 215 Norm 225	43%	25%	21%	8%	4%
8th Grade Math	WC 221 Norm 229	25%	32%	27%	16%	0%
6th Grade Reading	WC 207 Norm 214	33%	22%	22%	17%	5%
7th Grade Reading	WC 215 Norm 216	19%	8%	42%	26%	6%
8th Grade Reading	WC 217 Norm 219	14%	20%	32%	23%	11%

Winter 2018-2019 MAP Assessments Summary

Grade	WC Avg National Norm	Lo %ile <21	LoAvg %ile 21-40	Avg %ile 41-60	HiAvg %ile 61-80	Hi %ile >80
6th Grade Math	WC 210 Norm 221	44%	28%	23%	2%	2%
7th Grade Math	WC 219 Norm 226	24%	29%	35%	12%	0%
8th Grade Math	WC 218 Norm 229	39%	25%	29%	5%	2%
6th Grade Reading	WC 208 Norm 214	29%	24%	31%	13%	2%
7th Grade Reading	WC 216 Norm 217	11%	17%	31%	26%	14%
8th Grade Reading	WC 214 Norm 219	25%	27%	17%	19%	12%

Table 5   MAP Math Goal Areas 2020-21

Operations and Algebraic Thinking	Lo	LoAvg	Avg	Hi Avg	Hi
Sixth Grade	29%	38%	22%	7%	3%
Seventh Grade	34%	34%	23%	7%	2%
Eighth Grade	43%	21%	19%	13%	4%
Real & Complex Number Systems					
Sixth Grade	34%	34%	17%	12%	2%
Seventh Grade	36%	36%	18%	9%	2%
Eighth Grade	30%	26%	21%	21%	2%
Geometry					
Sixth Grade	38%	28%	22%	10%	2 %
Seventh Grade	50%	30%	14%	4%	2%
Eighth Grade	45%	26%	26%	2%	2%
Statistics and Probability					
Sixth Grade	29%	34%	22%	10%	3%
Seventh Grade	25%	39%	34%	2%	0%
Eighth Grade	38%	26%	28%	6%	2%

MAP Math Goal Areas 2019-20

Operations and Algebraic Thinking	Lo	LoAvg	Avg	Hi Avg	Hi
Sixth Grade	47%	36%	12%	5%	0
Seventh Grade	52%	19%	15%	13%	2%
Eighth Grade	20%	30%	27%	18%	5%
Real & Complex Number Systems					
Sixth Grade	32%	29%	32%	3%	3%
Seventh Grade	31%	21%	23%	17%	8%
Eighth Grade	18%	30%	27%	23%	2%
Geometry					
Sixth Grade	46%	31%	20%	2%	2%
Seventh Grade	43%	34%	9%	8%	6%
Eighth Grade	25%	32%	25%	16%	2%
Statistics and Probability					
Sixth Grade	42%	36%	15%	7%	0%
Seventh Grade	42%	17%	34%	2%	6%

Eighth Grade	30%	25%	25%	20%	0%

MAP Math Goal Areas 2018-19

Operations and Algebraic Thinking	Lo	LoAvg	Avg	Hi Avg	Hi
Sixth Grade	44%	28%	19%	2%	2%
Seventh Grade	24%	38%	24%	15%	0%
Eighth Grade	34%	27%	23%	13%	4%
Real & Complex Number Systems					
Sixth Grade	37%	21%	30%	7%	5%
Seventh Grade	21%	18%	29%	24%	9%
Eighth Grade	36%	23%	29%	11%	2%
Geometry					
Sixth Grade	51%	30%	12%	5%	2%
Seventh Grade	24%	41%	24%	12%	0%
Eighth Grade	43%	23%	27%	5%	2%
Statistics and Probability					
Sixth Grade	47%	33%	14%	5%	2%
Seventh Grade	24%	44%	12%	21%	0%
Eighth Grade	36%	36%	21%	2%	5%

Table 6 2020-21 MAP Reading Goal Areas:

Literary Text: Key Ideas and Details	Lo	LoAvg	Avg	HiAvg	Hi
Sixth Grade	26%	19%	24%	19%	12%
Seventh Grade	21%	18%	28%	26%	7%
Eighth Grade	19%	16%	33%	19%	14%
Literary Text: Language, Craft, and Structure					
Sixth Grade	21%	24%	28%	21%	7%
Seventh Grade	25%	23%	32%	14%	7%
Eighth Grade	29%	14%	27%	20%	10%
Informational Text: Language, Craft, and Structure					
Sixth Grade	31%	29%	21%	16%	3%
Seventh Grade	21%	30%	25%	21%	4%
Eighth Grade	24%	24%	20%	18%	12%
Vocabulary: Acquisition and Use					

Sixth Grade	22%	29%	24%	16%	3%
Seventh Grade	28%	23%	16%	28%	5%
Eighth Grade	20%	24%	29%	20%	6%
Informational Text: Key Ideas and Details					
Sixth Grade	24%	33%	17%	16%	10%
Seventh Grade	21%	32%	21%	21%	5%
Eighth Grade	24%	18%	33%	18%	6%

2019-20 MAP Reading Goal Areas:

Literary Text: Key Ideas and Details	Lo	LoAvg	Avg	HiAvg	Hi
Sixth Grade	33%	24%	21%	16%	7%
Seventh Grade	15%	28%	23%	26%	8%
Eighth Grade	14%	20%	39%	18%	9%
Literary Text: Language, Craft, and Structure					
Sixth Grade	28%	22%	24%	22%	3%
Seventh Grade	21%	9%	21%	38%	11%
Eighth Grade	16%	23%	25%	27%	9%
Informational Text: Language, Craft, and Structure					
Sixth Grade	34%	22%	16%	10%	5%
Seventh Grade	17%	21%	28%	21%	12%
Eighth Grade	16%	16%	41%	7%	20%
Vocabulary: Acquisition and Use					
Sixth Grade	33%	21%	19%	22%	5%
Seventh Grade	15%	23%	36%	17%	9%
Eighth Grade	11%	32%	25%	25%	7%
Informational Text: Key Ideas and Details					
Sixth Grade	31%	26%	21%	16%	7%
Seventh Grade	21%	13%	38%	23%	6%
Eighth Grade	14%	25%	27%	23%	11%

2018-19 MAP Reading Goal Areas:

Literary Text: Key Ideas and Details	Lo	LoAvg	Avg	HiAvg	Hi
Sixth Grade	29%	33%	24%	13%	0%
Seventh Grade	9%	23%	26%	29%	14%

Eighth Grade	34%	25%	17%	14%	10%
Literary Text: Language, Craft, and Structure					
Sixth Grade	33%	9%	24%	18%	16%
Seventh Grade	20%	14%	31%	20%	14%
Eighth Grade	29%	20%	17%	24%	10%
Informational Text: Language, Craft, and Structure					
Sixth Grade	29%	22%	24%	22%	2%
Seventh Grade	17%	14%	34%	23%	11%
Eighth Grade	24%	17%	36%	14%	10%
Vocabulary: Acquisition and Use					
Sixth Grade	24%	24%	33%	11%	7%
Seventh Grade	14%	17%	34%	29%	6%
Eighth Grade	27%	19%	15%	20%	19%
Informational Text: Key Ideas and Details					
Sixth Grade	38%	18%	24%	16%	4%
Seventh Grade	14%	11%	31%	23%	20%
Eighth Grade	25%	22%	22%	15%	15%

2020
- **(Table 4)** More students at each grade level continue to score at the average or above level in Reading than in Math.
- **(Table 4)** The current seventh grade class showed a 17% improvement in students scoring in the average to high level.
- **(Table 5)** The math area that has the most students below the average mark in each grade is Geometry.
- **(Table 6)** In every area but Language, Craft and Structure the percent of students falling below average shows a decrease from the sixth grade to the eighth grade.

