

An Integrated School Improvement Plan for

West Central Middle School

West Central School District #235

July 1, 2024 – June 30, 2025

**PROVIDING OPPORTUNITY,  
EXPECTING EXCELLENCE**



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## **I. Introduction and Background**

### **1.1 School Community**

West Central Middle School is located at 215 West South Street in Stronghurst, Illinois, and serves grades sixth, seventh, and eighth. Current enrollment at the middle school as of April 4, 2023 is 179 students; 91 are male and 88 are female. Sixth grade consists of 53 students; 7<sup>th</sup> grade consists of 71 students; and 8<sup>th</sup> grade consists of 55. Grades sixth and seventh are divided into three sections and seventh grade has four. Thirty-three students (18%) have Individualized Education Plans (IEPs). 123 (69%) students qualify for free or reduced lunch.

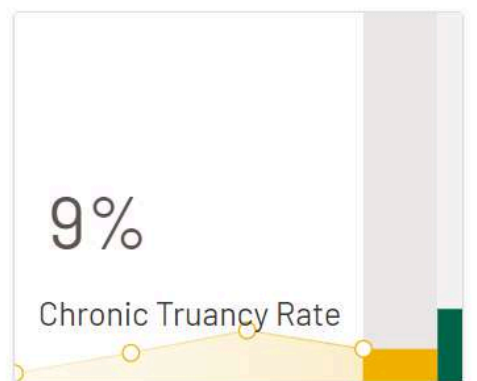
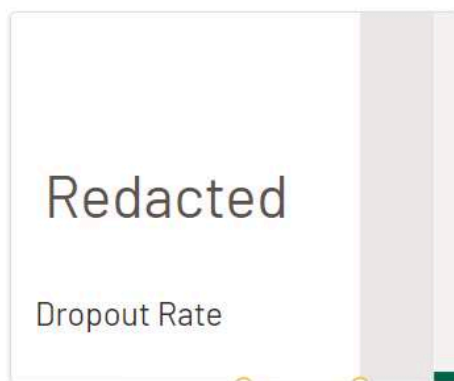
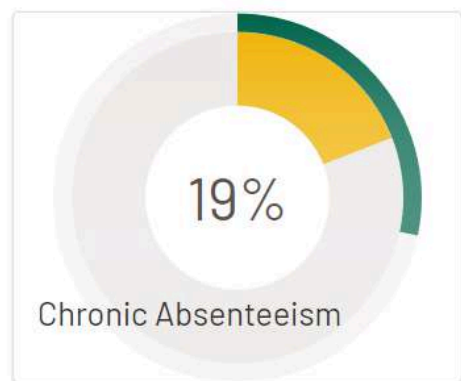
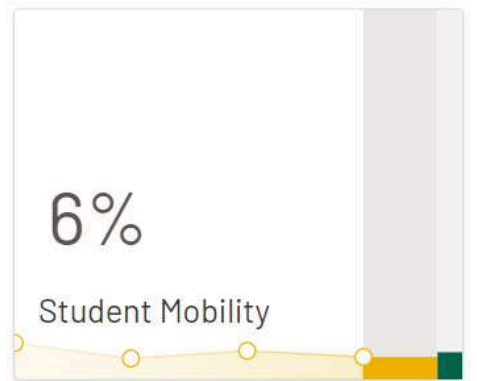
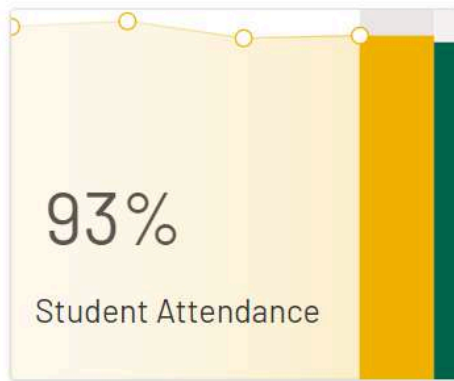
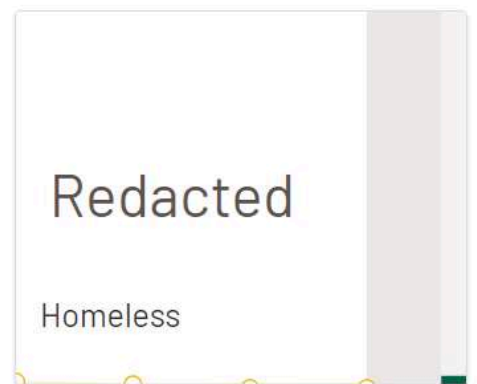
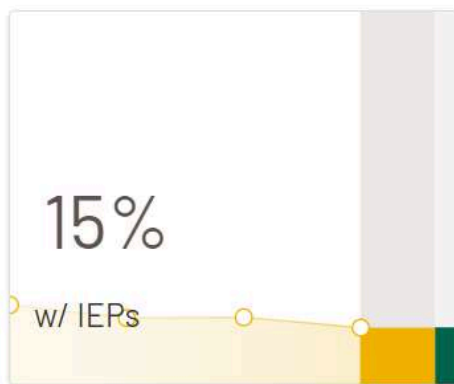
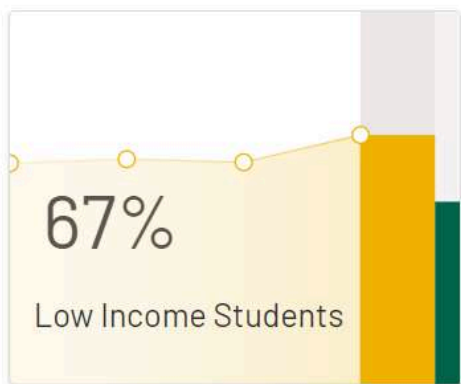
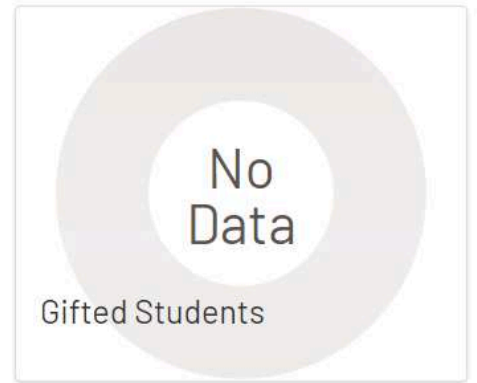
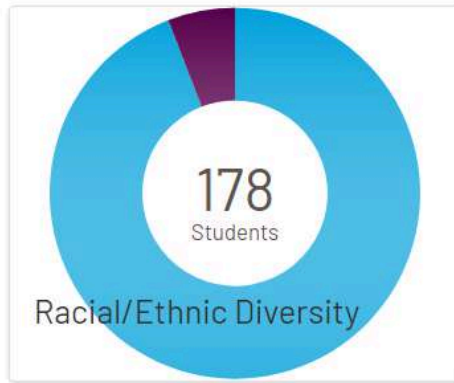
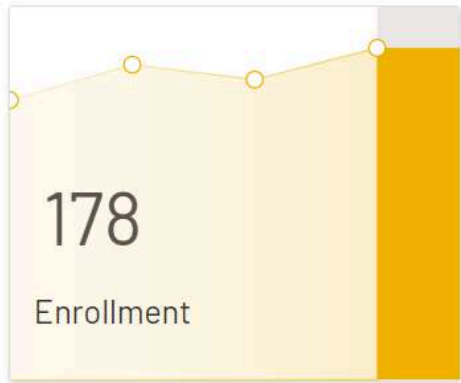
There are 32 total staff members at WCMS including: 12 full-time teachers, two shared district teachers, 1.5 special education teachers, .5 art teacher, two custodians, one shared district head custodian, three kitchen staff, two secretaries, five paraprofessionals, one shared psychologist, one social worker, one shared groundskeeper, one administrator and a student support specialist.

As part of the middle school concept, students are involved in a weekly Second Step program, focusing on social- emotional learning. Grade level teachers have a designated team, meeting as needed to discuss students and learning. The schedule consists of eight 40 minute periods per day with an hour and ten minute fifth period, in which students attend lunch, recess, and one core class. Study halls are spread throughout the day.

The school offers a wide range of extracurricular activities. Some of these activities include basketball, baseball, softball, 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)

School Report Card 22-23 [LINK](#)



## 1.2 Curriculum Data

The academic program includes the core areas of English language arts, mathematics, social studies, science, and physical education. In addition to these areas, we currently offer non-core classes (exploratory) to all grade levels. The sixth grade students have exploratory classes in speech, Google apps, art, choir and intro to agriculture. Seventh and eighth grade students are offered art, life skills, intro to agriculture, choir, careers, and current events. Bridgeway provides three programs for students. Sixth graders do three lessons of Gen Rx once a week for a quarter, Seventh graders use the eleven week Project Alert program, spread out twice a week during a semester. Eighth graders get a booster of three Project Alert lessons, once a week, for each quarter with a new group of students. All students are provided the opportunity to take band and chorus.

Interventions are provided and are coordinated by our MTSS director and the MTSS team. Students receiving interventions are selected through the use of MAP scores, teacher recommendation, classroom grades, attendance, behavior referrals, IXL scores, and IAR scores. Smaller more intense interventions, tier II and III, are designed for students showing little to no growth. Students may “graduate” from these tier II and III by showing growth on their assessments.

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 eighth 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 and Boxlight 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. 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 social studies curriculum is divided into two content areas: sixth grade world history, seventh grade and eighth grade American history and civics. World history focus is on ancient civilizations through the middle ages using the Human Heritage textbook and supplemental materials. Students explore early civilizations including their geography, economy, religions, government, and cultures. In addition, students examine each civilization's contributions to modern society and how they affect the world today. American history focus is from the time of early North American inhabitants to present using the Creating America textbook and supplemental materials. Students are introduced to the people and events that contributed to the development of our nation as they explore the impact of economic, political, social, and technological ideas. Students explore our federal government as well as the constitution in seventh grade. They learn about the Illinois government and its constitution in eighth grade. Students will also discover the history of their local communities through inquiry based learning.

### **English/Language Arts**

All grade levels use a combination of Engage New York and/or a teacher created curriculum.. Teachers draw from a variety of sources that focus on building student skills that meet core standards. Emphasis is placed on vocabulary, literary elements, and comprehension skills. We also emphasize writing skills and teach grammar and the mechanics of writing through writing practices. The writing focus is on different types of essays and constructed responses.

Students identified as needing help with reading are provided supplemental assistance through the MTSS program. These students are provided specific instruction to address their individual needs and are taught strategies to help them improve their comprehension skills. Identified students receive extra reading instruction during the school day or practice skills on IXL.

### **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 has implemented the Next Generation Standards within their disciplines.

### **Math**

The middle school will be starting a new curriculum in math, **enVision Mathematics CC 2024 Grades 6-8**. The elementary is in their third year of using this curriculum which is showing some improvement in overall math skills. This is the beginning of aligning curriculum in our school. This curriculum promotes student growth through problem-solving and hands-on learning and is centered around student discourse. All grade levels at the middle school follow the Illinois Common Core Mathematics Standards. We will continue to use IXL to help fill in many gaps that our students have.

## **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**

- Address MTSS responsibilities through grade level teams and MTSS coordinator.
- Implement MTSS tiered approach across all grade levels.
- Use of common planning time allows for daily collaboration between staff members for student and curriculum issues.
- Many academic and athletic activities are available for students to take part in along with the 21st Century Grant Program, which provides a variety of activities and tutoring.
- IXL is used for interventions.
- Continue implementation of PBIS to support character education and an anti-bullying/Social Emotional 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, 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.
- Encourage a positive and supportive environment for staff and faculty, emphasizing continued flexibility, collaboration, and communication.
- Professional development opportunities to earn CEUs are readily available.
- 100 Provided increased technology in the classroom, 1:1 Chromebooks for all students, 21st Century classrooms in the eighth grade, 7th grade math and special education rooms, Prowise and Boxlight digital touchscreens, document cameras, computer tablets, e-readers at each grade level, and video cameras.
- The local FOCC provides support at all grade levels.
- Community involvement: Annual Glow Run, Veterans Day Assembly, Angel Tree Program, and programs with the local nursing home.
- Continue to provide a tiered level of social emotional services to all students. The tier one level of support is Second Step and any additional staff professional development. The tier two levels of support are the MTSS Fire Time SEL groups, and other small social groups. The tier three level of support is the one-on-one counseling services provided by the mental health staff.
- Nearly all certified staff have their necessary credentials.

### School Challenges

- Economic hardships in the area: 67% of the students are identified as low income.
- Over reliance on IXL due to a lack of curriculum and lack of teacher buy in and training with our current curriculum.
- Decreased student and teacher engagement with instruction and instructional practices.
- The need for differentiation has increased with wider gaps in both regular education and special education.
- Continuing issues with student mobility. It was 6% for 22-23.
- Student enrollment has decreased from 185 in 2016 to 158 in 2022 followed by an increase in 2023 to 178.
- Too few associates for special education students participating in general education classes (push-in) with 15% of the student population currently receiving IDEA services.
- Increased multiple day student absences.
- Identifying curriculum and technological changes for IAR.
- Administration supporting teachers with instruction on a regular basis.
- Need for Second Step training and follow through.
- Need for consistency with restorative practices for student discipline issues.

## 1.5 School Improvement Team

Table 1 School Improvement Team

TEAM MEMBER	POSITION	# OF YEARS ON TEAM
Sara Ryner	Principal	2
Natalie Ensminger	ELA	18
Heather Davis	Math	3
Byron Helt	Science	14



Lisa Miller	Science	2
Ariel Dillard	Social Worker	1
Lisa Lox	Social Studies	11
Sara Dittner	MTSS Coordinator	1
Amy Chandler	Paraprofessional	1

## 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 and 2022 2023	Jan-Mar 2019 Jan-Mar 2022 Jan-Mar 2023 Jan-Mar 2024	20% 15% 22.5% 43%	To identify strengths and challenges from parents/guardians.
Survey	Student Survey/5 Essentials Survey	January 2021 January 2022 January 2023 January 2024	64% 87% 100% 100%	To identify strengths and challenges from students.
Survey	Staff Survey/5 Essentials Survey	January 2021 January 2022 January 2023 January 2024	100% 84% 100% 100%	To identify strengths and challenges from staff.
Documents	Teacher Certificates / Licenses	2020-2021 2021-2022 2022-2023 2023-2024	100% 92% 85% 89%	To determine that all teachers are certified and highly qualified to teach in their subject area
Documents	Fall Housing Report	2005-2022	NA	To identify individual students and special needs.
Documents	Illinois Interactive Report Card	2015-2022	NA	To identify school data as reported by IIRC.
Documents	MAP Assessment	2019-2022	NA	To identify school data as reported by MAP assessment.