2019
- **(Table 4)** More students at each grade level scored at the average or higher level in Reading than in Math.
- **(Table 4)** The seventh grade Class had 28% more students score in the average or higher level in Reading than they did the previous year
- **(Table 5)** Sixth grade has consistently scored lower compared to other grade levels in Math.
- **(Table 6)** Sixth grade has consistently scored lower compared to other grade levels in Reading.

2018
- **(Table 3)** In all areas WCMS students scored lower than the state averages.
- **(Table 4)** More students at each grade level scored at the average or higher level in reading than in math.
- **(Table 5)** The weakest overall area is Statistics and Probability while the strongest is Real and Complex Number Systems.
- **(Table 6)** Seventh grade saw the highest percentage of Average to High across all categories.

2017
- **(Table 3)** In most areas WCMS students scored lower than the state average.
- **(Table 3)** 8th grade scores were closer to state scores than 6th and 7th.

2016
- **(Table 3)** WCMS trends are similar to State trends

- **(Table 3)** In most categories WCMS students scored lower than the state average.
- **(Table 3)** Reading scores were closer to the state average than writing and math at all three grade levels.

2.3   Demographic Data

Table 7   Discipline Referrals by Type of Infraction (End of Year Report)

Major Referral Type	2015-2016	2016-2017	2017-2018	2018-2019	2019-20
TOTAL	*369*	*429*	*403*	*487*	*270*
Physical Aggression (including fighting)	23	49	45	40	38
Alcohol & Drug Possession/Use	0	0	8	10	3
Disruptive Behavior	112	150	41	58	34
Defiant	13	4	34	33	40
Disrespect/non-compliance	73	91	94	189	110
Inappropriate Behavior	6	24	15	24	6
Inappropriate Language/Comments	22	25	65	43	12
Technology Violation/Cell Phone	20	9	14	12	7
Unprepared	39	59	1	58	0
Other Categories	61	18	86	20	20

*Re-created Table 7 in 2020

2019-2020   **(Table 7) *This data is from 3 quarters as school was remote during the 4th quarter**
- Taking three quarters into account Physical Aggression, Defiance, and Other Categories were higher in the 2019-20 school year.
- All other categories were all lower or on par with previous years.

2018-2019
- Disrespect/Non-Compliance, Disruptive Behavior, and Unprepared all increased during the 2018-19 school year.
- Inappropriate Comments and Other Categories were both reduced.

Table 8   Discipline Referral Totals by Grade and Gender (End of Year Report)

	Males 2016 2017	Males 2017 2018	Males 2018 2019	Males 2019 2020		Females 2016 2017	Females 2017 2018	Females 2018 2019	Females 2019 2020
6th	80	29	59	94		16	8	33	63
7th	175	133	13	36		72	4	17	23
8th	57	178	312	3		25	51	53	35
ALL	312	340	384	135		116	63	103	121

*Re-created Table 8 in 2020 (represents the number of "Major Referrals")
2019-2020   **(Table 8)**

- Referrals for the 8th grade boys went from 29-13-3 from sixth grade to 8th grade while referrals for the 8th grade girls went from 8-17-35 in the same time frame.
- Sixth grade referrals were the highest with both the boys and girls.
- Overall referrals for the boys declined by 54% in 2019-20 taking into account no in-person fourth quarter. Referrals for girls increased by 137%at the same time.

2018-2019
- Referrals among the males in 2018-19 was significantly higher than among the females.
- Discipline among the 8th grade was significantly higher than the other grades and also much higher than when they were in 6th and 7th grade.
- Discipline in the 7th grade for both boys and girls went down from when they were in sixth grade.

Table 9   General School Data (End of Year Report - IIRC)

	WCMS 2015-2016		WCMS 2016-2017		WCMS 2017-2018		WCMS 2018-2019		WCMS 2019-2020	
Total School Enrollment	185	100%	174	100%	154	100%	152	100%	150	100%
Average Daily Attendance	176	95%	164	94%	145	94%	142	93%	143	95.5%
Truancy Rate	7	3.8%	7	4%	17	11%	15	10%	4	2.5%
Mobility Rate	30	16%	19	11%	22	14%	17	11%	15	10%
Suspension Rate (in & out of school)	59	32%	42	24%	42	27%	52	34%	45	30%
Expulsion Rate	0	0%	0	0%	0	0%	0	0%	0	0%
Low-Income Rate	91	49%	96	55%	88	57%	92	61%	92	61%
Promotion Rate	184	99.5%	173	99.4%	154	100%	152	100%	150	100%
Retention Rate	1	0.5%	1	0.6%	0	0%	0	0%	0	0%
Gender		x	F-101 M-78	x	F-69 M-85	x	F-69 M-69	x	F-81 M-69	x
White	178	96.2%	164	94.3%	145	94.2%	144	94.7%	141	94%
Black	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	2	1.1%	2	1.1%	2	1.3%	3	2.0%	3	2%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian	0	0%	1	0.6%	1	0.6%	0	0%	1	.67%
Pacific Islander	0	0%	0	0%	1	0.6%	0	0%	0	0%
Two or More Races	5	2.7%	7	4%	5	3.2%	5	3.3%	5	3.3%

2019-2020   (Table 9)
- Average daily attendance increased to 95.5% from 93% the year before.
- The truancy rate dropped to 2.5%.
- The overall suspension rate increased during the 2019-20 school year.

2018-2019   (Table 9)
- Student enrollment decreased by two students from 2071-18.
- Truancy and mobility rates both went down slightly.
- The low income rate has steadily increased 2015-16.

2017-2018   (Table 9)
- Overall student enrollment dropped 12.5% from 2016-17.
- The truancy rate increased from 2016-17.
- The mobility rate increased from 11% to 14%.

2016-2017   (Table 9)
- School enrollment continues to decline.
- The percentage of low income students increased from the previous year.

2015-2016   (Table 9)
- School enrollment decreased from 203 students in the 2014-2015 school year to 185 students in the 2015-2016 school year.
- Mobility rate increased from 11.9% in the 2014-2015 school year to 16% in the 2015-2016 school year.

Table 10   General Student Enrollment

	WCMS 2015-2016		WCMS 2016-2017		WCMS 2017-2018		WCMS 2018-2019		WCMS 2019-2020	
	#	%	#	%	#	%	#	%	#	%
Total	184	100%	174	100%	154	100%	152	100%	151	100%
6th	62	34%	56	32%	35	23%	47	31%	60	39.7%
7th	64	35%	61	35%	56	36%	37	24%	50	33.1%
8th	58	32%	58	33%	63	41%	68	45%	41	27.1%

2019-2020   (Table 10)
- The enrollment of the 2019-20 eighth grade has increased by six students since sixth grade.
- The enrollment of the 2019-20 seventh grade increased by three students since 2018-19.

2018-2019   (Table 10)
- Enrollment went down by two students from 2017-2018. This was the smallest decline over the last five years.

2017-2018   (Table 10)
- Enrollment has declined over the past five years.

2016-2017   (Table 10)
- Enrollment has declined over the past five years.

Table 11   Student IEP Subgroup Enrollment (Fall Housing Report)

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	#	%	#	%	#	%	#	%	#	%
Total Building Population	184	100	174	100	154	100%	152	100%	151	100%
Total Special Education*	25	13.6	29	16.7	28	18%	32	21%	33	21.7%
Intellectual Disability*	1	4	2	6.9	4	14%	4	12.5%	1	3%
Cognitive Disability*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hearing Impaired	0	0	0	0	0	0%	0	0%	0	0%
Speech/Lang Impairment	2	8	4	13.8	3	10.7%	5	16%	4	13%

Visual Impairment	0	0	0	0	0	0%	1	3.1%	0	0%
Emotionally Disturbed	1	4	1	3.4	1	3.6%	1	3.1%	2	6%
Orthopedic	0	0	0	0	0	0%	0	0%	0	0%
Other Health Impairment	4	8	4	13.8	5	17.9%	6	18.8%	6	19%
Specific LD	13	52	15	51.7	13	46.4%	15	46.9%	20	59%
Multiple Disabilities	0	0	0	0	0	0%	0	0%	0	0%
Deaf/Blindness	0	0	0	0	0	0%	0	0%	0	0%
Autism	3	12	2	6.9	2	7.1%	0	0%	0	0%
Traumatic Brain Injury	1	4	1	3.4	0	0%	0	0%	0	0%

*Cognitive and Mental Disabilities are known as Intellectual Disabilities (as of 2014-2015).
*Sub-group population percentages are based on the total special education population.

2019-2020   Table 11)
- The percentage of Special Education students has continued to increase at WCMS.
- Emotionally Disturbed students increased from 3.1% to 6% between 2018-19 and 2019-20.

2018-2019   (Table 11)
- The percentage of special education students was at a high at the beginning of the 2018-19 school year.
- Speech/Language saw an increase in percentage from 2017-18 to 2018-19 other areas within the special education department have remained consistent.

2017-2018   (Table 11)
- Percentages are consistent with previous years.

2016-2017   (Table 11)
- The number of students in special education has increased over the past five years.
- The number of students receiving speech services has increased over the past three years.

2.4   Program Data

Table 12   Educator Data (Includes all Middle School Staff except Administrators)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Full-Time Teachers	15	14	13	14	14
Total Part-Time Teachers	3	3	2	2	2
Average Years Teaching (total years taught)	11	12	11.6	12.8	NA
Teachers New to Building	1	3	1	2	1
First Year Teachers	1	3	2	0	0
Teachers with M.A. & Above (%)	33%	35%	46%	31.4%	34%
Teachers with Emergency/Provisional Cert.	0	0	0	0	0
Caucasian Teachers (%)	100%	100%	100%	100%	100%
Male Teachers (%)	28%	29%	23%	26%	26%
Female Teachers (%)	72%	71%	77%	74%	74%
Highly qualified Teachers (%)	100%	NA	NA	NA	NA

Total Paraprofessionals	5	4	4	3	3
Total Counselors	0	0	0	0	0
Total Librarians	0.5	0.5	0.5	0.5	0.5
Total Social Workers/Psychologists	2 part-time	2 part-time	2 part-time	2 part-time	2 part-time
Total Other Staff	7	7	7	7	7
Total Administrators	2	2	1	1	1

2019-2020   (Table 12)
- The average number of years is no longer available in the Illinois Report Card.
- One teacher was replaced after 2018-19.

2018-2019   (Table 12)
- The average number of years teaching increased by 1.2 years.
- The number of teacher's with MA or above decreased.

2017-2018   (Table 12)
- The total number of full-time and part-time teachers has decreased over the past five years.
- The number of teachers with MA or Above has increased over the past five years.

2016-2017   (Table 12)
- The total number of teachers has decreased over the past five years.

Table 13   Professional Development Data (Spring 2020-Spring 2021)

Topic	Provider	Hours	Date	Participants	Grade
MAP Data Analysis	WC235	1.5	10/2/20	All	all
Reaching remote Learners	WC235	1.5	10/2/20	All	all
Technology Training	Technology Team	8	11/20/20	All	all
Restorative Practices	Kate McGruder	1.5	2/12/21	All	all
Surviving Covid Chaos	Jim Burgett	1.5	2/12/21	All	all
SIP Data Walk	WC235	3	3/9/21	All	all
Staff Wellness	WC235	3	4/1/21	All	all
State Mandated Training	Ed Leaders Network	30	9/1/20-12/20/20	All	all

2.5 PERCEPTION DATA

Student Survey   2019-2020 (Going Forward the SIP Plan will utilize the 5Essential Survey Data)

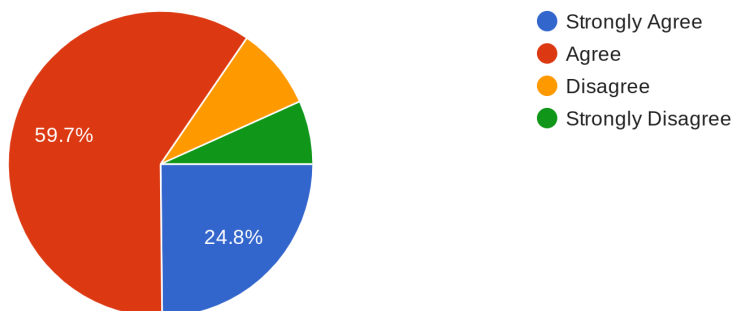I am able to get help with completing and understanding my school work outside of class.
149 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

56.4%
12.1%
28.9%
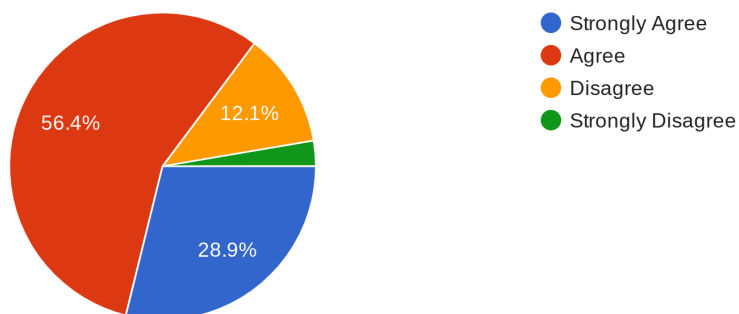
I feel I have enough access to teachers to get help with my school work.
149 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

59.7%
24.8%

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

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

37.6%
17.4%
10.7%
34.2%
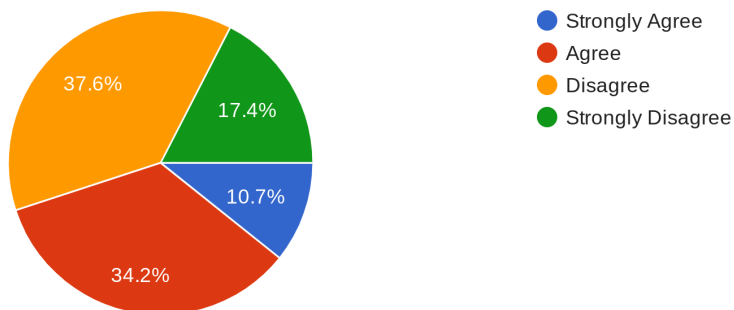
Adults who work in my school treat students with respect.