Rubric	Illinois Quality Framework & Supporting Rubric	2023-2024	100% Staff	To identify challenges and strengths from our staff.
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## 2.2 District Assessment Data

Graph 1 IAR ELA



### Strengths of 2023 ELA IAR

WCMS improved the percentage of students meeting and exceeding from the previous two years. 14.3% of students met or exceeded in 2023. This was an increase of 5.6%.

WCMS decreased the did not meet percentage by 8.4% in 2023.

### Challenges of 2023 ELA IAR

Although we are improving we still do not have the number or percentage of students meeting and exceeding on the IAR. We would like to see less students in the red. The state only sees 39.6 in the red and orange. We had 56.9%, more than 1/2 of our students not meeting or partially meeting.

Graph 2 Math IAR



### Strengths of 2023 Math IAR

Our district numbers for the past 3 years of students who have met or exceeded have stayed consistent ranging from 6.9 to 8.5%.

Our state percentages have also stayed consistent in the past 3 years ranging from 25.2% to 27.1%.

### Challenges of 2023 ELA IAR

Our school percentage for those students that meet or exceed ranges from 3.2% to 9%. We are not approaching that state number of students who meet or exceed.

**Table 1 Score Summary Report**

NOTE: This report lists only those students included in Summative Designation calculations.

**Elementary School Summative Designation**

School RCDTS: 330362350261001  
School Name: West Central Middle School

*\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report*

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency* (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency* (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation		51.37		46.46			16.67	98.29	53.37
ALL	Indicator Score	50.51	51.94	16.40	41.01	88.91		66.67	100.00	53.37
ALL	Weighted Index	4.06	13.91	1.32	10.99	4.76		13.33	5.00	53.37
ALL	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	53.37
CWD	Raw Calculation		42.79		42.07			37.50	93.75	28.36
CWD	Indicator Score	0.00	32.86	0.00	31.28			25.00	97.22	28.36
CWD	Weighted Index	0.00	9.48	0.00	9.02			5.00	4.86	28.36
CWD	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	28.36
LOW INCOME	Raw Calculation		50.95		47.60			20.16	97.60	52.97
LOW INCOME	Indicator Score	61.04	50.99	5.63	43.55	100.00		59.69	100.00	52.97
LOW INCOME	Weighted Index	4.90	13.66	0.45	11.66	5.36		11.94	5.00	52.97
LOW INCOME	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	52.97
WHITE	Raw Calculation		50.88		46.66			17.79	98.10	50.30
WHITE	Indicator Score	35.81	50.83	11.69	41.48	72.27		64.42	100.00	50.30
WHITE	Weighted Index	2.88	13.62	0.94	11.11	3.87		12.88	5.00	50.30
WHITE	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	50.30

We are designated comprehensive due to our CWD group. The major contributors to this designation include that our CWD group is chronically absent more than twice as much as the ALL group. The CWD group has lower growth and none are proficient.

**Table 2 Adequate Yearly Progress Data**

Adequate Yearly Progress Data (Based on PARCC/IAR Meets and Exceeds) The tabled information below is no longer readily available in 2023. WCMS is switching to analyzing the Evidence Statement analysis graphs which show the average percent correct by evidence statement.

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

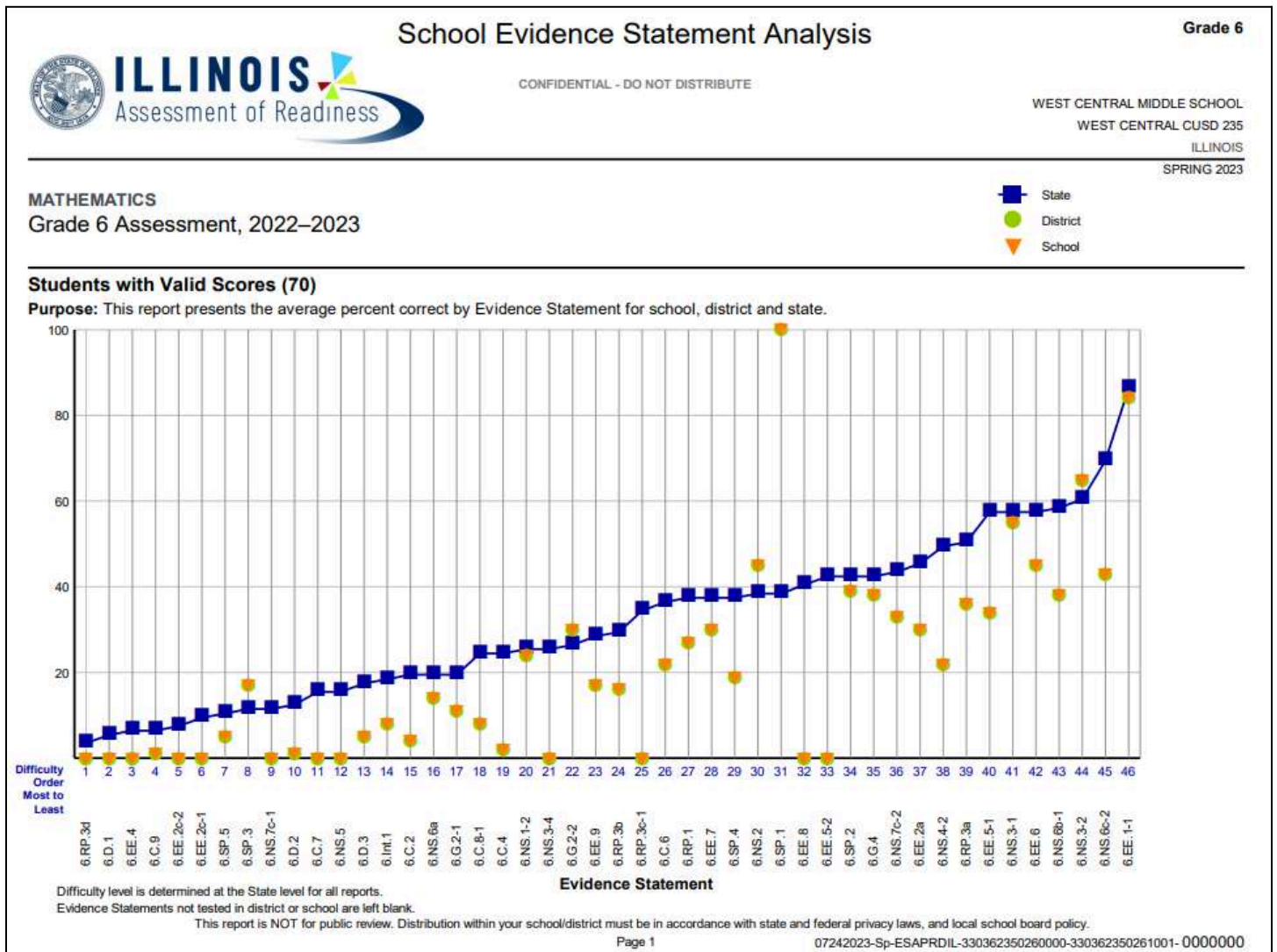
6th Grade -		2015	2016	2017	2018	2019	2021	2022
Mathematics - Major Content	West Central	24%	23%	5%	3%	6%	4%	11%
	State	29%	27%	28%	27%	25%	NA	19%
Mathematics - Supporting Content	West Central	25%	18%	9%	NA	8%	5%	6%
	State	30%	28%	29%	NA	NA	NA	21%
Mathematics - Reasoning	West Central	22%	24%	14%	NA	8%	9%	4%
	State	32%	31%	32%	NA	NA	NA	23%
Mathematics - Modeling	West Central	21%	21%	11%	NA	10%	7%	11%
	State	34%	31%	29%	NA	NA	NA	28%
ELA - Reading - Literacy	West Central	37%	39%	9%	16%	13%	8%	25%
	State	39%	39%	35%	34%	35%	NA	39%

ELA - Reading - Informational Text	West Central	38%	29%	16%	NA	15%	20%	13%
	State	38%	35%	35%	NA	NA	NA	32%
ELA - Reading - Vocabulary	West Central	46%	34%	23%	NA	29%	20%	29%
	State	41%	35%	37%	NA	NA	NA	32%
ELA - Writing - Expression	West Central	14%	18%	9%	NA	6%	6%	0
	State	38%	39%	35%	NA	NA	NA	24%
ELA - Writing - Conventions	West Central	22%	18%	9%	NA	2%	6%	0
	State	43%	39%	37%	NA	NA	NA	24%
<b>7th Grade -</b>		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>
Mathematics - Major Content	West Central	19%	21%	15%	8%	16%	4%	13%
	State	29%	27%	28%	31%	30%	NA	24%
Mathematics - Supporting Content	West Central	21%	21%	20%	NA	13%	6%	21%
	State	35%	28%	28%	NA	NA	NA	25%
Mathematics - Reasoning	West Central	26%	23%	15%	NA	24%	4%	13%
	State	35%	30%	29%	NA	NA	NA	28%
Mathematics - Modeling	West Central	21%	30%	19%	NA	21%	2%	11%
	State	32%	29%	30%	NA	NA	NA	25%
ELA - Reading - Literacy	West Central	40%	38%	36%	13%	34%	6%	25%
	State	42%	40%	40%	40%	41%	NA	40%
ELA - Reading - Information	West Central	33%	38%	39%	NA	42%	17%	25%
	State	43%	37%	39%	NA	NA	NA	39%
ELA - Reading - Vocabulary	West Central	40%	51%	32%	NA	34%	17%	27%
	State	44%	38%	39%	NA	NA	NA	39%
ELA - Writing - Expression	West Central	17%	25%	19%	NA	18%	2%	7%
	State	42%	38%	44%	NA	NA	NA	21%
ELA - Writing - Conventions	West Central	19%	23%	19%	NA	26%	0%	7%
	State	47%	40%	43%	NA	NA	NA	23%
<b>8th Grade -</b>		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>
Mathematics - Major Content	West Central	19%	17%	20%	17%	6%	2%	4%
	State	33%	30%	30%	31%	33%	NA	24%
Mathematics - Supporting Content	West Central	22%	12%	30%	NA	7%	13%	4%
	State	37%	29%	31%	NA	NA	NA	22%
Mathematics - Reasoning	West Central	15%	24%	31%	NA	16%	15%	11%

	State	39%	34%	37%	NA	NA	NA	27%
Mathematics - Modeling	West Central	25%	32%	36%	NA	12%	4%	6%
	State	37%	33%	35%	NA	NA	NA	27%
ELA - Reading - Literacy	West Central	39%	47%	36%	7%	13%	10%	30%
	State	43%	42%	39%	36%	40%	NA	36%
ELA - Reading - Information	West Central	47%	29%	41%	NA	21%	13%	19%
	State	43%	40%	39%	NA	NA	NA	35%
ELA - Reading - Vocabulary	West Central	43%	29%	33%	NA	31%	21%	42%
	State	45%	42%	40%	NA	NA	NA	38%
ELA - Writing - Expression	West Central	28%	20%	20%	NA	9%	9%	6%
	State	43%	38%	37%	NA	NA	NA	25%
ELA - Writing - Conventions	West Central	33%	27%	16%	NA	10%	0%	9%
	State	46%	37%	37%	NA	NA	NA	26%

# Graphs 1 - 6

## Graph 1 MATH Grade 6 School Evidence Statement Analysis



### Strengths:

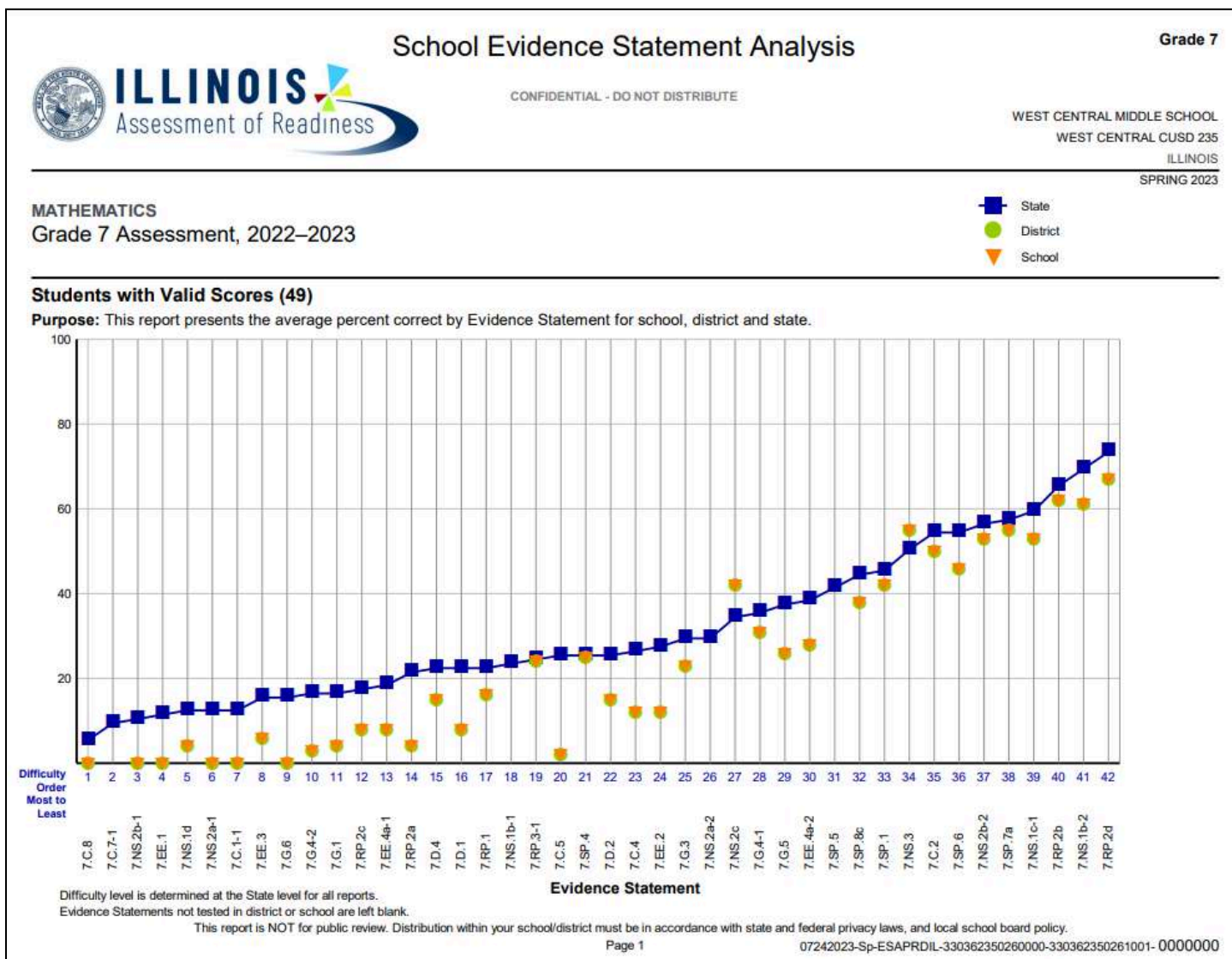
In 6th grade math, our strengths include CC.6.SP.3, develop understanding of statistical variability; CC.6.EE.1, apply and extend previous understandings of arithmetic to algebraic expressions; CC.6.NS.3, compute fluently with multi-digit numbers and find common factors and multiples; CC.6.NS.6b, understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