149 responses

- ● Strongly Agree
- ● Agree
- ● Disagree
- ● Strongly Disagree

51.7%
12.8%
8.1%
27.5%
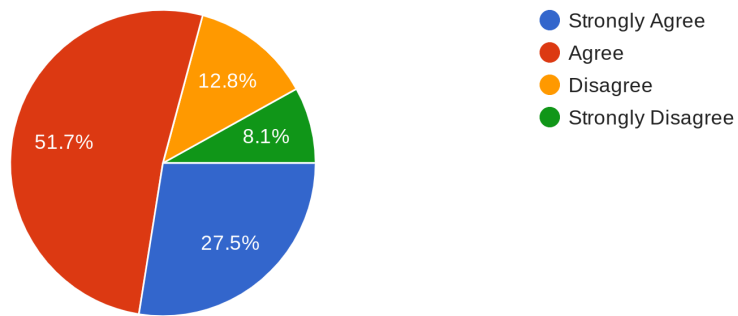
In my school, we talk about ways to help us understand and control our emotions.

149 responses

- ● Strongly Agree
- ● Agree
- ● Disagree
- ● Strongly Disagree

18.1%
10.1%
14.8%
57%
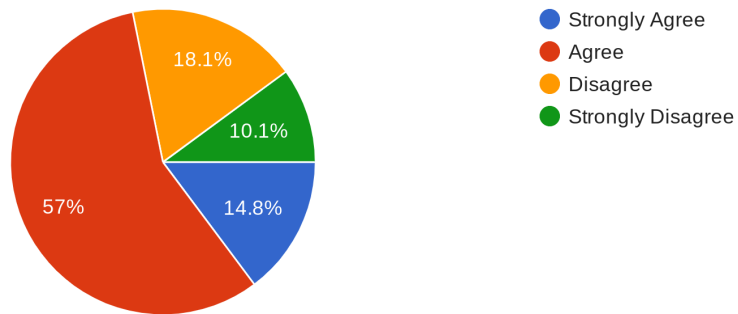
Adults in this school have high expectations for me in my behavior.

149 responses

- ● Strongly Agree
- ● Agree
- ● Disagree
- ● Strongly Disagree

53.7%
38.9%
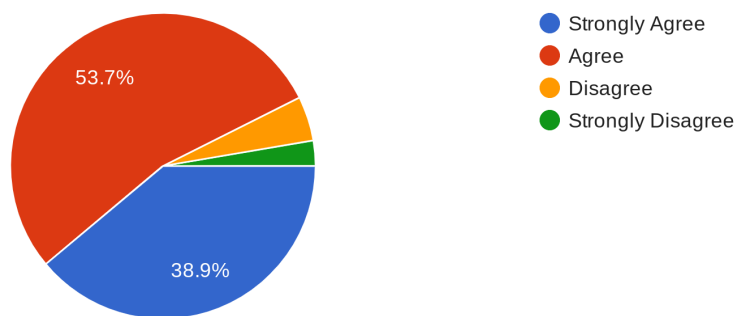
Adults in this school have high expectations for me in my school work.
149 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

54.4%
38.9%
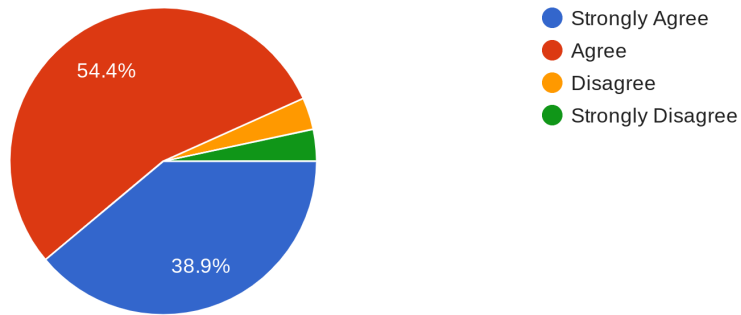
Adults in my school seem to work well with one another.
149 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

51.7%
39.6%
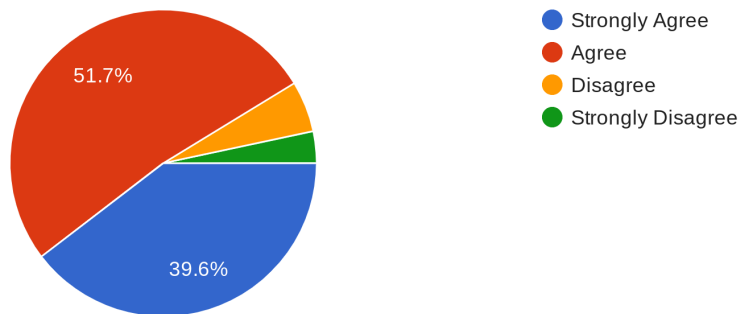
In my school, we have learned ways to resolve disagreements peacefully.
149 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

22.8%
18.8%
14.1%
44.3%
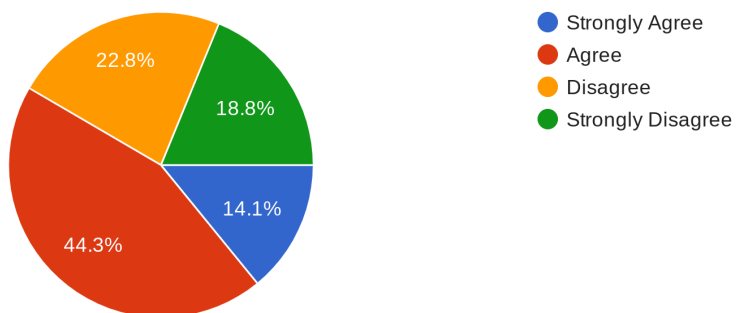
I am proud to be a student at West Central.
149 responses

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
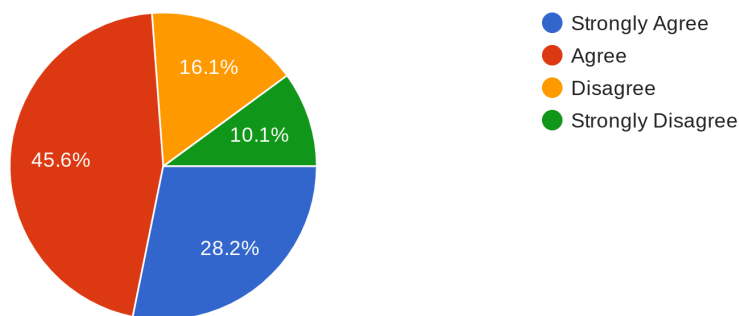
Student Survey Observations
- 39% of students have not learned ways to resolve disagreements (down from 44% last year).
- 41% of students say we do not talk about emotions.
- 90% of students feel that adults at school have high expectations for their behavior and 94% for their school work.
- 74% of the students are proud to be a student at WCMS (down from 84% from last year).