### Challenges:

In 6th grade math, our challenges include CC.6.EE.4, apply and extend previous understandings of arithmetic to algebraic expressions; CC.6.EE.2c, evaluate expressions at specific values for their variables CC.6.SP.3, develop understanding of statistical variability; CC.6.NS.5, apply and extend previous understandings of numbers to the system of rational numbers.



## Graph 2 MATH Grade 7 School Evidence Statement Analysis



### Strengths:

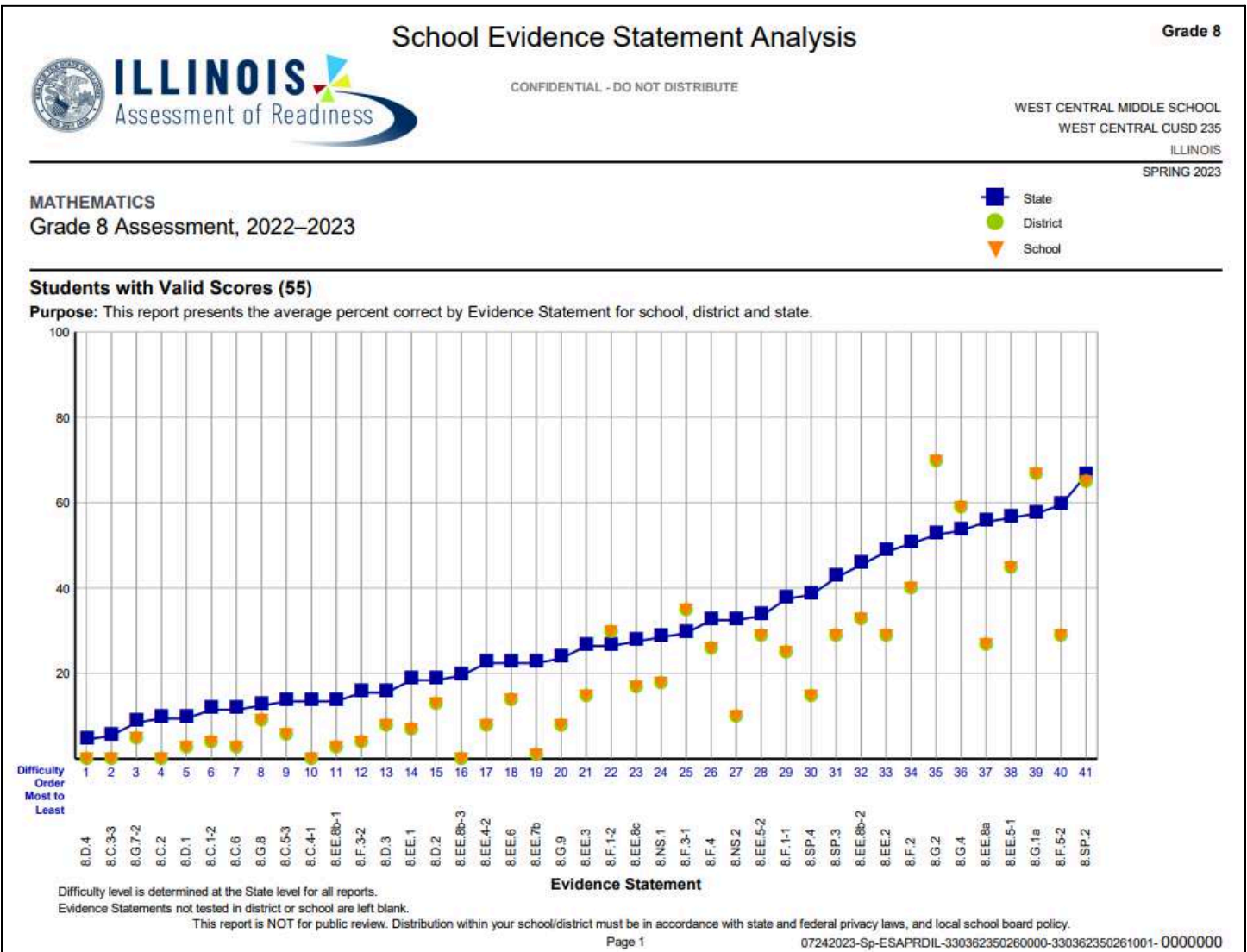
In 7th grade math, our strengths include 7.NS.3, The Number System; 7.NS.2c, apply properties of operations as strategies to multiply and divide rational numbers; 7.SP.4, use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations; 7.RP.3-1, use proportional relationships to solve multistep ratio and percent problems.

### Challenges:

In 7th grade math, our challenges include 7.C.8, modeling and reasoning; 7.NS.2b.1, the number system understand that integers can be divided, provided that the divisor is not zero and every quotient of integer (with non zero divisor) is a non-rational number; 7.EE.1, use properties of operations to generate equivalent expression; 7.G.6, solve real life and mathematical problems involving angle measures, area, surface area and volume.



### Graph 3 MATH Grade 8 School Evidence Statement Analysis



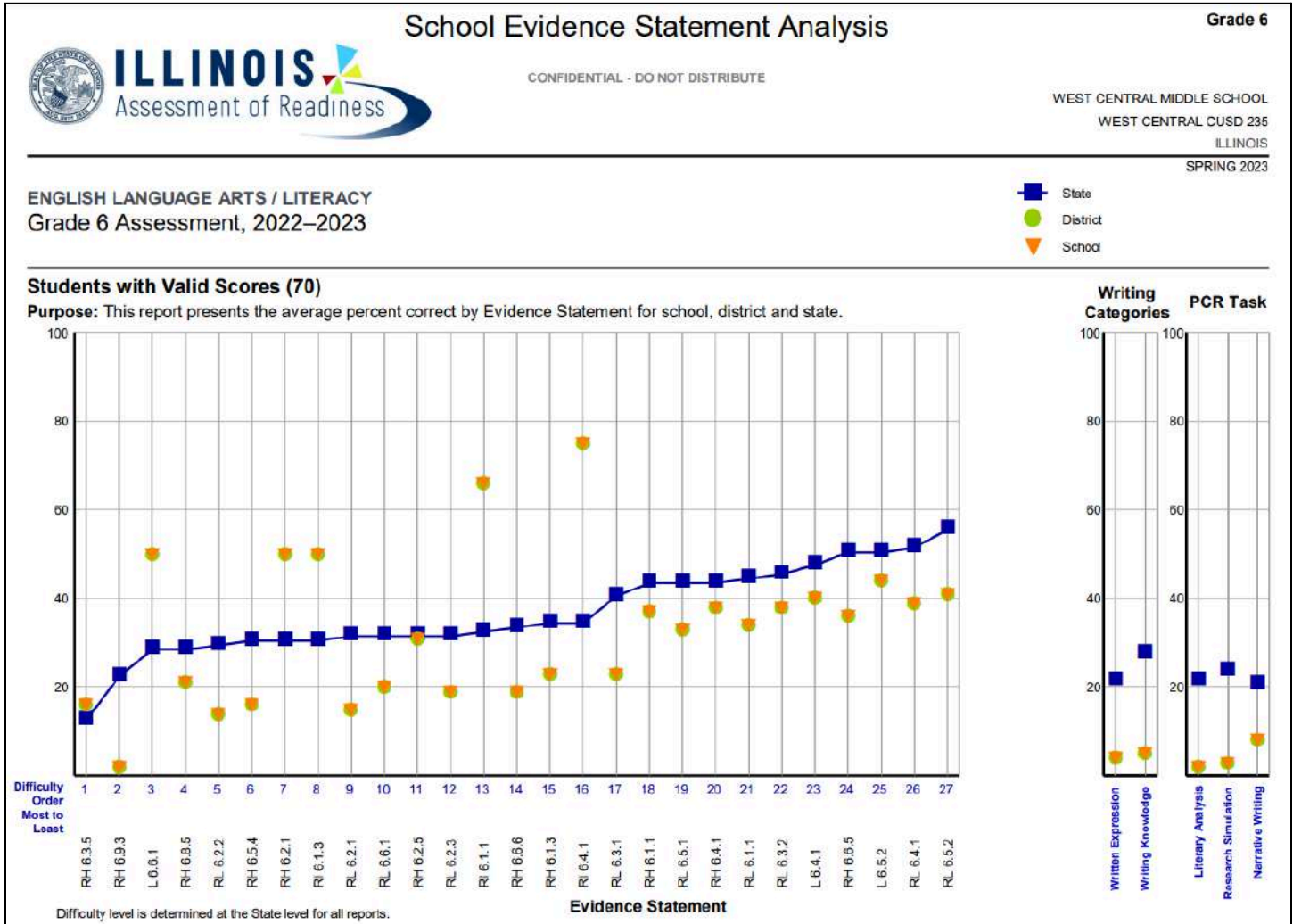
**Strengths:**

In 8th grade math, our strengths include 8.G.2, understand congruence and similarity using physical models, transparencies, or geometry software; 8.G.1a, understand congruence and similarity using physical models, transparencies, or geometry software; 8.G.4, understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; 8.F.3-1, define, evaluate, and compare functions.

**Challenges:**

In 8th grade math, our challenges include 8.F.5-2, use functions to model relationships between quantities; 8.EE.8a, understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously; 8.SP.4, investigate patterns of association in bivariate data; 8.EE.b-1-3, work with radicals and integer exponents.

Graph 4 ELA & Literacy Grade 6 Evidence Statement Analysis



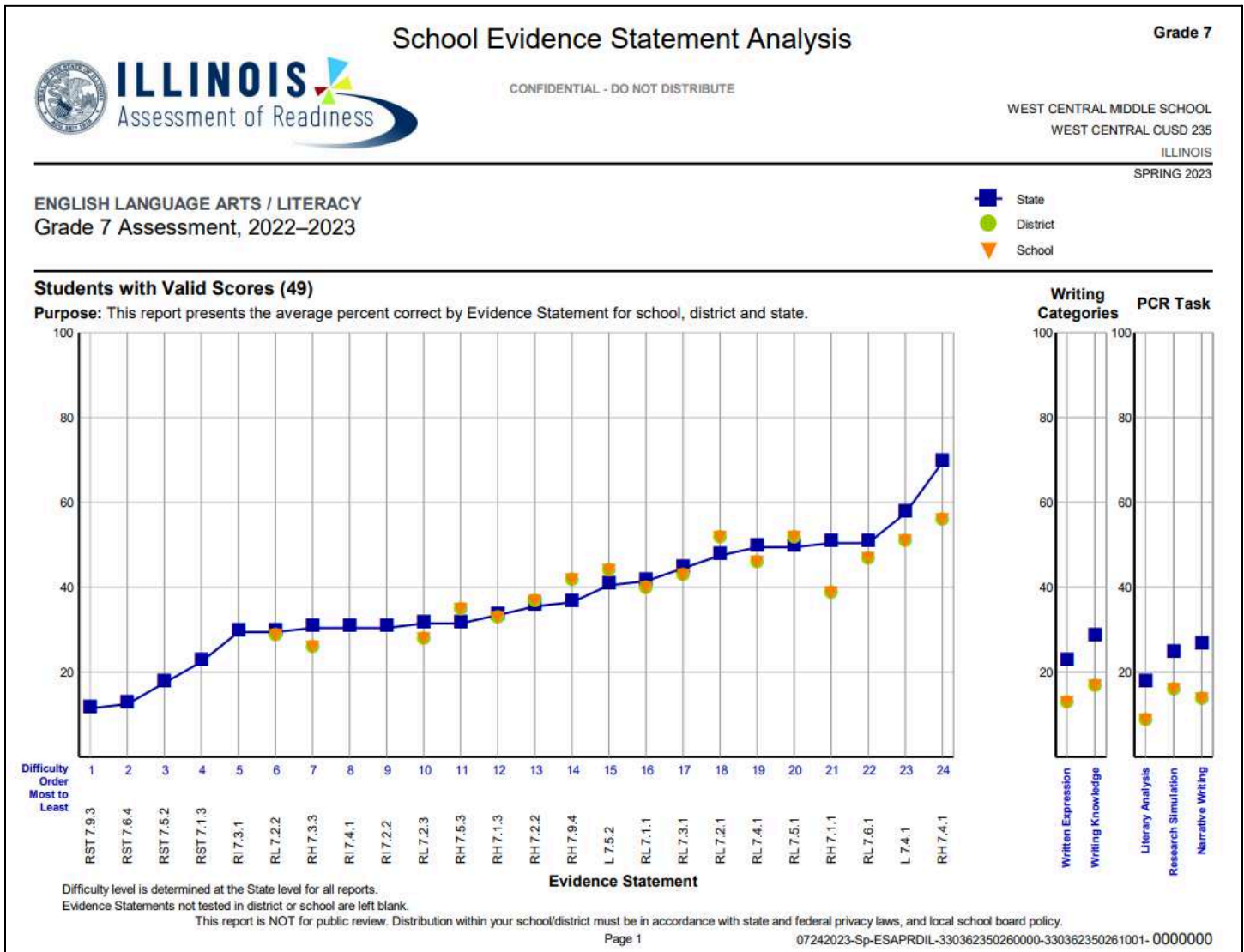
**Strengths:**

Our strengths in 6th grade ELA & Literacy include L.6.6.1, acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression; RI 6.4.1, determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; RI 6.1.1, cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; RH 6.2.1, determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Challenges:**