Parent/Guardian Survey   2020-2021
- *Did not administer due to no in-person Parent Teacher Conferences*
- *Did not meet 20% goal for 5Essentials Survey*
- *Will administer our own survey in 2021-2022 at Parent Teacher Conferences (along with hopefully meeting 20% goal from 5essentials)*

Parent/Guardian Survey Observations (Pre-2021 data)
- Of the parents surveyed, the resource that would help them the most with assisting their child with schoolwork was knowing good websites to find information.
- 16% of parents surveyed feel that they do not have access to discussing bullying problems with school personnel.
- 92% of parents surveyed feel proud that their student is at West Central Middle School.

Staff Survey   2020-2021

I know what is expected from me at work.
14 responses

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
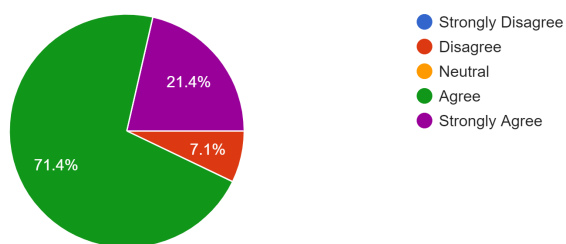
I have the materials and equipment I need to be successful in my position.
14 responses

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

64.3%
7.1%
21.4%

In the last seven days, I have received recognition or praise from (check all that apply):
14 responses
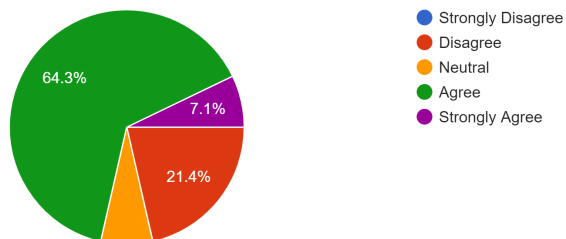

An administrator	2 (14.3%)
A co-worker	8 (57.1%)
A parent/guardian	5 (35.7%)
A student	6 (42.9%)
I have not received praise in the last …	5 (35.7%)
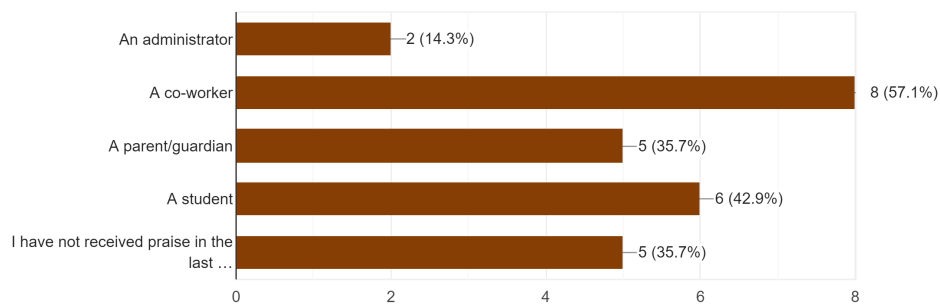
There is someone at work who encourages my development (check all that apply):
14 responses

An administrator	3 (21.4%)
A co-worker	8 (57.1%)
A parent/guardian	0 (0%)
A student	2 (14.3%)
I do not have someone who encourages my…	5 (35.7%)
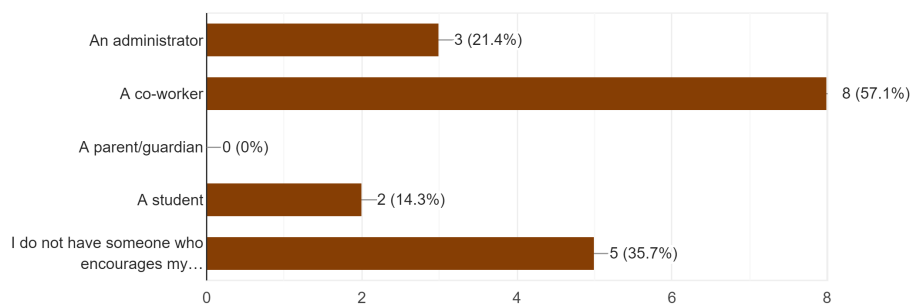
My main concern(s) in our building relate to (check all that apply):
14 responses

Adequate staffing	12 (85.7%)
Student behavior	9 (64.3%)
Job expectations	2 (14.3%)
Student growth	2 (14.3%)
Parent/guardian support	9 (64.3%)
District decision making	6 (42.9%)
Technology	0 (0%)
Building maintenance/structure/cleanlin…	12 (85.7%)
	1 (7.1%)
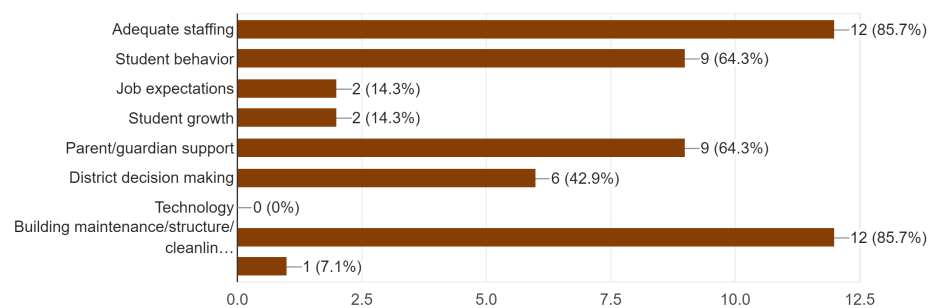
At work, my opinions seem to matter (check all that apply).

14 responses

In teaming	7 (50%)
In teacher meetings	6 (42.9%)
In committee meetings	1 (7.1%)
In district staff meetings	2 (14.3%)
To administrators	4 (28.6%)
My opinion does not seem to matter.	3 (21.4%)
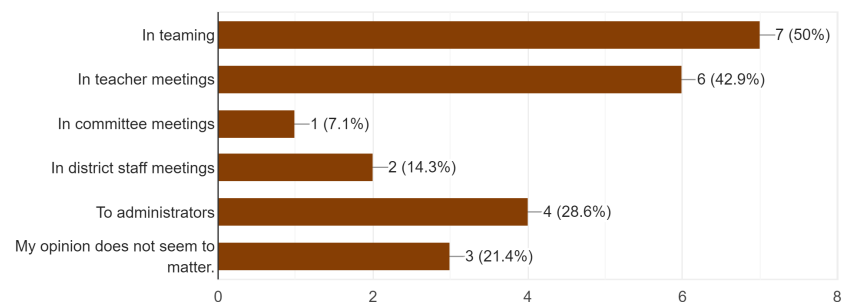
I have a voice in the decision-making process in the following (check all that apply):

14 responses

At the department level	6 (42.9%)
At the teaming level	9 (64.3%)
At the school level	6 (42.9%)
At the district level	0 (0%)
I feel that my voice is not heard in th…	3 (21.4%)
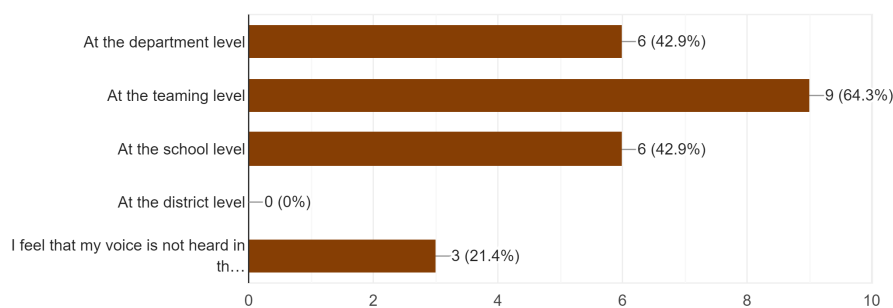
West Central Middle School is a cohesive educational team.

14 responses

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

42.9%
7.1%
28.6%
21.4%
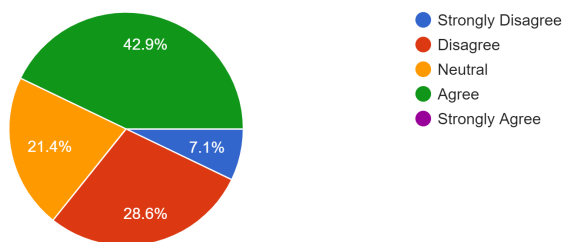
I receive adequate feedback on my performance as a teacher.

14 responses

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

35.7%
14.3%
28.6%
21.4%
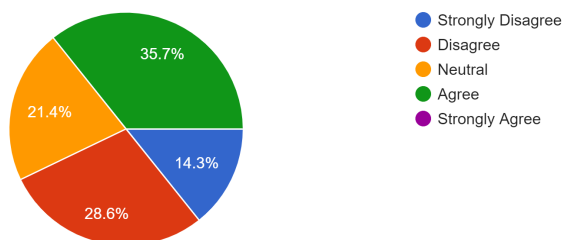
At work, I have had opportunities to learn and grow.

14 responses

- 🔵 Strongly Disagree
- 🔴 Disagree
- 🟠 Neutral
- 🟢 Agree
- 🟣 Strongly Agree

85.7%
14.3%
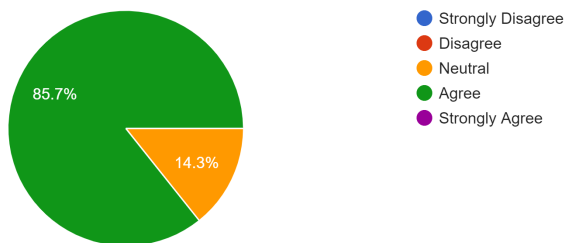
I have opportunities to participate in professional development outside of the district.

14 responses

- 🔵 Strongly Disagree
- 🔴 Disagree
- 🟠 Neutral
- 🟢 Agree
- 🟣 Strongly Agree

71.4%
7.1%
7.1%
14.3%
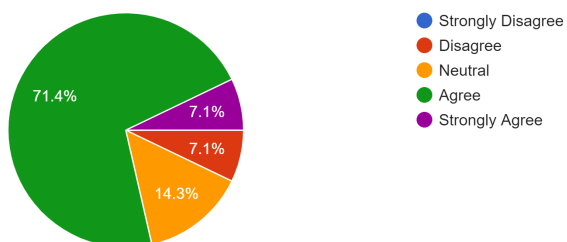
I believe the rules for student behavior are consistently enforced in the building.

14 responses

- 🔵 Strongly Disagree
- 🔴 Disagree
- 🟠 Neutral
- 🟢 Agree
- 🟣 Strongly Agree

21.4%
57.1%
21.4%
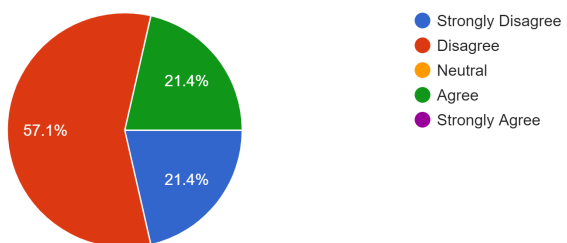
I have access to reliable technology to succeed in my job.

14 responses

- 🔵 Strongly Disagree
- 🔴 Disagree
- 🟠 Neutral
- 🟢 Agree
- 🟣 Strongly Agree

50%
21.4%
7.1%
21.4%
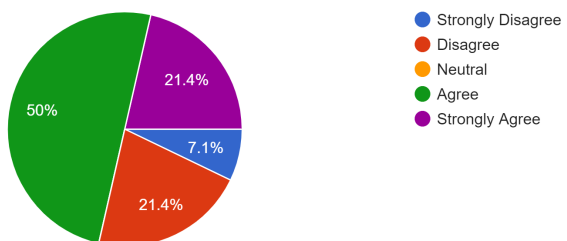
I am proud to be a teacher at West Central.

14 responses

- 🔵 Strongly Disagree
- 🔴 Disagree
- 🟠 Neutral
- 🟢 Agree
- 🟣 Strongly Agree

57.1%   14.3%

7.1%

21.4%
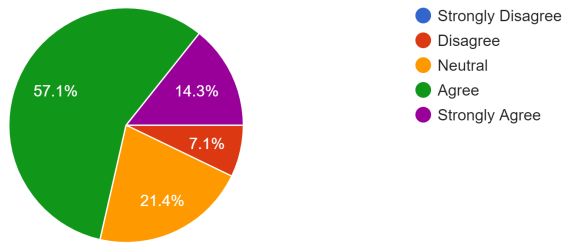
Staff Survey Observations

- Adequate staffing and building maintenance are the top staff concerns.
- 92.9% of the teachers are proud to be a teacher at West Central.
- One staff member does not know what is expected of them at work.

III.   Problem Statements and Hypothesis

Table 14 Patterns of Strengths

	Data
There is a positive work environment among staff.	Staff Survey
Staff is flexible and open to change.	Staff Survey
All students have access to a 1:1 device (Google Chromebook) in the classroom.	Staff Survey
Teachers are incorporating more technology into their lessons.	Walkthrough Data
Attendance rate increased from 2019-2020 to 2020-2021	Table 7

Table 15 Pattern of Challenges

	Data
Math and Reading scores on standardized tests are below the state average.	Table 3
The standardized test scores of students with IEPs remain below state averages.	IAR Scores
The percentage of low-income students has increased 12% from 2015 to 2021.	End of Year Report
Lack of consistent state standardized assessment data/tools.	ISAT/PARCC/IAR
Student enrollment has dropped since 2011.	End of Year Report
Issues with student behaviors, engagement and motivation.	Staff Survey
Students are seeking social/emotional assistance in greater numbers from 2014 - 2021.	Social Worker Data
The number of office referrals remains a concern.	Discipline Records

Table 16   Problem Statements, Hypotheses, and Data Source

Social/Emotional Needs
Problem Statement 1:

According to staff surveys, office referrals, and social worker data, there is a continued need to support students with social/emotional and mental health issues.				
Hypothesis	**Accept/ Reject**	**Data Source 1**	**Data Source 2**	**Data Source 3**
There are consistent requests to see the Student Support Specialist.	Accept	Student Support Specialist Data	Teaming minutes	Staff survey
The number of disruptions in the learning environment remain consistently higher than optimal.	Accept	Office referrals	Teaming minutes	Staff survey
The staff is not trained sufficiently to deal with the severity of student social and emotional difficulties.	Accept	Teaming minutes	Social worker data	Staff survey

Student Achievement Problem Statement 2: With the revision of standards, exit outcomes, new staff, and assessment changes, there is a continued need to align curriculum per Common Core guidelines and IAR assessments.				
Hypothesis	**Accept/ Reject**	**Data Source 1**	**Data Source 2**	**Data Source 3**
New teachers and veteran teachers are reassigned to fill scheduling needs.	Accept	Staff Listing	Teacher Schedule	Skyward
Student Interventions for at-risk students will expand through the RtI process, MAP Assessments, Standardized scores, and classroom achievement.	Accept	MAP Test	IAR Test	Teaming Minutes
Teachers continue to incorporate 21st Century skills in their instruction.	Accept	Staff survey	SIP Days (technology day)	Teaming Minutes

IV.   Goals, Strategies, and Integrated Action Plan

Table 17   Strategies, Baseline Data, Annual Targets and Documentation

Improvement Goal 1: Social/Emotional Needs				
Current Conditions and Data Sources: According to staff surveys, office referrals, and social worker data, there is a continued need to support students with social/emotional and mental health issues.				
Specific Action: We will increase the resources related to social/emotional needs for both our staff and students.				
Specific Step	**Timeline**	**Person/Group Responsible**	**Estimated Cost & Funding Source**	**Evaluation/ Evidence of Implementation**
Continue to utilize Second Step to incorporate a uniform by grade level curriculum to address social/emotional needs.	August 2021-May 2022	PBIS Team	none	Evidence of Lesson Completion (by unit/lesson)
Create small group sessions for social/emotional support.	August 2021 - May 2022	Administrative Team/Staff/Social Worker	none	Teaming Notes
Utilize Team Time (at least one day/week) to talk with individual/small group of students [Tuesday Talk]	August 2021 - May 2022	Administrative Team/Staff/Social Worker	none	Teaming Notes
Provide additional professional development for staff related to social/emotional support.	August 2021 - May 2022	Administrative/SIP/ Professional Development Teams	TBD	PD Agendas and Handouts
Increase the support services offered to students for social/emotional support by hiring a full-time School Social Worker.	June 2021- August 2022	Administrative Team	$45,000 Est.	Schedule for two days per week in the Middle School.
Online resources for common social-emotional factors that affect middle school students.	August 2021-August 2022	Administration/Amy Olson/PBIS Team	none	Resource Link

Improvement Goal 2:
Increase student achievement on MAP Reading and Math assessments so that 85% of all students will achieve their expected growth targets for each MAP assessment.

Current Conditions and Data Sources: WCMS is in the third year of utilizing MAP data. Once 85% of students meet their expected growth targets WCMS will be able to focus on students exceeding their growth targets.

Specific Action: We will utilize the data provided by the MAP assessment to address weak areas for each grade level/content area in the classroom and to address more individualized struggling areas through the RtI program.

Specific Step	Timeline	Person/Group Responsible	Estimated Cost & Funding Source	Evaluation/ Evidence of Implementation
Reevaluate the 7th Hour Study Hall Structure to make better use of time.	Before 2021-2022 School Year	Principal/Staff/Consultant	none	Teacher schedules
Revise RtI Intervention student schedule (to provide interventions in Math, ELA, Special Ed)	Before 2021-2022 School Year	Principal/RtI Coordinator	none	Google Sheet
Identify/revise/create strategies/lessons to address weak areas for each grade level/content area.	April 2021 - May 2022	Teachers, RtI Coordinator, Consultant	none	MAP Assessment Growth targets
Update curriculum guides for classes (including those used for Special Education)	2021-2022 School Year	Teachers, RtI Coordinator, Consultant	none	Curriculum Guides
Provide interventions for students who are not meeting their expected MAP growth.	On-going	Content Area Teachers, RtI Coordinator	none	Teaming Notes; Study Hall sheets, MAP Scores
Modify schedule/curriculum to improve the math and reading scores of our Special Ed students (ie: Reading/Math Lab, basic skills, reading aloud).	2021-2022 School Year	RtI Coordinator, Special Ed Coordinator, Principal, Library Specialist, Consultant	Cost for curriculum	Master Schedule; Curriculum Guides

Percent of Students That Met or Exceeded Expected MAP Score.
(Winter 20-21)

6th Grade Math	52%
6th Grade Reading	43%

7th Grade Math	45%
7th Grade Reading	53%
8th Grade Math	39%
8th Grade Reading	42%

(Winter 19-20)

6th Grade Math	48%
6th Grade Reading	45%
7th Grade Math	63%
7th Grade Reading	60%
8th Grade Math	47%
8th Grade Reading	53%

Improvement Goal 3: 21st Century Teaching (teaching through a pandemic/other struggles)
Current Conditions and Data Sources: In Spring 2020, the entire district switched to full-remote learning. The 2020-2021 School Year started with a hybrid model of remote/in-person learning. We've had challenges and successes that have defined the school year and will continue to define how we teach for upcoming school years.
Specific Action: We will work with district administration/staff to revise current expectations for the use of 21st Century technology, eLearning Program and Emergency Day Protocols.

Specific Step	Timeline	Person/Group Responsible	Estimated Cost & Funding Source	Evaluation/ Evidence of Implementation
Revising and communicating Emergency/Remote day expectations (parents, teachers and students)	Before 2021-2022 School Year	Administration; Union Representation	none	Updated Emergency/Remote day guidelines
Provide additional Tech Support (Tech department on certain days, Tech Team, student Tech Team)	Before 2021-2022 School Year	Tech Team	none	Late Start Monday agenda
Provide Tech Support for Parents/Guardians (trainings,	Before 2021-2022 School Year	MS staff, Tech team, administration	Title I ?	Agendas, sign in sheets

Google Meet, drive-up, parent nights)				

Table 18   Professional Development Schedule 2020-2021

Planned Professional Development			
Topic	**Timeline**	**Format**	**Presenter(s)**
Opening Day for all Staff	August 17	Teacher Institute	Mrs. Markey, Mr. Peters
MAP Data Analysis/How To Reach Remote Learners	October 2	SIP Day	Mr. Peters, Staff Roundtable
Technology Workshop	November 20	SIP Day and Teacher Institute	Various
Zoom BreakOut Rooms	January 4	Teacher Institute	Mrs. Markey
Restorative Practices	February 12	SIP Day	Kate McGruder
Surviving Covid Chaos	February 12	SIP Day	Jim Burgett
SIP Data Walk	March 9	SIP Day	Mr. Peters, SIP team
Staff Wellness	April 1	SIP Day	Various
Last Day	May 25	Teacher Institute	Mrs. Markey

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 19   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		Sept, Dec, Apr, June		
Evaluate students' results	teachers, SIP team		Sept, Dec, Apr, June		
Review School Improvement Plan (SIP)	SIP team, teachers, support staff parents	April-March			
Revise School Improvement Plan (SIP)	SIP team	April-March			
Review tests	counselors, SIP team, teachers, consultants			May, September	
Monitor programs	SIP team		Sept, Dec, Apr, June		
Report to stakeholders	SIP team				June
Review strategies/actions	SIP team, teachers		Sept, Dec, Apr, June		
Analyze surveys of stakeholders	SIP team		Sept, Dec, Apr, 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' achievements, timely communication of the plan and its components needs to be established.