Our challenges in 6th grade ELA & Literacy include RH 6.9.3, provide an identification of aspects of a text that reveal an author’s point of view; provides an identification of aspects of a text that reveal an author’s purpose; RL 6.2.1, cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; RL 6.2.2, determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; RL 6.3.1, describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

# Graph 5 ELA & Literacy Grade 7 Evidence Statement Analysis



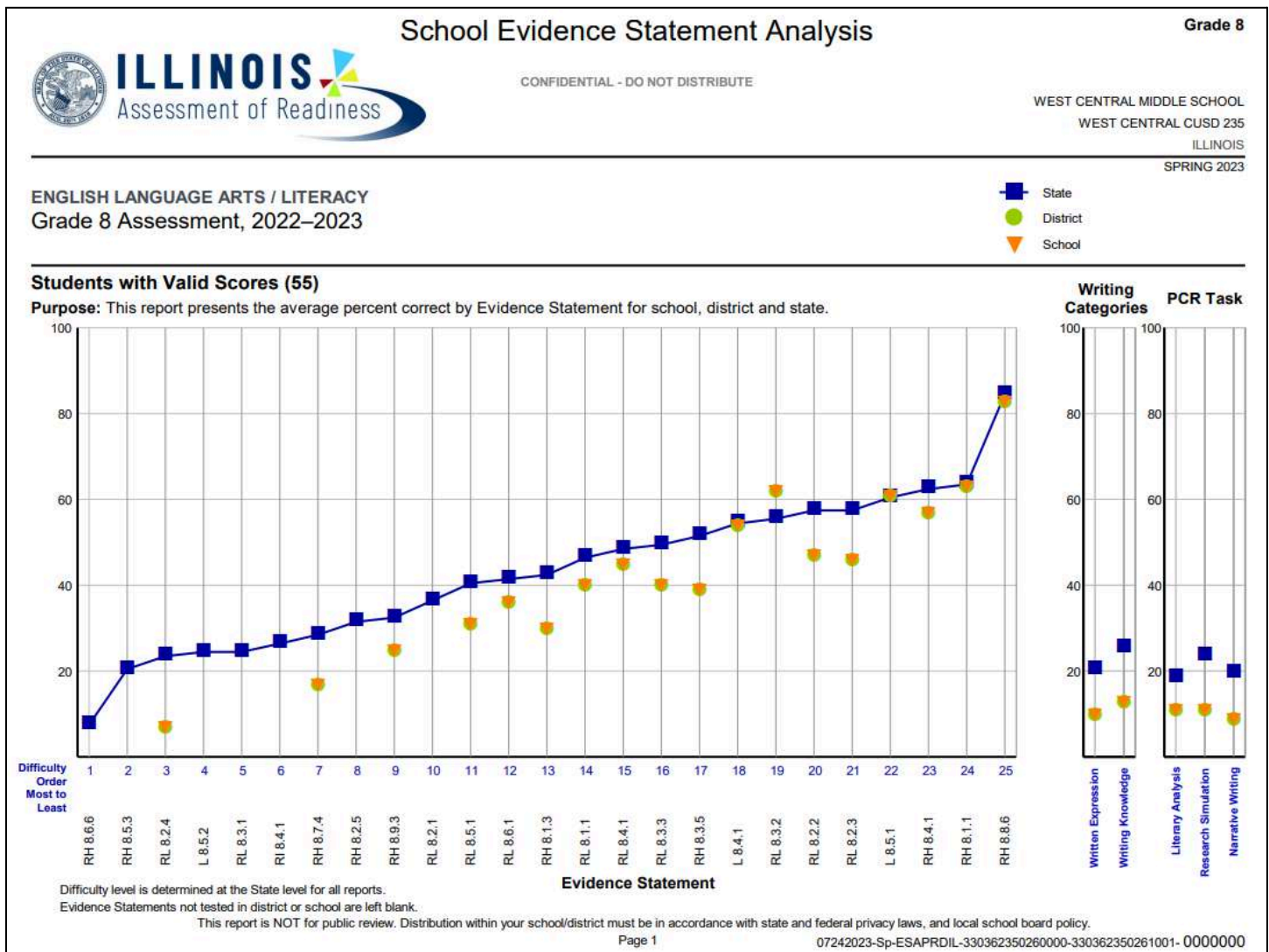
### Strengths:

Our strengths in 7th grade ELA & Literacy include RL 7.2.1, use a comma to separate coordinate adjectives; L 7.5.2, use the relationship between particular words to better understand each of the words; RH 7.9.2, analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts with two different genres; RH 7.5.3, analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas; RI 7.9, analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### Challenges:

Our challenges in 7th grade ELA & Literacy include RH 7.1.1, cite specific textual evidence to support analysis of primary and secondary sources; RH 7.3.3, identify key steps in a text's description of a process related to history/social studies; RH 7.4.1, provide integration of visual information with other information in print and digital texts.

# Graph 6 ELA & Literacy Grade 8 Evidence Statement Analysis



### Strengths:

Our strengths in 8th grade ELA & Literacy include RL8.3, analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision; L8.5, compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style; RH8.1 verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary); RH8.8.6, identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts); and Literary Analysis, draw evidence from literary or informational texts to support analysis, reflection, and research.

### Challenges:

Our challenges in 8th grade ELA & Literacy include RL.8.2.4, determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; RH.8.1.3, cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; RH 8.3.5, provide distinctions made among fact, opinion, and/or reasoned judgment in a text; RL



8.2.2, analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis; and Research Simulation Writing W.8.7, conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### Graph 7 Illinois Science Assessment (ISA)

Emerging Developing Proficient Exemplary

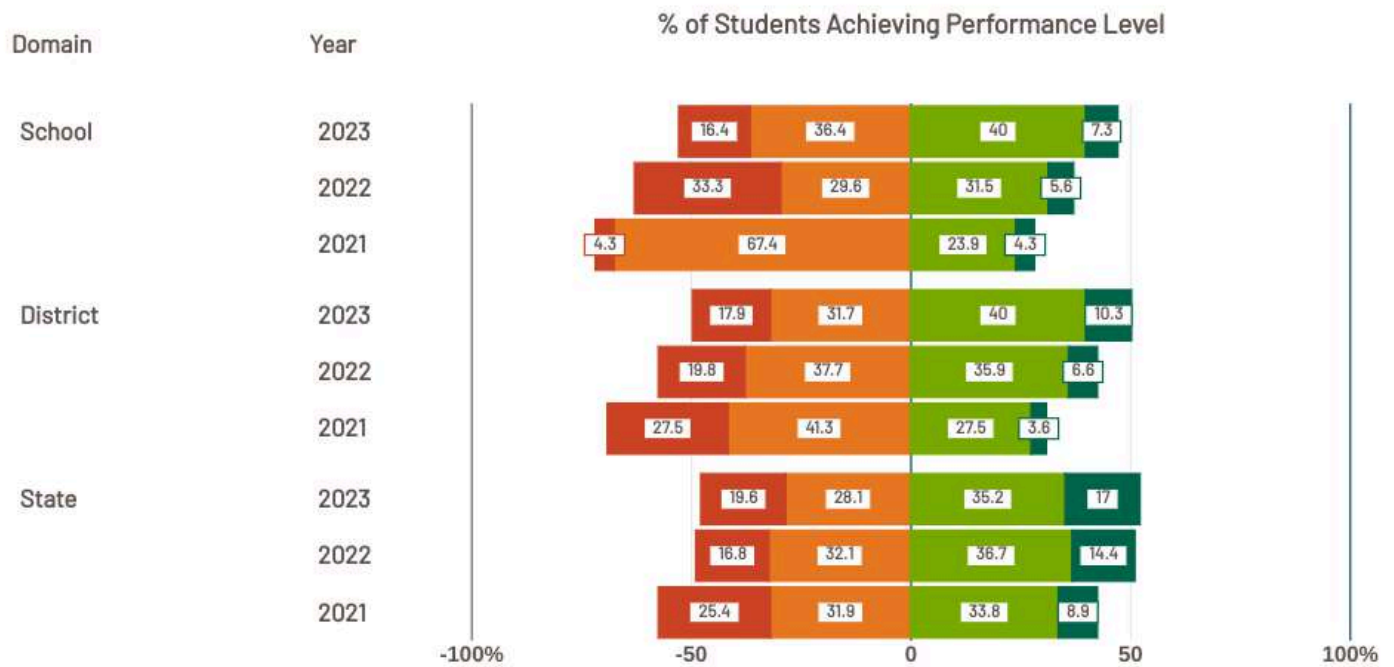


Table 4 MAP Percentiles

### MAP Assessments (Winter 2023-2024)

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 209 Norm 219	34%	42%	17%	8%	0%
7th Grade Math	WC 213 Norm 224	39%	29%	23%	6%	3%
8th Grade Math	WC 215 Norm 228	36%	34%	19%	9%	2%
6th Grade Reading	WC 208 Norm 214	26%	26%	26%	15%	6%
7th Grade Reading	WC 210 Norm 217	29%	20%	32%	16%	3%
8th Grade Reading	WC 212 Norm 221	32%	26%	28%	9%	4%

### MAP Assessments (Winter 2022-2023)

Grade	WC Avg	Lo	LoAvg	Avg	HiAvg	Hi
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	National Norm	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
6th Grade Math	<b>WC 207 Norm 219</b>	<b>42%</b>	<b>32%</b>	<b>14%</b>	<b>9%</b>	<b>3%</b>
7th Grade Math	<b>WC 211 Norm 224</b>	<b>38%</b>	<b>26%</b>	<b>30%</b>	<b>2%</b>	<b>4%</b>
8th Grade Math	<b>WC 218 Norm 228</b>	<b>36%</b>	<b>24%</b>	<b>24%</b>	<b>13%</b>	<b>4%</b>
6th Grade Reading	<b>WC 202 Norm 214</b>	<b>45%</b>	<b>19%</b>	<b>23%</b>	<b>7%</b>	<b>6%</b>
7th Grade Reading	<b>WC 208 Norm 217</b>	<b>36%</b>	<b>14%</b>	<b>24%</b>	<b>22%</b>	<b>4%</b>
8th Grade Reading	<b>WC 215 Norm 221</b>	<b>25%</b>	<b>16%</b>	<b>40%</b>	<b>11%</b>	<b>7%</b>

### MAP Assessments Summary (Winter 2021-2022)

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 207 Norm 220	<b>39%</b>	<b>23%</b>	<b>27%</b>	<b>11%</b>	<b>0%</b>
7th Grade Math	WC 214 Norm 224	<b>39%</b>	<b>23%</b>	<b>21%</b>	<b>16%</b>	<b>2%</b>
8th Grade Math	WC 214 Norm 228	<b>42%</b>	<b>32%</b>	<b>15%</b>	<b>11%</b>	<b>0%</b>
6th Grade Reading	WC 207 Norm 214	<b>28%</b>	<b>14%</b>	<b>42%</b>	<b>9%</b>	<b>7%</b>
7th Grade Reading	WC 213 Norm 217	<b>20%</b>	<b>32%</b>	<b>23%</b>	<b>16%</b>	<b>9%</b>
8th Grade Reading	WC 214 Norm 221	<b>25%</b>	<b>29%</b>	<b>17%</b>	<b>27%</b>	<b>2%</b>

### MAP Assessments Summary (Winter 2020-2021)

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	<b>33%</b>	<b>38%</b>	<b>19%</b>	<b>7%</b>	<b>3%</b>
7th Grade Math	WC 211 Norm 223	<b>30%</b>	<b>50%</b>	<b>16%</b>	<b>2%</b>	<b>2%</b>
8th Grade Math	WC 216 Norm 227	<b>34%</b>	<b>32%</b>	<b>28%</b>	<b>4%</b>	<b>2%</b>
6th Grade Reading	WC 207 Norm 213	<b>28%</b>	<b>28%</b>	<b>28%</b>	<b>10%</b>	<b>7%</b>
7th Grade Reading	WC 211 Norm 217	<b>23%</b>	<b>18%</b>	<b>33%</b>	<b>25%</b>	<b>2%</b>
8th Grade Reading	WC 216 Norm 220	<b>22%</b>	<b>20%</b>	<b>27%</b>	<b>27%</b>	<b>4%</b>

### MAP Assessments Summary (Winter 2019-2020)

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	<b>40%</b>	<b>42%</b>	<b>17%</b>	<b>0%</b>	<b>2%</b>
7th Grade Math	WC 215 Norm 225	<b>43%</b>	<b>25%</b>	<b>21%</b>	<b>8%</b>	<b>4%</b>
8th Grade Math	WC 221 Norm 229	<b>25%</b>	<b>32%</b>	<b>27%</b>	<b>16%</b>	<b>0%</b>
6th Grade Reading	WC 207 Norm 214	<b>33%</b>	<b>22%</b>	<b>22%</b>	<b>17%</b>	<b>5%</b>
7th Grade Reading	WC 215 Norm 216	<b>19%</b>	<b>8%</b>	<b>42%</b>	<b>26%</b>	<b>6%</b>
8th Grade Reading	WC 217 Norm 219	<b>14%</b>	<b>20%</b>	<b>32%</b>	<b>23%</b>	<b>11%</b>

**Table 5 MAP Math Percentiles within goal areas**

**MAP Math Goal Areas 2023-2024**

<b>Operations and Algebraic Thinking</b>	Lo	LoAvg	Avg	Hi Avg	Hi
Sixth Grade	53%	23%	17%	8%	0%
Seventh Grade	35%	41%	16%	6%	3%
Eighth Grade	38%	36%	15%	11%	0%
<b>Real &amp; Complex Number Systems</b>					
Sixth Grade	36%	19%	25%	15%	6%
Seventh Grade	36%	23%	32%	4%	4%
Eighth Grade	38%	34%	21%	6%	2%
<b>Geometry</b>					
Sixth Grade	23%	38%	32%	6%	2%
Seventh Grade	30%	32%	22%	12%	4%
Eighth Grade	32%	21%	23%	19%	6%
<b>Statistics and Probability</b>					
Sixth Grade	42%	26%	13%	15%	4%
Seventh Grade	33%	32%	28%	4%	3%
Eighth Grade	32%	25%	21%	17%	6%

**MAP Math Goal Areas 2022-2023**

<b>Operations and Algebraic Thinking</b>	Lo	LoAvg	Avg	Hi Avg	Hi
Sixth Grade	46%	36%	7%	6%	4%
Seventh Grade	40%	30%	18%	12%	0%
Eighth Grade	40%	22%	22%	15%	2%
<b>Real &amp; Complex Number Systems</b>					
Sixth Grade	36%	29%	17%	9%	9%
Seventh Grade	32%	34%	16%	14%	4%
Eighth Grade	35%	18%	27%	16%	4%
<b>Geometry</b>					
Sixth Grade	42%	30%	12%	13%	3%
Seventh Grade	44%	26%	22%	4%	4%
Eighth Grade	35%	20%	25%	16%	4%

<b>Statistics and Probability</b>					
Sixth Grade	46%	28%	16%	6%	4%
Seventh Grade	34%	38%	24%	2%	2%
Eighth Grade	35%	24%	27%	13%	2%

### MAP Math Goal Areas 2021-22

<b>Operations and Algebraic Thinking</b>	Lo	LoAvg	Avg	Hi Avg	Hi
Sixth Grade	40%	28%	21%	9%	2%
Seventh Grade	33%	35%	21%	5%	5%
Eighth Grade	42%	23%	21%	15%	0%
<b>Real &amp; Complex Number Systems</b>					
Sixth Grade	40%	20%	27%	11%	2%
Seventh Grade	30%	25%	28%	16%	2%
Eighth Grade	32%	34%	21%	11%	2%
<b>Geometry</b>					
Sixth Grade	40%	27%	20%	11%	2 %
Seventh Grade	35%	26%	23%	12%	4%
Eighth Grade	36%	36%	21%	8%	0%
<b>Statistics and Probability</b>					
Sixth Grade	49%	22%	20%	9%	0%
Seventh Grade	32%	23%	32%	11%	4%
Eighth Grade	40%	32%	17%	8%	4%

### MAP Math Goal Areas 2020-21

<b>Operations and Algebraic Thinking</b>	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%
<b>Real &amp; Complex Number Systems</b>					
Sixth Grade	34%	34%	17%	12%	2%
Seventh Grade	36%	36%	18%	9%	2%
Eighth Grade	30%	26%	21%	21%	2%
<b>Geometry</b>					
Sixth Grade	38%	28%	22%	10%	2 %
Seventh Grade	50%	30%	14%	4%	2%



Eighth Grade	45%	26%	26%	2%	2%
<b>Statistics and Probability</b>					
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

<b>Operations and Algebraic Thinking</b>	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%
<b>Real &amp; Complex Number Systems</b>					
Sixth Grade	32%	29%	32%	3%	3%
Seventh Grade	31%	21%	23%	17%	8%
Eighth Grade	18%	30%	27%	23%	2%
<b>Geometry</b>					
Sixth Grade	46%	31%	20%	2%	2%
Seventh Grade	43%	34%	9%	8%	6%
Eighth Grade	25%	32%	25%	16%	2%
<b>Statistics and Probability</b>					
Sixth Grade	42%	36%	15%	7%	0%
Seventh Grade	42%	17%	34%	2%	6%
Eighth Grade	30%	25%	25%	20%	0%

**Table 6 MAP Reading Percentiles within Goal Areas**

### MAP Reading Goal Areas 2023-2024

<b>Literary Text</b>	Lo	LoAvg	Avg	HiAvg	Hi
Sixth Grade	28%	23%	23%	15%	11%
Seventh Grade	33%	26%	25%	13%	3%
Eighth Grade	36%	34%	13%	11%	6%
<b>Informational Text</b>					
Sixth Grade	32%	19%	36%	8%	6%
Seventh Grade	25%	33%	26%	13%	3%
Eighth Grade	26%	30%	32%	8%	4%

<b>Vocabulary</b>					
Sixth Grade	21%	26%	34%	11%	8%
Seventh Grade	22%	26%	20%	23%	9%
Eighth Grade	32%	23%	30%	11%	4%

### MAP Reading Goal Areas 2022-2023

<b>Literary Text</b>	Lo	LoAvg	Avg	HiAvg	Hi
Sixth Grade	49%	16%	19%	12%	4%
Seventh Grade	38%	16%	24%	16%	6%
Eighth Grade	27%	24%	31%	13%	5%
<b>Informational Text</b>					
Sixth Grade	45%	26%	14%	13%	1%
Seventh Grade	32%	26%	18%	20%	4%
Eighth Grade	24%	31%	27%	15%	4%
<b>Vocabulary</b>					
Sixth Grade	38%	26%	19%	10%	7%
Seventh Grade	30%	14%	30%	20%	6%
Eighth Grade	22%	24%	33%	15%	7%

### MAP Reading Goal Areas 2021-22

<b>Literary Text</b>	Lo	LoAvg	Avg	HiAvg	Hi
Sixth Grade	29%	16%	31%	20%	4%
Seventh Grade	32%	27%	16%	14%	11%
Eighth Grade	29%	21%	21%	19%	0%
<b>Informational Text</b>					
Sixth Grade	25%	34%	14%	18%	9%
Seventh Grade	23%	23%	23%	21%	9%
Eighth Grade	25%	27%	21%	19%	10%
<b>Vocabulary</b>					
Sixth Grade	30%	18%	30%	16%	7%
Seventh Grade	20%	32%	21%	16%	11%
Eighth Grade	23%	27%	21%	19%	10%

### MAP Reading Goal Areas 2020-21

<b>Literary Text: Key Ideas and Details</b>	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%
<b>Literary Text: Language, Craft, and Structure</b>					
Sixth Grade	21%	24%	28%	21%	7%
Seventh Grade	25%	23%	32%	14%	7%
Eighth Grade	29%	14%	27%	20%	10%
<b>Informational Text: Language, Craft, and Structure</b>					
Sixth Grade	31%	29%	21%	16%	3%
Seventh Grade	21%	30%	25%	21%	4%
Eighth Grade	24%	24%	20%	18%	12%
<b>Vocabulary: Acquisition and Use</b>					
Sixth Grade	22%	29%	24%	16%	3%
Seventh Grade	28%	23%	16%	28%	5%
Eighth Grade	20%	24%	29%	20%	6%
<b>Informational Text: Key Ideas and Details</b>					
Sixth Grade	24%	33%	17%	16%	10%
Seventh Grade	21%	32%	21%	21%	5%
Eighth Grade	24%	18%	33%	18%	6%

## MAP Reading Goal Areas 2019-20

<b>Literary Text: Key Ideas and Details</b>	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%
<b>Literary Text: Language, Craft, and Structure</b>					
Sixth Grade	28%	22%	24%	22%	3%
Seventh Grade	21%	9%	21%	38%	11%
Eighth Grade	16%	23%	25%	27%	9%
<b>Informational Text: Language, Craft, and Structure</b>					
Sixth Grade	34%	22%	16%	10%	5%
Seventh Grade	17%	21%	28%	21%	12%
Eighth Grade	16%	16%	41%	7%	20%
<b>Vocabulary: Acquisition and Use</b>					
Sixth Grade	33%	21%	19%	22%	5%

Seventh Grade	15%	23%	36%	17%	9%
Eighth Grade	11%	32%	25%	25%	7%
<b>Informational Text: Key Ideas and Details</b>					
Sixth Grade	31%	26%	21%	16%	7%
Seventh Grade	21%	13%	38%	23%	6%
Eighth Grade	14%	25%	27%	23%	11%

**Table 6.5 Percent of Students That Met or Exceeded Expected MAP Score.**

Winter 23-24

6th Grade Math	44%
6th Grade Reading	58%
7th Grade Math	48%
7th Grade Reading	63%
8th Grade Math	40%
8th Grade Reading	47%

Winter 22-23

6th Grade Math	26%
6th Grade Reading	28%
7th Grade Math	46%
7th Grade Reading	44%
8th Grade Math	41%
8th Grade Reading	50%

(Winter 21-22)

6th Grade Math	48%
6th Grade Reading	51%
7th Grade Math	56%
7th Grade Reading	39%
8th Grade Math	50%
8th Grade Reading	54%

(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%

**2023**

- **(Table 6.5)** The percentage of students meeting or exceeding MAP scores in 6th and 7th grades increased from the previous year in both Math and Reading, but the percentage in 8th grade dropped for both Reading and Math.
- **(Table 6.5)** Our goal of 85% of students meeting or exceeding expected MAP scores was not met at any grade level in either Math or Reading. The closest group was 7th grade Reading with 63%.
- **(Table 5)** In Math our greatest concentration of students fall into Lo and LoAvg in all grades.

**2022**

- The percent of students meeting and exceeding in 6th grade is the lowest we have ever experienced.

**2021**

- **(Table 4)** The current seventh and eighth grade classes showed improvement in students scoring in the average to high level on the math assessment.
- **(Table 4)** Reading does better than Math across the board.
- **(Table 5)** Statistics and Probability and Geometry are areas that have a lower percentage of students at the HiAvg and Hi levels.
- **(Table 6)** More students achieved Avg to Hi in the 7th and 8th grades than in the sixth grade.

**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.

## 2.3 Demographic Data

Table 7 Discipline Referrals by Type of Infraction (End of Year Report). Data is collected from Skyward disciplinary records from the first day of school to March 1st for all three grades combined.

Major Referral Type	2019-2020	2020-2021	2021-2022	2022- 2023	2023- 2024
<b>TOTAL</b>	<b>270</b>	<b>237</b>	<b>566</b>	<b>236</b>	<b>599</b>
Physical Aggression (including fighting)	38	11	59	26	39
Alcohol & Drug Possession/Use	3	3	13	2	0
Disruptive Behavior	34	25	74	51	67
Disrespect/ Non-compliance/Defiance	150	99	240	48	66
Inappropriate Language/Comments/ Behavior	18	13	81	44	31
Technology Violation/Cell Phone	7	17	29	54	39
Other Categories	20	30	23	1	13

\*Re-created Table 7 in 2020.

### 2022-2023

- There is still a quarter to complete this school year to have comparable data.
- This year has the most technology violations.
- There is a continued need to track discipline data more accurately in Skyward.

### 2021-2022

- Disrespect and non-compliance is the category with the largest number of referrals.
- This year had the highest number of Physical Aggression referrals, Alcohol and Drug Possession and Use, Defiance, and Inappropriate Behavior

### 2020-2021 \*Attendance during this year was in person until 12:15 for the first three quarters and 2:15 during the 4th quarter

- Physical aggression was down significantly possibly due to the earlier dismissal times.
- Technology/Cell phone violations increased by a great deal. Students did not use their lockers for the first three quarters of the year.

### 2019-2020 \*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	Males	Males	Males	Males		Females	Females	Females	Females	Females
--	-------	-------	-------	-------	-------	--	---------	---------	---------	---------	---------

	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024		2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
6 <sup>th</sup>	94	51	22	30	14		63	12	15	20	21
7 <sup>th</sup>	36	78	22	29	27		23	24	13	11	21
8 <sup>th</sup>	3	45	16	17	26		35	35	12	8	11
ALL	135	174	60	76	67		121	71	40	39	53

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

**2023-2024**

- All female referrals have gone up from the previous year.
- All male referrals have gone down from the previous year.

**2020-2021**

- 7th grade males accounted for 45% of discipline referrals while 8th grade females accounted for 49%.
- Referrals for the 8th grade boys went from 29-13-45 from the 6th grade to the 8th grade. Referrals for the girls went from 8-17-35 during the same time frame.

**2019-2020**

- 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.

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

	WCMS 2019-2020		WCMS 2020-2021		WCMS 2021-2022		WCMS 2022-2023		WCMS 2023-2024	
Total School Enrollment	150	100%	169	100%	161	100%	161	100%	179	100%
Average Daily Attendance	143	95.5 %	164	96.9 %	148	92%	162.5	93.5%	161.87	93.9%
Truancy Rate	4	2.5%	14	8.5%	22	14%	17	9%	10	5%
Mobility Rate	15	10%	10	6%	13	8%		8		
Suspension Rate (in & out of school)	45	30%	18	10.6 %	149	93%	57	35%	14	17%
Expulsion Rate	0	0%	0	0%	0	0%	0	0	0	0
Low-Income Rate	92	61%	101	60%	96	60%		60	123	69%
Promotion Rate	150	100%	159	94%	159	99%	161	100	179	100
Retention Rate	0	0%	10	6%	2	1%	0	0	0	0
Gender	F-81 M-69	x	F-84 M-85	x	F-79 M-85	x	F-87 M-97	x	F-85 M-88	x
White	141	94%	155	91.7 %	146	91%	166	90%	163	91%
Black	0	0%	2	1.2%	1	.6%	1	.05%	2	1%

Hispanic	3	2%	5	3%	7	4%	6	.03%	1	1%
Asian	0	0%	0	0%	0	0	0	0	0	0%
American Indian	1	.67%	0	0%	0	0	1	.05%	2	1%
Pacific Islander	0	0%	0	0%	0	0	0	0	0	0%
Two or More Races	5	3.3%	7	4.1	10	6%	10	5%	12	6%

**2021-2022 (Table 9)**

- Mobility rose slightly.
- The suspension rate is at an all time high.