- Have copies of the School Improvement Plan available at registration, plus a folder/flyer stating school's 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
- Daily updates on the school website for activities and announcements
- Use of social media to communicate school successes
- Post School Improvement Plan and progress report on the school website

VI. APPENDIX (UNUSED STANDARDIZED ASSESSMENT & BEHAVIOR 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.

Adequate Yearly Progress Data (Based on ISAT Meets and Exceeds)

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

*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 (3rd)	2006 (4th)	2007 (5th)	2008 (6th)	2009 (7th)	2010 (8th)	2011 (9th)	2012 (10th)	2013 (11th)	2014 (12th)
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 (3rd)	2007 (4th)	2008 (5th)	2009 (6th)	2010 (7th)	2011 (8th)	2012 (9th)	2013 (10th)	2014 (11th)	2015 (12th)
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 (3rd)	2008 (4th)	2009 (5th)	2010 (6th)	2011 (7th)	2012 (8th)	2013 (9th)	2014 (10th)	2015 (11th)	2016 (12th)
Reading	62%	79%	72%	76%	77%	84%				
Math	86%	96%	88%	91%	88%	85%				
Writing			70%	68%		DNT				
Science		87%			87%					

Class of 2017

ISAT/PSAE Area Tested	2008 (3rd)	2009 (4th)	2010 (5th)	2011 (6th)	2012 (7th)	2013 (8th)	2014 (9th)	2015 (10th)	2016 (11th)	2017 (12th)
Reading	69%	81%	85%	92%	85%	58%				
Math	84%	95%	93%	90%	88%	38%				
Writing			67%	DNT		DNT				
Science		80%			88%					

Class of 2018

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

Class of 2019

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

Class of 2020

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

Class of 2021

ISAT/PSAE Area Tested	2012 (3rd)	2013 (4th)	2014 (5th)	2015 (6th)	2016 (7th)	2017 (8th)	2018 (9th)	2019 (10th)	2020 (11th)	2021 (12th)
Reading	84%	58%								
Math	88%	73%								
Writing	DNT	DNT								
Science		85%								

Class of 2022

ISAT/PSAE Area Tested	2013 (3rd)	2014 (4th)	2015 (5th)	2016 (6th)	2017 (7th)	2018 (8th)	2019 (9th)	2020 (10th)	2021 (11th)	2022 (12th)
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%
5th 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
6th 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
7th Grade					
Reading – All	86%	77%	77%	85%	35%
Reading – Low Inc/ Others	72% 94%	70% 83%	74% 81%	73% 93%	30% 48%
Reading – IEP/	55%	10%	25%	40%	14%

Others	91%	87%	87%	89%	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%
8th 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%
6th Grade Reading	36%	20%	40%	0%	0%
6th Grade Math	36%	50%	40%	0%	20%
6th Grade Writing	15.4%	68%	NA	NA	NA
7th Grade Science	55%	20%	67%	40%	33%
7th Grade Reading	55%	10%	25%	40%	0%

7th Grade Math	36%	20%	42%	33%	0%
8th Grade Reading	60%	40%	36%	42%	20%
8th Grade Math	33%	20%	18%	33%	0%
8th 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	6th	7th	8th	6th	7th	8th		Student	6th	7th	8th	6th	7th	8th
16013	+35	- 2	+2	+24	+ 6	-2		17018	-20	+7	+10	-17	+2	+17

	M	M	M	M	M	M			B	B	W	B	B	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 B	-9 W	+17 B	+5 M	-34 B	+44 M		17047	+11 M	+3 B	+10 M	+10 M	-8 M	+9 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   Math   Reading   Class of 2019   Math   Reading

Student	6th	7th	8th	6th	7th	8th		Student	6th	7th	8th	6th	7th	8th
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
6th	79%	72%	86%	67%	47%	76%	90%	83%	85%	50%	NA	NA	NA	NA	NA
7th	72%	70%	74%	73%	30%	80%	73%	87%	85%	43%	88%	76%	87%	77%	72%
8th	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
3rd 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%
4th 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%
5th 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%
6th 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%
7th 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%
8th 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 Female	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

3rd 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%
4th 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%
5th 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%
6th 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%
7th 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%
8th 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 Spring		2010-2011 Spring		2011-2012 Spring		2012-2013 Spring		2013-2014 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
6th 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%	
7th 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%	
8th 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.

Reading Placement Appraisal (Based on Meeting/Exceeding Grade Level) - 2015-2016
From Reading Plus - discontinued 2016

6th Grade	2015-2016
Pretest	38%
Midpoint	48%
Posttest	
7th Grade	
Pretest	39%
Midpoint	59%
Posttest	
8th Grade	
Pretest	42%
Midpoint	53%
Posttest	

2015 (Table 4)
- All grade levels are showing improvement in having more students read at grade level.

Table 7   Discipline Referrals by Type of Infraction (End of Year Report)

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
P=passive aggressive VA=verbal aggressive PA=physical aggressive	P	VA	PA	P	VA	PA	P	VA	PA	P	VA	PA	P	VA	PA
Total Per category	166	98	107	180	158	75	385	30	67	478	41	43			
Yearly Totals	371			413			482			562					

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

2017-2018 (Table 7)
- Office discipline referrals continued to increase from 482 in the 2016-17 school year to 562 in the 2018-19 school year.
- Office referrals for physical aggression were reduced from 75 to 43 in the last reported year.

2016-2017 (Table 7)
- Total number of office referrals increased from 413 in the 2015-2016 school year to 482 in the 2016-2017 school year.
- Passive aggressive referrals increased from 180 in the 2015-2016 school year to 385 in the 2016-2017 school year.
- Verbal aggressive referrals decreased from 158 in the 2015-2016 school year to 30 in the 2016-2017 school year.

Table 8   Discipline Referral Totals by Grade and Gender (End of Year Report)

	Males 2014 2015	Males 2015 2016	Males 2016 2017	Males 2017 2018	Males 2018 2019		Females 2014 2015	Females 2015 2016	Females 2016 2017	Females 2017 2018	Females 2018 2019
6th	89	194	134	31			12	35	22	14	
7th	38	75	141	191			13	12	65	14	
8th	103	74	93	218			12	26	27	94	
ALL	230	343	368	440			37	73	114	122	

2017-2018 (Table 8)
- Males continue to receive more referrals than females.
- More referrals are made in the 8th grade with each cohort that has been tracked for three years.

2016-2017 (Table 8)
- Over the last five years, males received more referrals than females.
- Over the last five years, the total number of discipline referrals for both male and female has increased.

2015-2016 (Table 8)
- Over the last five years, males received more referrals than females.
- Significant increase in overall number of referrals (for both males and females).