**2020-2021 (Table 9)**

- The mobility rate went from a high of 14% in 2017-18 to a low of 6% in 2020-21.
- The retention rate increased to 6%. Most of these students spent a majority of the year remotely due to the Covid-19 pandemic.
- WCMS had its highest rate of diversity in 2020-21 at 8.3%.

**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.

**Table 10 General Student Enrollment (Fall Housing Report)**

	WCMS 2017-2018		WCMS 2018-2019		WCMS 2019-2020		WCMS 2020-2021		WCMS 2021-2022		WCMS 2022-2023	
	#	%	#	%	#	%	#	%	#	%	#	%
Total	154	100%	152	100%	151	100%	172	100%	169	100%	181	100%
6 <sup>th</sup>	35	23%	47	31%	60	39.7%	59	34.3%	50	30.5%	71	39%
7 <sup>th</sup>	56	36%	37	24%	50	33.1%	60	34.8%	57	34.8%	53	29%
8 <sup>th</sup>	63	41%	68	45%	41	27.1%	53	30.8%	57	34.8%	57	32%

**2022-2023 (Table 10)**

- The 6th grade class is the largest that we have had at WCMS in the last 5 years.
- The 6th grade class makes up 39% of our student population.

**2021-2022 (Table 10)**

- The 6th grade class is the smallest at WCMS since the 2019-20 8th grade class.
- The 8th grade class enrollment has declined by three students since 6th grade.

**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 from 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.



**Table 11 Student IEP Subgroup Enrollment (Fall Housing Report)**

	2020-2021		2021-2022		2022-2023		2023-2024	
	#	%	Data unavailable		#	%	#	%
Total Building Population	164	100%			183	100	180	100
Total Special Education*	34	20.7%			35	19.6%	33	18%
Intellectual Disability	4	11.8%			4	11.4%	3	9%
Hearing Impaired	0	0%			2	5.7%	1	3%
Speech/Lang Impairment	2	5.9%			9 Secondary eligibility	26%	1	3%
Visual Impairment	0	0%			0	0%	0	0
Emotionally Disturbed	2	5.9%			4	11.4%	2	6%
Orthopedic	0	0%			0	0%	0	0
Other Health Impairment	4	11.8%			5	14.3%	4	12%
Specific LD	14	41.2%			16	46%	19	58%
Multiple Disabilities	0	0%			0	0%	1	3%
Deaf/Blindness	0	0%			0	0%	0	0
Autism	4	11.8%			4	11.4%	2	6%
Traumatic Brain Injury	0	0%			0	0%	0	0

\*Sub-group population percentages are based on the total special education population.

**2020-2021 (Table 11)**

- The overall percentage of special education students stayed stable for the last two years.
- Speech/Language students were reduced to 5.9% in 2020-21.

**2.4 Program Data**

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

	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	2022-2023	2023-2024
Total Full-Time Teachers	14	13	14	14	14	13	13
Total Part-Time Teachers	3	2	2	2	2	1	2
Average Years Teaching (total years taught)	12	11.6	12.8	NA	NA	10	11.2
Teachers New to Building	3	1	2	1	2	2	3
First Year Teachers	3	2	0	0	2	1	1
Teachers with M.A. & Above (%)	35%	46%	31.4%	34%	31.7%	31.7%	31%
Teachers with Emergency/Provisional Cert.	0	0	0	0	0	2	0

Caucasian Teachers (%)	100%	100%	100%	100%	100%	100%	100%
Male Teachers (%)	29%	23%	26%	26%	25%	8%	13%
Female Teachers (%)	71%	77%	74%	74%	75%	92%	87%
Highly qualified Teachers (%)	NA	NA	NA	NA	NA	NA	NA
Total Paraprofessionals	4	4	3	3	2	4	5
Total Counselors	0	0	0	0	1	.5	0
Total Librarians	0.5	0.5	0.5	0.5	0.5	.5	.5
Total Social Workers/Psychologists	2 part-time	2 part-time	2 part-time	2 part-time	2 part-time	2 part time	1 full time 2 part time
Total Other Staff	7	7	7	7	7	7	8
Total Administrators	2	1	1	1	1	1	1

**2023-2024**

- We do have one first year teacher.
- We have three teachers new to our building
- We do not have a 2nd physical education teacher. We do have a male paraprofessional helping in PE.
- We have one full time social worker

**2022-2023**

- We do not have a 2nd physical education teacher. There were no applicants
- We do have one first year teacher.
- We lost a male teacher but we do have a male paraprofessional helping in PE.

**2021-2022 - No data**

**2020-2021 (Table 12)**

- Both teachers hired in 2020-21 were first year teachers.
- Teachers who have a masters degree or better has dropped since the 2017-18 school year.

**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.

**Table 13 Professional Development Data (Spring 2023-Spring 2024)**

Topic	Provider	Hours	Date	Participants	Grade
Auditory Processing	West Central CUSD 235	1.5	08/16/2023	All	All
Restorative Circles	West Central CUSD 235	2.5	08/16/2023	All	All
Google Classroom: What's New	West Central CUSD 235	.50	11/13/2023	All	All
IXL Elevate 1	West Central CUSD 235	1.5	09/18/2023	All	All

Google Classroom: What's New	West Central CUSD 235	0.5	11/13/2023	All	All
504 Law & Practice For Educators	ROE	3.0	11/15/2023	Ariel Dillard	
Raising Student Awareness	Kane ROE	15.0	12/11-12/2023	Heather Davis, Christina Ryba-Sheppard, Byron Helt, Sara Ryner, Sara Dittner	
Google Pro Tips	West Central CUSD 235	1.0	02/12/2024	All	All
Reunification Scenario Practice	West Central CUSD 235	2.0	02/16/2024	All	All
AI Tips	West Central CUSD 235	1	3/2/24	All	All
Success Sequence	Terry Louden	5.0	03/5/2024	Ariel Dillard	
Trauma Informed Relationship -Focused Schools Conference	Chaddock	5.0	03/6-7/2024	Ariel Dillard	
Trauma Informed Relationship -Focused Schools Pre-Conference	Chaddock	5.5	03/06/2024	Becky Hobson	
Trauma Informed Relationship -Focused Schools Conference	Chaddock	5.5	03/07/2024	Becky Hobson	
Illinois School Psychologist Association Annual Convention	Illinois School Psychologist Association	9.0	03/14-15/2024	Mallory Nelson	
Your FBA is a Fantasy! Creating Trauma-Informed, Brain-Based, Skill-Focused FBAs and Behavior Support Plans that Improve Emotional, Behavioral	Live webinar, Doris Bowman, M.S. Education/Special Education & Rick Bowman MA, Clinical Psychology	7.0	03/18/2024	Becky Hobson	

& Academic Functioning & Build Resilience					
Talk Saves Lives Suicide Prevention	Live webinar, Kate Mallory, M.S.Ed.	1.0	03/20/2024	Becky Hobson	
National Pathways to Special Education	Live webinar, by Autism Speaks	2.5	03/28/2024	Becky Hobson	
6th Annual Pete Tarantola IAC Conference. Strengthening Families through Five Protective Factors; How High Do You Bounce? Building Resiliency in Yourself and Your Children; Implementing Strengthening Families in Your Programs and Services; Cooperative Parenting within the Five Protective Factors; ParenTEACH: Preparing Students for Success Through Positive Parenting and Caregiving Education in High School; The Power of Resilience: From 12 Foster Homes to Harvard University	6th Annual Pete Tarantola IAC Conference	7.0	4/17/2024	Becky Hobson	
Building Bridges to the Past: Teaching Using Primary Sources & Public History Collections	Western Illinois Museum	4.0	04/19/2024	Jackie Spence	
Onward Book Study	West Central CUSD 235	Up to 18	Complete In May	All	All
Why Do I Have To Read This? Book Study	West Central CUSD 235	12	March 5, 26, and April 16 2024	Sara Dittner, Christina Sheppard, Natalie Ensminger	
I Wish My Teacher Knew Book Study	West Central CUSD 235	12	Feb. 8, March 20, April 10 2024	Sara Dittner, Christina Sheppard,	

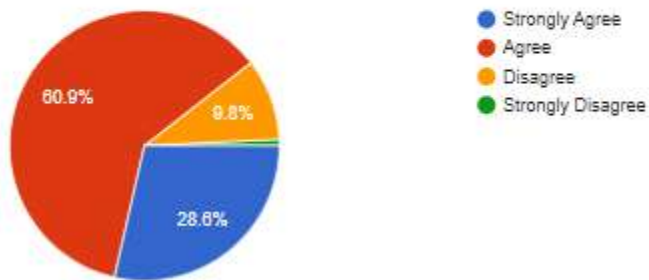
				Natalie Ensminger	
Flooded Book Study	West Central CUSD 235	12	3 Dates in 2023/2024	Sara Dittner, Christina Sheppard, Natalie Ensminger	

## 2.5 Perception Data

### Student Survey 2023-2024

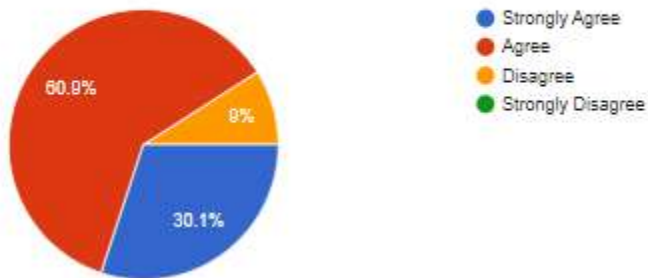
I am able to get help with completing and understanding my school work outside of class.

133 responses



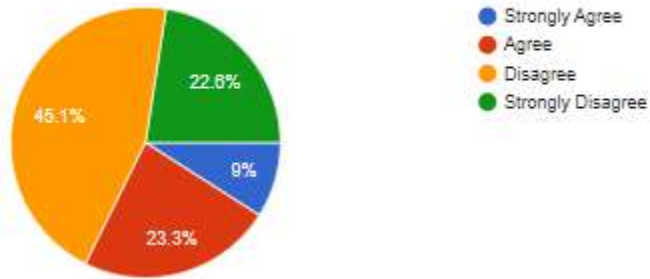
I feel I have enough access to teachers to get help with my school work.

133 responses



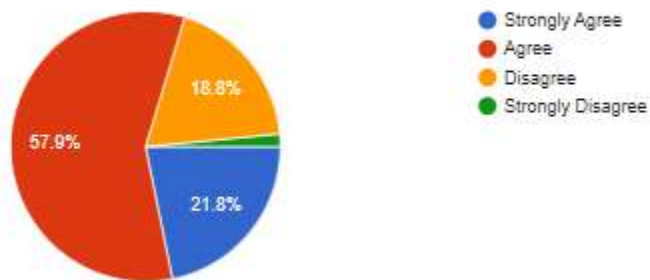
I would like to have peer tutors to help me complete and understand my school work.

133 responses



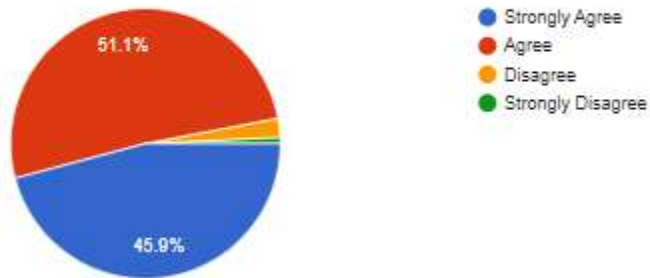
In my school, we talk about ways to help us understand and control our emotions.

133 responses



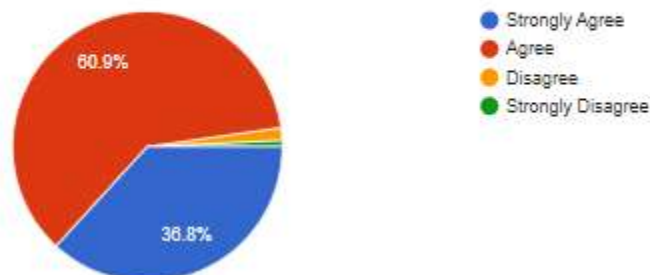
Adults in this school have high expectations for me in my behavior.

133 responses



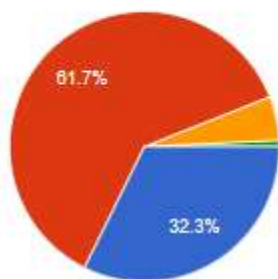
Adults in this school have high expectations for me in my school work.

133 responses



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

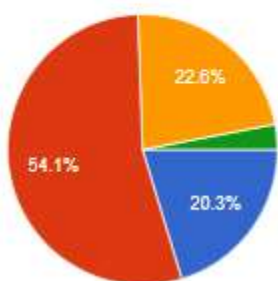
133 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

In my school, we have learned ways to resolve disagreements peacefully.

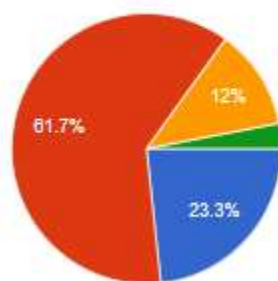
133 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am proud to be a student at West Central.

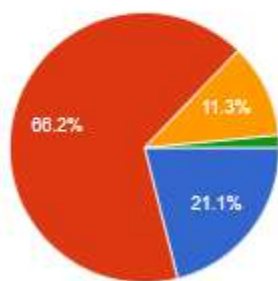
133 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Adults who work in my school treat students with respect.

133 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

## Student Survey Observations 2023-2024

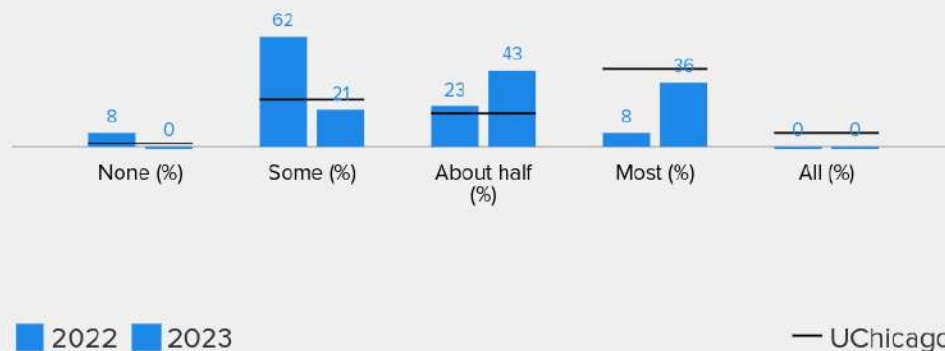
- 10.5% of students still feel like they aren't able to get help completing and understanding their class work. Down from 14.5% last year.
- 4.4% more students agree/strongly agree this year that they are able to access their teacher for help.
- 32% of students would like help from peer tutors.
- 80% of students agree that we talk about ways to help us understand and control our emotions, consistent with the 2022-2023 survey.
- There was an increase from 80% to 87.3% that felt the adults treat students respectfully.
- There was an increase from 91.5% to 97% of students that felt the adults have high expectations for their behavior.
- There was an increase from 91.5% to 97.7% of students that felt the adults have high expectations for their schoolwork.
- 94% of students have noticed that the adults are working together to help them.
- 11.6% more students are proud to be a student at West Central than last year. (85% total)
- 74.4% of students feel that they have learned ways to resolve disagreements peacefully. Last year this number was 64.2%.

## Parent/Guardian Survey 2022-2023

Teachers report that students' parents:

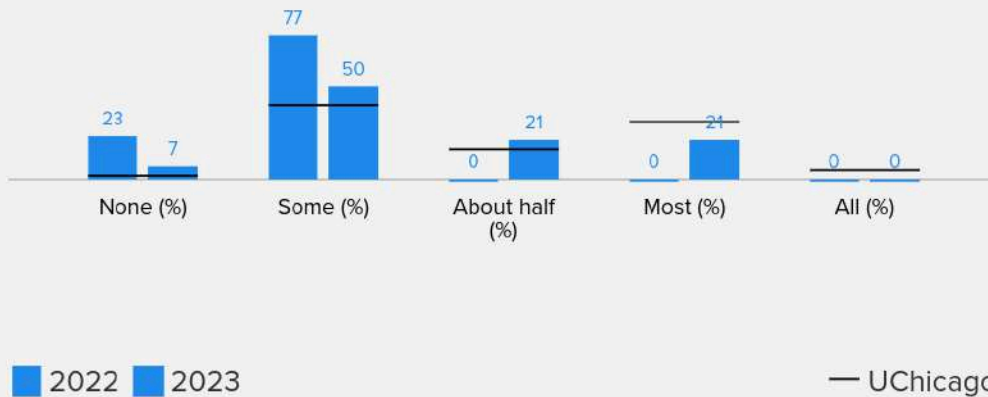
[Expand All](#)

Attended parent-teacher conferences when you requested them.

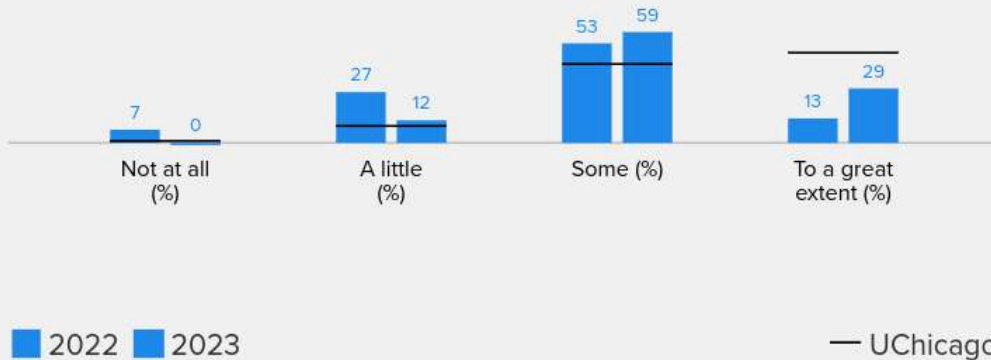




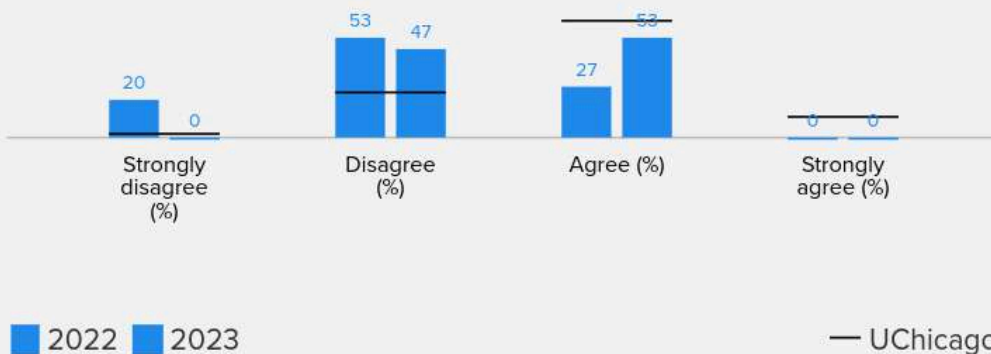
Responded to your suggestions for helping their child.



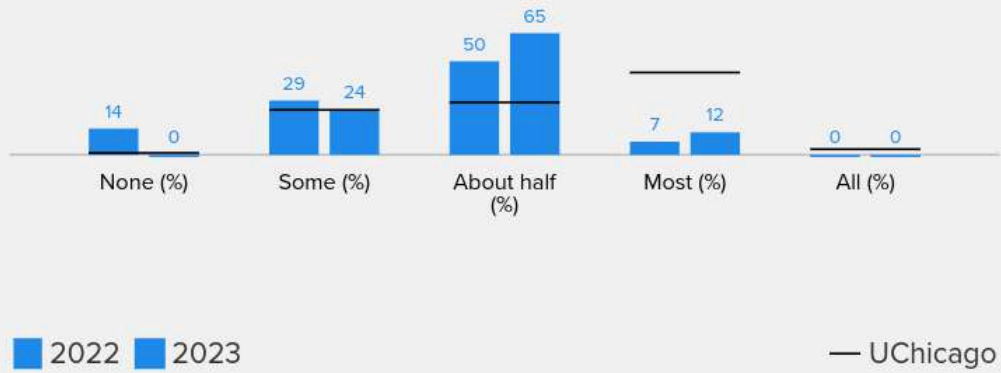
Teachers feel respected by the parents of the students



Teachers and parents at this school think of each other as partners in educating children.



### Parents do their best to help their children learn.



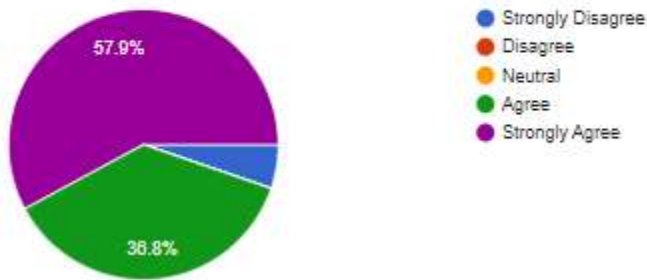
### Parent/Guardian Survey 2022-2023

- Teachers report that 28% of parents attended requested conferences
- 21% of teachers report that most parents respond well to their suggestions in helping their student's learning
- 53% of parents and teachers feel they are partners in educating their children
- 12% of teachers feel that most parents do their best to help their children learn

### Staff Survey 2023-2024

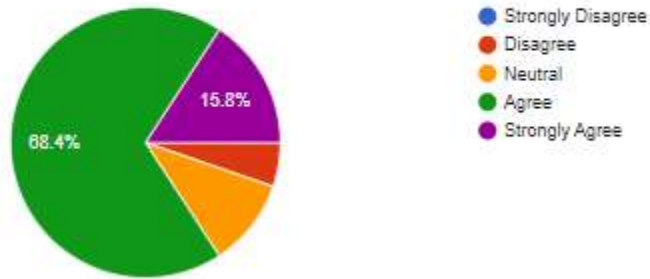
I know what is expected from me at work.

19 responses



I have the materials and equipment I need to be successful in my position.

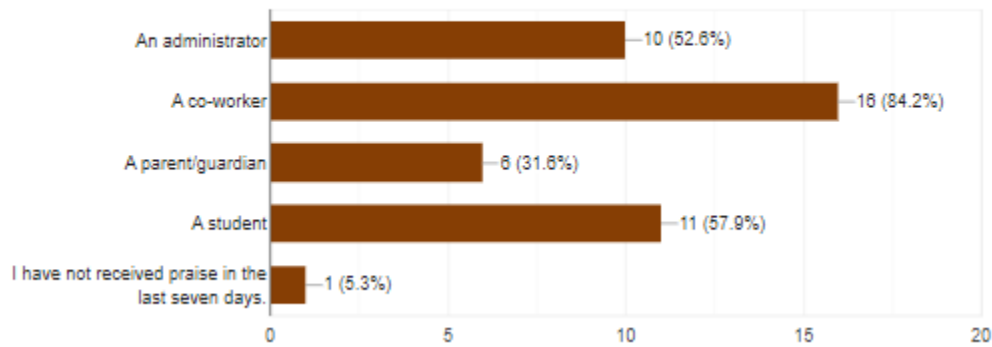
19 responses



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



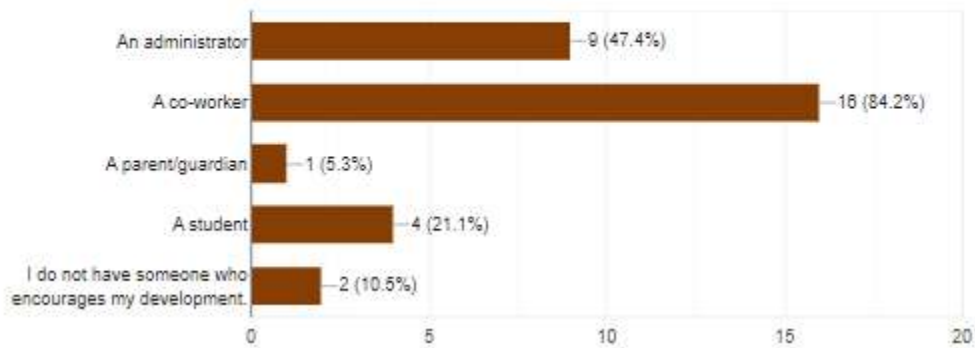
19 responses



There is someone at work who encourages my development (check all that apply):



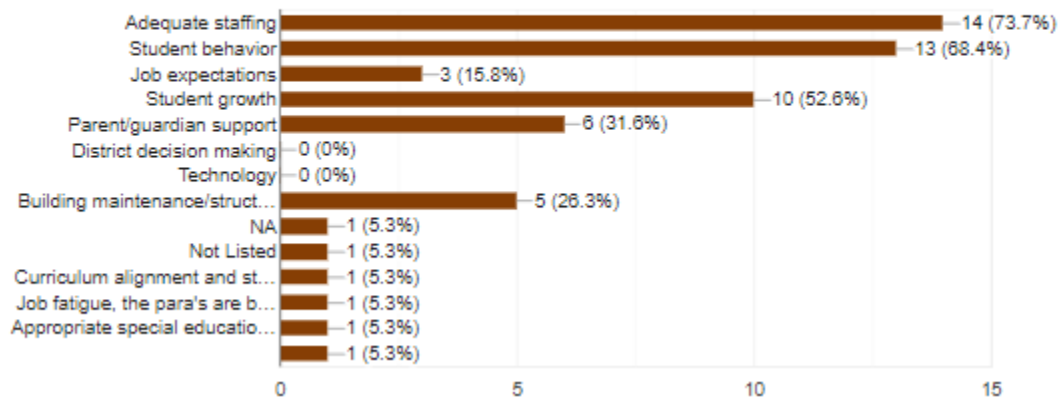
19 responses



My main concern(s) in our building relate to (check all that apply):



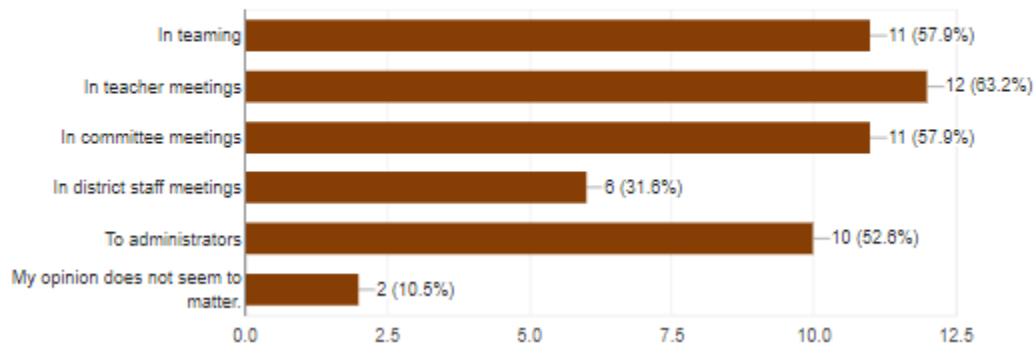
19 responses



At work, my opinions seem to matter (check all that apply).



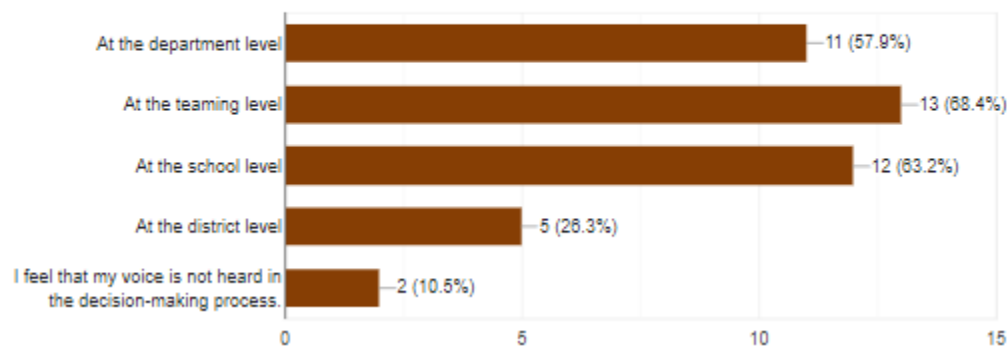
19 responses



I have a voice in the decision-making process in the following (check all that apply):

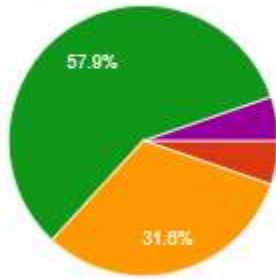


19 responses



West Central Middle School is a cohesive educational team.

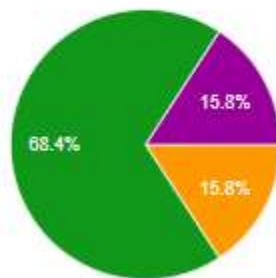
19 responses



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

I receive adequate feedback on my performance as a teacher.

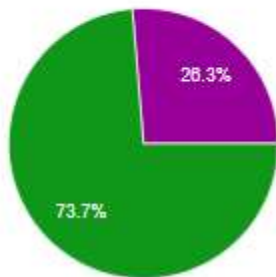
19 responses



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

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

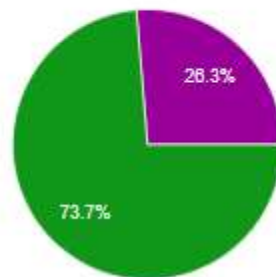
19 responses



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

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

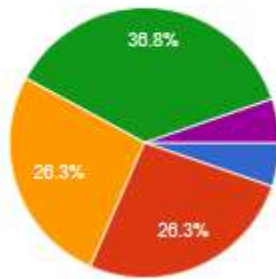
19 responses



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

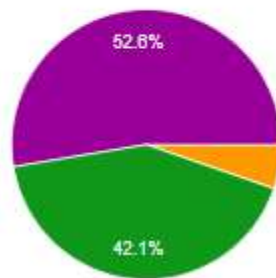
I believe the rules for student behavior are consistently enforced in the building.

19 responses



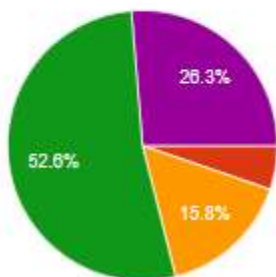
I have access to reliable technology to succeed in my job.

19 responses



I am proud to be a teacher at West Central.

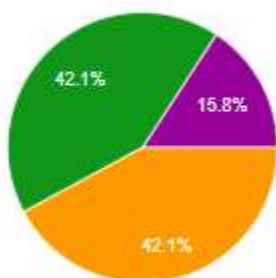
19 responses



**New Questions from 23'-24' Survey below:**

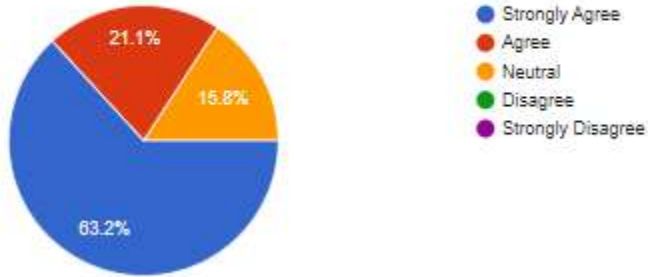
I believe Reflex is a valuable resource for students and staff.

19 responses



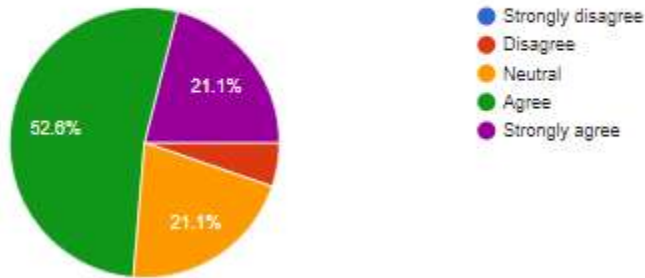
I believe IXL is a valuable resource for our students and staff.

19 responses



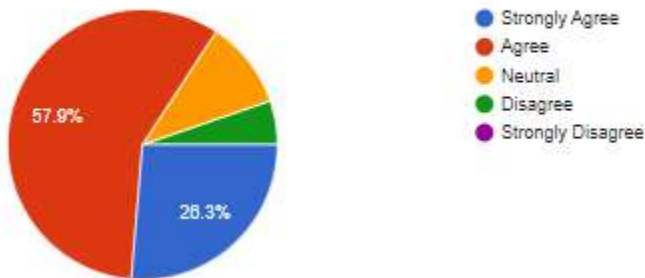
The MTSS program here is a valuable addition to the schedule for students and staff.

19 responses



I believe PBIS is a valuable program for our staff and students.

19 responses



### Staff Survey Observations 2023-2024

- According to staff and student surveys, the overall atmosphere at school continues to change positively.
- It seems like teachers are happier overall this year with discipline and being a cohesive educational team. Another 4.25% of staff report an increase of the middle school being a cohesive educational team from last year (+45.1%).
- There is even more support for professional development opportunities this year as compared to the increase from last year.
- The biggest concerns from staff continue to be adequate staffing and student behavior. This year, student growth was our 3rd largest concern.
- 58% of staff feel that using Reflex is valuable; 42% were neutral.
- 84% of staff feel that using IXL is a valuable resource for our students and staff (15.8% were neutral).
- Most staff (73.7%) agree that MTSS is a valuable addition for our students and staff (21% were neutral).
- Most staff (84.2%) agree that PBIS is a valuable program for our students and staff (10.5% were neutral).

Illinois Quality Framework 2023-2024 [LINK](#) to Supporting Rubric

Our entire staff worked to rate the school in 25 areas that fell into 7 categories. We found that our challenge areas were agreed upon by all to be in the areas of collaboration with data analysis and instruction and curriculum.

## 2.6 Social Emotional Learning Data

MS SIP: Aug 2023 - March 1, 2024

	6th (b/g)	7th (b/g)	8th (b/g)	Total (b/g)
<b>SW/Counseling</b>	4/16 (20)	15/18 (33)	11/11 (22)	30/45 (75)
<b>SW Minutes</b>	3/1 (4)	3/0 (3)	4/0 (4)	10/1(11)
<b>SP Minutes</b>	2/0(2)	3/1 (4)	3/0(4)	8/1 (9)
<b>CICO</b>	3/1 (4)	2/0 (2)	8/0 (8)	13/1 (14)
<b>After-School Tutoring</b>	5/8 (13)	14/14 (28)	9/4 (13)	28/26 (54)
<b>MTSS - Academic</b>	Tier 2: 7/11 (18) Tier 3: 0/0 (0)	Tier 2: 6/3 (9) Tier 3: 0/0 (0)	Tier 2: 0/16 (33) Tier 3: 0/0 (0)	Tier 2: 13/17 (30) Tier 3: 0/0 (0)
<b>MTSS - SEL</b>	Tier 2: 8/17 (25) Tier 3: 0/0 (0)	Tier 2: 19/19 (38) Tier 3: 0/0 (0)	Tier 2: 22/15 (37) Tier 3: 0/0 (0)	Tier 2: 49/51 (100) Tier 3: 0/0 (0)

### Social Emotional Learning Data Observations (2023-2024)

- 75 students received SW/counseling minutes
- 11 students received social work minutes
- 9 students received speech and language services
- 14 students have a Check In Check Out intervention with data tracking for behavior or academic motivation
- 54 students are utilizing tutoring services
- 30 students received a tier two academic intervention
- 100 students received a tier two SEL intervention
  - 26 groups
- SDQ Students identified as (abnormal scoring) needing supports in the following areas:
  - Emotional- 19 students
  - Conduct- 7 students
  - Prosocial- 8 students
  - Hyperactivity- 36 students
  - Peer - 44 students
- Saebres Students identified as At Risk needing supports in the following areas:
  - Social- 58 students
  - Emotional- 85 student



Some Data has changed due to having full time support in middle school. SDQ was switched out with SAEBRS screeners.

## IV. Goals, Strategies, and Integrated Action Plan

Table 17 Strategies, Baseline Data, Annual Targets and Documentation

<b>Improvement Goal 1: Decrease Absenteeism</b>				
By June of 2025 WCMS will decrease the number of students that are chronically absent by 3% for all students and 10% for students identified as students with disabilities as indicated by Skyward. Chronically absent is defined as missing 18 days of school excused or unexcused.				
<b>Current Conditions and Data Sources:</b>				
According to the Illinois School Report card 19% of our students were absent 18 or more days excused and unexcused in the 22-23 school year.				
<b>Specific Step</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Estimated Cost &amp; Funding Source</b>	<b>Evaluation/ Evidence of Implementation</b>
Establish an attendance leadership team to help decrease absenteeism.	August 2024-May 2025	Administration	None	Meeting agendas
Build positive relationships with previously truant students and their families.	August/ September 2024	Attendance leadership team	None	Contact log Summative Attendance Data 5E Student Teacher Trust - Baseline Student - teacher trust additional survey December and May
Attendance leadership team will do tier 1 and tier 2 interventions with truant students.	August 2024-May 2025	Administration	None	Meeting agendas/ Checklist
Truant students will be assigned a staff mentor.	August 2024-May 2025	Attendance leadership team	None	Mentor log
Implement components of the "Attendance Strategy Guide" from the Colorado Department of Education.	August 2024-May 2025	Attendance leadership team	None	Mentor log
Continue SEL strategies/ programs/interventions to assist students.	August 2024-May 2025	Administration, Student Support Specialist, Grade Level Teams, Social Worker,	None	Meeting agendas, social worker data

		Counselor, School Psychologist		
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**Improvement Goal 2: Increase Reading Language Arts and Reading Achievement**

Reduce the number of “Lo” and “LoAvg” students by 15% from the 2024 Fall MAP reading assessment to the 2025 Spring MAP reading assessment and increase the number of students that meet and exceed on IAR by 5%. Three percent of the children with disabilities (CWD) subgroup will approach, meet, or exceed on the IAR.

**Current Conditions and Data Sources:** 2024 Fall & 2025 Spring MAP assessments, 2025 IAR

Specific Step	Timeline	Person/Group Responsible	Estimated Cost & Funding Source	Evaluation/ Evidence of Implementation
Focus on priority standards across grade levels for ELA.	August 2024-May 2025	ELA Department	None	ELA department meeting notes
Create benchmark assessments based on priority standards across grade levels.	August 2024	ELA Department, Special Education Teachers	None	ELA department meeting notes
ELA department (including special education) will meet regularly for accountability checklists and data analysis.	August 2024-May 2025	ELA Department, Special Education Teachers, Administration	None	ELA department meeting notes
Faculty will implement the use of common writing rubrics across the curriculum, including special education.	August 2024-May 2025	Administration, ELA Department, Special Education Teachers	None	Curriculum Guides
ELA department will collaborate with the School improvement learning partner through ROE #33 to choose a curriculum.	August 2024 - January 2025	ELA Department, Special Education Teachers, Administration, ROE #33	Funds from school improvement grant	ELA department meeting notes
Administration will collect data for student engagement and differentiation in instruction.	August 2024-May 2025	Administration	None	Walk-through data
Adjust schedule to implement effective co-teaching practices in instruction.	August 2024-May 2025	Administration	None	Walk-through data
Professional development and book studies will be provided to	August 2024-May 2025	Administration, SIP Team	None	Meeting agendas

staff on student engagement and differentiation.				
Pedagogy work dependent upon AIR report.				

<b>Improvement Goal 3: Increase Math Achievement</b>				
Reduce the number of “Lo” and “LoAvg” students by 15% from the 2024 Fall MAP math assessment to the 2025 Spring MAP math assessment and increase the number of students that meet and exceed on IAR by 5%. Three percent of the children with disabilities (CWD) subgroup will approach, meet, or exceed on the IAR.				
<b>Current Conditions and Data Sources:</b> 2024 Fall & 2025 Spring MAP assessments, 2025 IAR				
<b>Specific Step</b>	<b>Timeline</b>	<b>Person/Group Responsible</b>	<b>Estimated Cost &amp; Funding Source</b>	<b>Evaluation/ Evidence of Implementation</b>
Provide training for math teachers and paraprofessionals using the Envision curriculum.	August 2024-May 2025	Envision, Administration	\$4,150	Meeting agenda/notes
The Envision curriculum will be implemented with fidelity.	August 2024-May 2025	Envision, Administration, Math department, paraprofessionals	None	Walk-through data
Administration will collect data for student engagement and differentiation in instruction.	August 2024-May 2025	Administration	None	Walk-through data
Conduct benchmark assessments through Envision curriculum and analyze results.	August 2024-May 2025	Math department	None	Department Meeting Notes
Professional development and book studies will be provided to staff on student engagement and differentiation.	August 2024-May 2025	Administration, SIP Team	None	Meeting agendas
Pedagogy work depends upon AIR report.				

Table 18 Professional Development

<b>Continuous Professional Development</b>	
Differentiation	MTSS
Data Informed Instruction	Effective Meetings
Student Engagement	Danielson Framework
Higher Order Thinking Skills/Depth of Knowledge	Surveys/Results
Curriculum Guides	Co-Teaching
Classroom Management	Conflict Resolution Strategies

## V. Reflection, Evaluation, Refinement

### 5.1 School Improvement Team Meeting Schedule

- The School Improvement Team will meet at least once per month and as needed 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**

<b>Monitoring</b>	<b>Responsible</b>	<b>Monthly</b>	<b>Quarterly</b>	<b>Semi-annually</b>	<b>Annually</b>
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			
Stakeholders Advisory Group Meeting	Administration				April
Walk-through Data	Administration	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/flier 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